

# Winterbourne Boys' Academy

Winterbourne Road, Thornton Heath, Surrey CR7 7QT

## Inspection dates

28 February–1 March 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher is well supported by her leadership team to ensure that all pupils receive a good quality education. Pupils make good progress to reach standards that are expected for their age at the end of key stage 2.
- The quality of teaching and learning is good. Leaders consistently check the quality of teaching and learning.
- Reading has been given a high profile in the school. Pupils demonstrate great enjoyment of reading.
- Governors are ambitious for the school. They are knowledgeable, and offer leaders effective support and challenge.
- Pupils are respectful, polite and courteous. They are confident and motivated learners.
- Leaders' work to promote pupils' spiritual, moral, social and cultural development is a clear strength and is very well embedded in the curriculum. Pupils have a good understanding of their role as British citizens.
- The pupil premium funding is used astutely to ensure that disadvantaged pupils make good gains in their learning.
- Pupils' progress in subjects such as history and geography is not as strong as their progress in English, mathematics and science.
- Pupils' progress in writing is good. However, pupils do not use their writing skills consistently well in other subjects.
- Attendance is close to the national average and has improved since last year. However, the attendance of pupils who have special educational needs and/or disabilities and pupils eligible for free school meals is below the national average.

## Full report

### What does the school need to do to improve further?

- Improve the quality of teaching and learning by ensuring that:
  - teachers plan activities that enable pupils, including the most able, to match their strong progress in English, mathematics and science across a wider range of subjects
  - teachers encourage pupils to apply their well-developed writing skills to other areas of the curriculum.
- Improve the attendance for those pupils who have special educational needs and/or disabilities and those eligible for free school meals so that it is in line with other pupils, nationally.
- Leaders and governors should ensure that the website is fully compliant with government guidelines as a matter of urgency.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The headteacher is a determined leader who works tirelessly with the aim of achieving the best possible outcomes for all pupils. As a result, leaders ensure that pupils receive a good standard of education. Parents appreciate leaders' work and say that the trust has transformed the school for the better. Responses to Parent View, Ofsted's online questionnaire, indicate that the overwhelming majority agree the school is well led and managed.
- The headteacher has high expectations of all leaders, teachers and pupils. Staff are committed to getting the best for the pupils. In the words of teachers: 'The school has improved immensely over the last couple of years and we put all our efforts into pupils' achievements.'
- Leaders have correctly identified key priorities in line with the school's performance to improve the school further. They have introduced new initiatives to improve pupils' progress in reading and writing. For example, leaders have introduced a writing project to challenge and encourage most-able pupils to write at a higher level. As a result, the most able pupils are challenged effectively to write in different styles and are making good gains in their learning.
- Fundamental British values are promoted effectively through the curriculum and assemblies. Pupils demonstrate a good understanding of these values. They talk confidently about the rule of law, democracy and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Pupils learn about different religions and say that this helps them have a better understanding of the different cultures represented at the school. As one pupil said, 'It prepares us for life and we learn how to respect each other.'
- The topic approach to the curriculum makes good connections between different subjects. This enables pupils to use their knowledge and skills in a range of subjects. Teachers make learning exciting, meaningful and relevant. Leaders are consistently looking for ways to make learning fun for pupils and regularly review the curriculum for each year group.
- Learning is enriched beyond the classroom through a range of activities, such as visits to museums, residential trips and sports tournaments. Pupils told inspectors they love coming to school. The most able pupils told inspectors that they are challenged in their learning. For example, pupils are proud of their 'mastery book' in which they complete additional work to deepen their learning.
- The pupil premium funding is used prudently to improve outcomes for disadvantaged pupils. In 2016, the proportion of pupils who attained the expected standard for their age in writing and mathematics at the end of key stage 2 was above average, compared to other pupils nationally. Similarly, these pupils made better progress in writing and mathematics than other pupils.
- Leaders spend the additional sport funding wisely. For example, leaders have invested some of the funds in developing teachers' expertise in teaching physical education. Additionally, the funds have been used to increase the offer of clubs and workshops to

pupils. The school spends money on purchasing teaching resources, equipment and increasing the level of sporting competitions. Pupils proudly told inspectors of their achievements in the most recent cricket tournament, where they won the trophy for taking first place in the South London region.

- The school is a happy and harmonious learning environment. Leaders have successfully created a strong culture where mutual respect and courtesy are part and parcel of everyday school life. Adults consistently model to pupils how to show respect to everyone within the school community.
- Equality of opportunity is promoted effectively through the school's motto: 'Attitude determines altitude'. All staff encourage pupils to achieve their full potential and flourish in their learning.
- The trust supports the school well by providing expertise and guidance to leaders at all levels. They are aware of the need to ensure that the website is compliant in all respects with current government guidelines for academies.

### **Governance of the school**

- Governors are proactive in agreeing the strategic direction of the school. They are ambitious in securing the best outcomes for their pupils. Governors have an accurate understanding of the school's strengths and areas for development.
- Governors visit the school regularly to review aspects of the school's work. For example, governors recently visited the school to check how well leaders promote pupils' spiritual, moral, social and cultural development.
- Members of the governing body offer challenge and support to leaders. They hold senior leaders to account by asking questions on pupils' achievement.
- Governors have taken an active role raising the profile of reading within the school. For example, they have invested funds into purchasing reading programmes and texts for pupils to enjoy.

### **Safeguarding**

- The arrangements for safeguarding are effective. The designated safeguarding lead has ensured that all staff have received training in line with latest legislation. Staff are knowledgeable of the different types of abuse and other aspects of safeguarding. They are quick to notice any changes in pupils' behaviour, and do not hesitate to follow the school's internal procedures should they need to raise a concern.
- Leaders and governors make sure that all pre-employment checks on the suitability of staff meet requirements.
- Robust and secure procedures and policies are in place to ensure pupils' safety and well-being. The school's anti-bullying champion system, for example, is effective in addressing pupils' behaviour that may cause concern. Pupils speak positively about the 'worry boxes' in classrooms and around the school to raise their concerns.

- The school has strong links with parents. Leaders work effectively with external agencies to secure the support that is required to ensure the safety and well-being of pupils, including the most vulnerable. Parents who responded to the online survey, Parent View, say that their children are well looked after in school.

## **Quality of teaching, learning and assessment**

**Good**

- The quality of teaching and learning is consistent across all year groups. Leaders regularly check to ensure that the quality of teaching and learning is good. Consequently, pupils make good progress in their learning.
- Pupils told inspectors they enjoy their learning. During visits to lessons, inspectors observed how well pupils check on each other's work. This helps pupils to move forward in their learning.
- Reading is taught effectively across the school. During visits to lessons, inspectors noted how well pupils are using their inference and deduction skills to develop their understanding of texts. Pupils use their phonics knowledge well to read unfamiliar words. Classrooms have enticing reading corners, which are well resourced to promote the pleasure of reading.
- Writing is taught well. Pupils use their writing skills effectively to write in different styles and contexts. Most-able pupils are involved in extended writing projects that enable them to write at length and to their full potential. However, the work in pupils' topics books shows that pupils do not consistently use their writing skills across other subjects in the curriculum.
- Teachers have good subject knowledge in mathematics. Book scrutiny indicates that pupils are taught mathematics effectively. Pupils are gaining good mathematical understanding and developing reasoning skills through problem solving. As a result, pupils make good progress.
- Teaching assistants effectively support pupils who have special educational needs and/or disabilities. During visits to lessons, an inspector observed how well pupils were being supported with reading mathematical problems and calculating time. Consequently, pupils make good progress.
- An overwhelming majority of parents say that the children are taught well and they receive valuable information about their child's progress.

## Personal development, behaviour and welfare

Good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils say they love their school and are proud of their achievements. They look smart in their uniform and wear it with pride. Pupils told an inspector, 'It gives us pride and recognition to know who we are.'
- Pupils are self-assured, confident learners. They recognise the value of education, and told an inspector that learning is essential in preparing them for life in the real world.
- Pupils are knowledgeable of the different forms of bullying and say bullying is a rare occurrence. The anti-bullying champions and members of the school council work together to resolve problems in the playground. Pupils quote the school's motto: 'we are the solution to other people's problems...we are the voice to what others see'. Pupils say adults will take their concerns seriously, should they raise a concern.
- Pupils spoken to during the inspection told inspectors they are safe at school. They confidently talk about how to stay safe online. Pupils learn how to stay safe through various ways. For example, most recently, the neighbourhood community police officer addressed an assembly to pupils on the dangers associated with talking to strangers and how to stay safe online.

### Behaviour

- The behaviour of pupils is good.
- Pupils understand the school's behaviour management system well. They say that the rewards and sanctions are applied fairly and consistently in the school.
- Pupils conduct themselves well around the school, within lessons, at playtimes and lunchtimes. Pupils from different heritage backgrounds play and learn well together. This contributes to a calm and purposeful learning environment.
- Attendance is close to the national average. Leaders work closely with external agencies to improve the attendance of all groups of pupils in the school. However, the attendance of pupils who have special educational needs and/or disabilities and those eligible for free school meals is below the national average.

## Outcomes for pupils

Good

- Current pupils in the school are making good progress in reading, writing, mathematics and science across all year groups. This is because the quality of teaching is consistent over time.
- The work in pupils' books shows that pupils, including those that are disadvantaged, are working within or above the standard expected for their age in writing, mathematics and science. The most able pupils are challenged to complete work that deepens their learning. However, the work in pupils' topic books shows that pupils do not make as strong progress in other subjects, such as history and geography.

- Pupils who have special educational needs and/or disabilities make good progress in reading and writing and mathematics. Leaders swiftly identify pupils' learning needs, and put in place additional support and interventions to meet their needs.
- Pupils read with fluency, accuracy and understanding of the text. Pupils show a great joy for reading. The most able pupils told the inspectors that they enjoy reading, and their teachers give them challenging texts to read.
- Pupils make good progress in mathematics. During visits to lessons, inspectors noticed pupils making good gains in developing mathematical knowledge and skills. Additionally, the work in pupils' books shows that they are given sufficient opportunities to develop their reasoning skills and deepen their mathematical understanding through problem solving.
- Writing is taught effectively across the school, and pupils make good progress in this subject as a result. The work in pupils' books shows that pupils are writing within or above the standard expected for their age. Pupils use their writing skills effectively to write in different styles and contexts. However, their application of writing skills is not as strong in other subjects.
- In 2016, pupils' progress at the end of key stage 2 was above average in writing and mathematics. Disadvantaged pupils made similar rates of progress in these subjects compared to other pupils, nationally. The most able pupils' progress was strongest in mathematics compared to writing and reading. The progress of pupils who have special educational needs and/or disabilities was above the national average in writing and mathematics. This represents good progress from the starting points for these groups of pupils.
- In 2016, all groups of pupils made good progress in reading. However, their progress in reading was not as strong as writing and mathematics. Leaders have taken effective action to address this, such as the 'drop everything and read' initiative to raise the profile of reading across the school. As a result, current pupils are making good progress.
- The proportion of pupils, including those who are disadvantaged, who attained the higher standard in writing in 2016, was below the national average. Leaders have addressed this swiftly by putting into place interventions to ensure that these pupils reach their full potential.

## School details

Unique reference number	140683
Local authority	Croydon
Inspection number	10023573

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	7 to 11
Gender of pupils	Boys
Number of pupils on the school roll	281
Appropriate authority	The Platanos Trust
Chair	Agatha Domingo
Headteacher	Michelle Smith
Telephone number	020 8689 7685
Website	<a href="http://www.winterbourneboysacademy.com/">www.winterbourneboysacademy.com/</a>
Email address	<a href="mailto:info@winterbourneboysacademy.com">info@winterbourneboysacademy.com</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school does not meet requirements on the publication of information on its website about the pupil premium strategy and governors' details.
- The school does not comply with the Department for Education's guidance on what academies should publish about exclusion arrangements, current memorandum of association, the trust's articles of association and the trust's funding agreement.
- The school became a sponsor academy with The Platanos Trust in April 2014, which is a multi-academy trust.
- This is an average-sized primary school for boys.
- The proportion of pupils who are from disadvantaged backgrounds is well above average.
- The vast majority of pupils are from different minority ethnic groups. The proportion of pupils who speak English as an additional language is well above average.



- The proportion of pupils who have special educational needs and/or disabilities and are receiving support is well above average. The proportion of pupils who have education, health and care plans is below average.
- The percentage of pupils who enter and leave the school during the academic year is well above average.
- The school meets the government's current floor standards for 2016. These set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of key stage 2.
- The headteacher was appointed in April 2015.

## Information about this inspection

- Inspectors visited 19 lessons to observe pupils' learning. Some of these were joint visits with senior leaders. They scrutinised pupils' books during visits to lessons and talked to pupils about the learning.
- Meetings were held with the chair of the governing body and two other governors.
- Inspectors talked to teaching staff and considered the nine responses to the staff questionnaire.
- The lead inspector met formally with two groups of pupils to ascertain their views on learning and their school experiences. Another group of pupils accompanied the inspector on a tour around the school. Inspectors also spoke with pupils informally during playtime and lunchtime.
- Inspectors listened to pupils read in Years 3 and 6.
- Meetings were held with the headteacher, deputy headteacher and other senior leaders of the trust.
- Inspectors took into account 47 responses to Parent View, Ofsted's online questionnaire, held a telephone conversation with one parent and received six free text responses and two email messages. Additionally, an inspector met with parents in the playground at the start of the school day.
- Inspectors scrutinised a range of school documentation including: leaders' self-evaluation; the school's own assessment information; plans for improvement; information relating to attendance and behaviour; documents related to safeguarding; minutes of the governing body; and the checks that leaders make on the quality of teaching and learning.

## Inspection team

Rajeshree Mehta, lead inspector

Ofsted Inspector

Julie Davey

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2017