

# Winsor Primary School

East Ham Manor Way, Beckton, London E6 5NA

## Inspection dates

12–13 September 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher has built a strong team of senior leaders with clearly defined roles. They have secured many improvements since the last inspection and ensure that staff stay focused on developing their skills further.
- Leaders carefully check the quality of teaching so effective training can be put in place. As a result, teaching is improving and is now good.
- Leadership and the school's capacity to continue to improve have been strengthened by successfully training an effective team of subject and year group leaders.
- Pupils now make good progress not just in reading, writing and mathematics but also in other subjects. Attainment is rising across the school.
- The strong and effective governing body is a major driving force for the school's improvement.
- Pupils make rapid progress in phonics. Almost all reach expected standards by the end of Year 1.
- Recent changes made to the teaching of reading are leading to the pupils' progress improving and attainment rising.
- Strong leadership and close teamwork have been key factors in driving forward improvements to provision in the early years.
- The school has developed the curriculum to achieve a clear set of aims. These are to secure good progress in basic skills, make learning exciting and ensure that subjects other than English and mathematics are taught in depth.
- Behaviour is now good. The robust actions of leaders and staff have considerably reduced incidents of unacceptable behaviour. Attendance is also rising.
- Attention to detail is taken in safeguarding pupils. Consequently, pupils feel safe in school and are confident that staff look after them. Much is done to identify and support vulnerable pupils.
- Leaders thread the promotion of the pupils' spiritual, moral, social and cultural development and their understanding of British values through all aspects of school life.
- Pupils do not always develop their inference skills in reading as securely as retrieving information, comprehension and deduction.
- Teachers do not consistently provide pupils with the chance to develop their key English and mathematical skills across subjects.
- Not all pupils can explain their answers clearly, partly because teachers do not always expect detailed responses from them.

## **Full report**

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

- Improve the quality of teaching further, and its impact on pupils' learning and progress, by:
  - focusing reading sessions more closely on developing inference skills
  - developing key skills of literacy and numeracy more systematically across projects and other subjects
  - focusing on developing speaking skills so pupils respond clearly in depth, at length and in grammatically correct sentences.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders are rigorous in identifying where improvements are needed, putting in place actions, checking their impact and adjusting where necessary. This process is based securely on an analysis of evidence that defines sharply focused priorities and actions. Leaders' quest to improve is supported by an increasingly effective team of subject and year group leaders.
- Leaders check the quality of teaching so they can put in place training programmes on an individual basis. This includes attending courses in school or working alongside a more experienced and expert colleague. This has led to a considerable improvement in teaching and greater consistency across the school.
- The school is outward looking for solutions to the priorities leaders have identified. Close links with local schools and the challenge provided by the local authority have been significant factors in improvements to teaching and leadership.
- The expertise leaders have built is being put to effective use, not just to improve teaching but also to strengthen leadership. New subject leaders have the chance to shadow a more experienced colleague and so develop the skills to rapidly become more effective.
- The school's approach to allowing pupils to study carefully planned projects has ensured that a range of subjects are taught in depth. Projects start with a 'wow' event such as a visit to a museum or gallery. This stimulates pupils to pose key questions about what they want to learn. One question posed in the 'Flight' project in Year 4 was 'What is so important about the Wright brothers?' Projects end with an exhibition of work to parents such as the computer animation Year 2 pupils produced at the end of the project on 'The Great Fire of London'.
- The pupils' experiences are enriched in many other ways. All key stage 2 pupils learn to play a musical instrument through a local authority initiative. Through the effective use of the sports premium, pupils now participate in a wide range of sports and host a football tournament. Teachers have developed their expertise and confidence by working alongside expert sports coaches. Extra-curricular provision is wide and varied.
- Funding for pupils who have special educational needs and/or disabilities is used well. Leaders ensure that the latest thinking in the area influences provision. Innovations include pupils having horse riding sessions, yoga and additional physical education lessons. These are all highly therapeutic and improve the pupils' balance and core strength.
- The actions put in place through the judicious use of the pupil premium are leading to the improved progress and personal development of disadvantaged pupils.

### Governance of the school

- Governance has improved since the school's last inspection. The governing body contains a wide range of expertise. Regular training and visits to the school have increased governors' understanding of its performance. Their questions and the way

they challenge leaders have become more incisive. Governors are fully involved in improvement planning and closely monitor the impact of actions through a 'governor champion'.

- Governors are also rigorous in checking other aspects of the school. Safeguarding is checked carefully and areas to follow up are identified. Governors check the impact of their spending decisions thoroughly so they are fully aware as to whether changes are needed.

## Safeguarding

- The arrangements for safeguarding are effective.
- The strong safeguarding culture means that staff are confident to bring concerns to the attention of appropriate leaders. They have a sharp understanding of the context in which pupils and their families live. Leaders strive continually to engage with harder-to-reach families to ensure that their children are safeguarded.
- Leaders regularly check staff awareness of procedures and what to look out for. This has helped to heighten staff awareness of issues such as potential radicalisation. The school alerts the local authority immediately when pupils leave to make sure that they have not gone missing in education. Staff establish the whereabouts of vulnerable pupils immediately on their first day of absence.

## Quality of teaching, learning and assessment

**Good**

- Teachers have quickly established routines and made their expectations clear to their new classes. Pupils respond quickly to the high expectations of their work and behaviour. Little learning time is lost as a result.
- Questions teachers pose generally challenge the pupils' thinking. They usually have the chance to discuss their ideas with a partner to share and clarify their thoughts. Some pupils struggle to articulate their responses or develop them at length. At times, one-word replies are accepted, rather than extended and reasoned answers.
- Pupils are encouraged to take risks and have a go if something is difficult. This, and the feedback given by teachers, gives them the confidence to learn from their mistakes. Pupils say this also shows them how to improve their work.
- The pupils' writing is stimulated by their exposure to interesting texts. These stir their imagination and show them what is possible. Opportunities to develop writing are well structured. Pupils write on topics and projects, but these are not always planned systematically to develop different styles.
- Teachers now regularly provide pupils with opportunities to apply their mathematical skills and develop their reasoning. This has helped these skills to become securely embedded. Books show they do not have to be revisited as frequently as previously because the pupils' understanding is deeper. However, pupils have limited opportunities to apply their skills in other subjects.
- The teaching of reading has improved following much effective training. Teachers focus on a specific skill in each session. Pupils explore rich texts through thoughtful

questioning by teachers with a focus on looking at vocabulary and unpicking meaning.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are cooperative, attentive and try hard. They confidently share ideas in front of the class. Pupils feel valued and respected by staff. They show great pride in their work by the care they take over its presentation.
- The pupils' participation in competitive sports teaches them about teamwork, fair play and the need for rules. They like the new house system because this also encourages them to see their collective responsibilities towards others. Pupils show great respect for differences, such as by learning about autism.
- Pupils are very clear about the training they have received to keep themselves safe. This includes staying safe online, such as by being aware of the dangers of possible grooming by people pretending to be someone else.
- Pupils feel they do not experience bullying or derogatory language. Parental views and school records support this opinion. The school has trained pupils as peer mediators, although they say their skills are not often called on because few pupils need help.
- Pupils are able to debate moral issues and share their ideas openly. Their voice is heard largely through the school council. Pupils feel they could show more initiative and take greater ownership of decisions where they can make a difference to school life.

### Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well around the school. They are polite and well mannered. Pupils learn to take greater responsibility for their actions and to be tolerant of others.
- Pupils feel behaviour is good and that their learning is rarely disturbed. School records confirm their view that the number of pupils not always meeting expectations for their behaviour is declining. This is in part because pupils have the opportunity to reflect on their actions and the impact on others.
- The strong pastoral team records and analyses reasons for unacceptable behaviour. This enables team members to put in place effective strategies to help individuals adjust their behaviour. The team also works with vulnerable families so that they can help their children modify their behaviour and improve their attendance.
- Pupils know the school is working to improve their attendance. They value the rewards they receive for good attendance. Using the pupil premium to subsidise places in the breakfast club for disadvantaged pupils is improving their attendance and punctuality.

## Outcomes for pupils

**Good**

- The pupils' good and improving progress is leading to their attainment rising across the school. The proportion of Year 6 pupils reaching at least the expected standard in reading, writing and mathematics combined rose in 2017. This means that increasing numbers are prepared for the rigours of learning at secondary school.
- The most able are also making improved progress. Increased numbers of pupils are working above expectations for their age.
- Improved teaching and increased challenge at key stage 1 have led to more pupils working at greater depth in each subject. Progress is rapid in phonics because teaching follows the programme closely in small groups of pupils at similar attainment levels.
- Attainment in reading at Year 6 rose faster than nationally in 2017. Pupils can retrieve information from texts through their skills of comprehension and deduction. They are less secure in inferring meaning from their reading. Hence this is a school priority.
- The pupils' writing is imaginative. They write thoughtfully in a range of styles and for different audiences. Their handwriting develops into a neat joined style. Good progress can be seen in their books, and is evident in the structure and accuracy of their writing.
- Progress in mathematics has improved considerably. The proportion of pupils reaching at least the expected standard is above average by Year 6. Increasing numbers are working beyond this across the school. Pupils have secure calculating skills, which they apply readily to problems, puzzles and investigations.
- Progress is particularly strong in music and art. Both history and geography are studied in depth. Pupils also develop scientific enquiry skills through regular investigations.
- Teachers carefully identify the personal targets for pupils who have special educational needs and/or disabilities. These are based on the rigorous assessment of their progress both academically and socially. This is leading to their making rapid progress in writing and mathematics but slightly slower progress in reading, as is the case for all pupils.
- The increasing progress of disadvantaged pupils is eliminating differences in attainment from that of other pupils nationally. Improving their attendance and behaviour is providing a firmer base for their learning, particularly now that teaching is good.

## Early years provision

**Good**

- Leaders use the wealth of assessment information gathered to identify where additional action is needed. Teaching is consistently at least good and engenders a desire for learning in the children.
- Adults focus sharply on developing communication skills to compensate for the limited English language of many children. Activities inside and out provide many opportunities to develop the children's writing and their understanding of number.
- Adults across the setting provide a very safe and secure environment in which children quickly become confident and happy. Children behave well. They can concentrate and collaborate on a task even though some have only been in school for a few days.
- Regular observations of children's learning and daily team meetings identify where adults can be most effectively directed. Support for children who may have special

educational needs and/or disabilities is already in place even if not diagnosed formally.

- Children make good progress. They often make rapid progress in the Nursery. Attainment is above average by the end of Reception, including in literacy and mathematics. This sets the children up well for success at key stage 1.
- All adults in the team work hard to involve parents in their children's learning. This includes opening classes for the first hour on 'Funky Fridays' so parents can work alongside their children. Parents value the welcoming approach of staff. This ensures that reassuring relationships are quickly established with parents and children.

## School details

Unique reference number	102751
Local authority	Newham
Inspection number	10036362

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

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	582
Appropriate authority	The governing body
Chair	David Christie
Headteacher	James Dawson
Telephone number	020 7476 2323
Website	<a href="http://www.winsor.newham.sch.uk">www.winsor.newham.sch.uk</a>
Email address	<a href="mailto:info@winsor.newham.sch.uk">info@winsor.newham.sch.uk</a>
Date of previous inspection	22–24 September 2015

## Information about this school

- The school is well above average in size.
- Most pupils are from a wide range of minority ethnic backgrounds.
- Two thirds of pupils speak English as an additional language. This figure is well above average. Many pupils enter the school at an early stage of learning English.
- The proportion of pupils who have special educational needs and/or disabilities is average.
- Almost one third of pupils are supported by additional government funding. This figure is above average.
- Children in the early years provision attend the Nursery part time and the three Reception classes full time.
- The school provides childcare before school. The privately run after-school club is inspected separately.



- The school meets the government's current floor standards. These set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- Inspectors observed pupils' learning in parts of 35 lessons. Senior leaders accompanied inspectors to 10 of these. They looked at work in pupils' books and listened to key stage 1 pupils reading.
- Meetings were held with groups of pupils, school staff, four governors, including the chair, and a representative from the local authority.
- Inspectors took account of the 19 responses this year to Ofsted's online questionnaire, Parent View, and written contributions from 12 parents. Inspectors also considered the 110 responses from a survey undertaken by the school last term. Inspectors also talked with parents as they brought their children to school at the start of the day.
- Inspectors observed the school's work and looked at a number of documents, including planning and monitoring documentation, records related to behaviour and attendance, and documents related to safeguarding.
- Inspectors also took into consideration the 38 responses to the staff questionnaire and the 55 responses to the survey of the views of pupils.

## Inspection team

Martin Beale, lead inspector	Ofsted Inspector
James Hollinsley	Ofsted Inspector
Vanessa Love	Ofsted Inspector
Jo Jones	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