

Inspection of a good school: Winterbourne Junior Girls' School

Winterbourne Road, Thornton Heath, Surrey CR7 7QT

Inspection dates:

2 and 3 February 2023

Outcome

Winterbourne Junior Girls' School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

This is a kind school where pupils are encouraged to accept others for who they are. Pupils listen carefully to each other and demonstrate respect for others' views and experiences. Leaders support pupils to learn about their own identities, interests and talents. One pupil said, reflecting the views of many, 'School makes everyone feel unique and special. You feel like you belong here.'

Pupils work hard and follow the rules, but they also have fun together. For example, at break times, the whole school dances together in the playground. Classrooms are purposeful places where pupils learn free from disruption. Pupils are happy and safe here.

Pupils said this is a 'telling school'. They have many adults to talk to if they are worried. This is a place where bullying seldom happens. Leaders teach pupils regularly about the impact of bullying. Pupils said they are proud that bullying is not tolerated at their school.

Pupils regularly take responsibility here. Older pupils wear 'privilege ties' to identify them as role models to younger pupils. Head girls monitor the well-being of other pupils at break and lunchtimes, seeking help when needed. Sports leaders, digital leaders, eco leaders and junior travel ambassadors all contribute positively to the daily life of the school.

What does the school do well and what does it need to do better?

Leaders have designed a carefully thought out curriculum. They have clearly identified the knowledge pupils should learn and have thought about how this knowledge should build over time. For example, in Year 4, pupils are taught to identify solids, liquids and gases. In Year 5, pupils use this knowledge to decide how mixtures might be separated, for example through evaporation of water from a solution.

Teachers use their strong subject knowledge to explain new ideas clearly. They teach pupils the subject-specific vocabulary they need to talk about their learning accurately and in detail. For example, in art, pupils in Year 6 talked about how 'abstract' shapes and colours in the 'surrealist' and 'pop art' movements were used to provide people in the 1900s with an 'escape from reality'.

Teachers routinely check that pupils have learned important knowledge before moving on. They provide carefully chosen guidance that helps to develop pupils' learning of the curriculum precisely over time. Teachers use the information from tests to identify gaps in pupils' learning. They help pupils catch up quickly in those areas by teaching the content that pupils need to know before they go on to new learning.

Staff understand the needs of pupils with special educational needs and/or disabilities (SEND). Teachers plan so that these pupils receive any additional support they need alongside their peers in the classroom. All pupils are well supported to learn the same curriculum and to achieve well. Pupils with SEND are included fully in all areas of school life.

Leaders are ambitious for all pupils to enjoy reading. They prioritise teaching pupils to read fluently and confidently. Pupils who need help with their reading are identified as soon as they join the school and receive extra support without delay. They catch up quickly. Leaders maintain support even once a pupil can read words and sentences. They continue to support pupils to read more complex texts. Pupils love reading here. Their teachers read interesting stories to them regularly. The library is a special place which pupils have designed themselves. They make regular use of it.

Leaders provide excellent opportunities for pupils' wider development. Pupils are encouraged to make safe and responsible choices for themselves. They are very well prepared for their next steps. One pupil typically said, 'I know who I am because of this school. They have developed my character and now I understand where I came from and I know what I do and don't like.' Pupils are taught to respect differences in others, for example through the celebration of Heritage Week and Multilingual Day. Many pupils regularly attend a variety of activities, including debate club, Bollywood dance, choir and steel pans, and tend to the school's vegetable patch.

Staff said they appreciate leaders' thoughtful treatment of them, including their concern for their well-being and workload. Leaders work closely with staff to develop the school. Staff said that assessment is manageable and focuses on helping pupils to learn the curriculum well.

Safeguarding

The arrangements for safeguarding are effective.

Pupils are well cared for. They have positive relationships with their teachers and other adults in the school who notice when something is wrong and take action to help them. Pupils make good use of the worry boxes which are in all corridors and classrooms, as

well as the 'no worries booth' in the playground where they can talk with a member of staff.

Leaders provide staff with regular training about the risks pupils may be exposed to and how to report these. As a result, staff are knowledgeable about how to keep pupils safe. They report any concerns without delay. Leaders act swiftly to get pupils the help they need, including working closely with families and with other agencies when necessary.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in November 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

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| Unique reference number | 101745 |
| Local authority | Croydon |
| Inspection number | 10255507 |
| Type of school | Junior |
| School category | Maintained |
| Age range of pupils | 7 to 11 |
| Gender of pupils | Girls |
| Number of pupils on the school roll | 268 |
| Appropriate authority | Governing body |
| Chair of governing body | Justin Waite |
| Headteacher | Mary Berkeley-Agyepong |
| Website | www.winterbournegirlsschool.co.uk |
| Date of previous inspection | 1 and 2 November 2017, under section 5 of the Education Act 2005 |

Information about this school

- This is a girls' junior school.
- The school does not currently use any alternative provision.

Information about this inspection

The inspector(s) carried out this ungraded inspection under section 8 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, looked at pupils' work, spoke to teachers, and spoke to some pupils about their learning.
- Inspectors also looked at curriculum information in other subjects.

- Inspectors considered the school's policies and procedures for safeguarding and supporting pupils' health and safety, as well as their welfare and well-being. This included looking at case studies and reviewing the school's record of pre-employment checks.
- Inspectors held meetings with the headteacher and other senior leaders. Inspectors also met with leaders with responsibility behaviour and pupils' personal development.
- Inspectors met with members of the local governing body and a local authority representative.
- Inspectors considered responses to Ofsted's online surveys for parents, staff and pupils.

Inspection team

Rebecca Iles-Smith, lead inspector

His Majesty's Inspector

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