

Inspection of a good school: The Winns Primary School

Fleeming Road, Walthamstow, London E17 5ET

Inspection dates:

25 and 26 January 2023

Outcome

The Winns Primary School continues to be a good school.

What is it like to attend this school?

Pupils say the best thing about this school is the way staff help them to enjoy learning. Parents and carers value the way leaders keep them informed and listen to their views. There is a strong sense of community at this school.

Leaders and governors think deeply together about curriculum design. They keep it under regular, systematic review. They are ambitious for what pupils can achieve, and strive to help them achieve even more.

Leaders offer a broad range of opportunities for pupils to take part in clubs and cultural events. This is identified by parents and pupils as one of the things that makes the school special. Parents say they have seen their child blossom as a result of the responsibilities they are given and the opportunities for pupils to develop socially.

Pupils' conduct in and around the school is calm and orderly. They get on well together in work and play. Pupils show great respect for one another's views. Pupils have confidence in staff to sort out poor behaviour or bullying. They do not feel that bullying is a problem here.

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

Subject leaders have an accurate view of how well teaching is helping pupils learn what is set out in the curriculum. The curriculum helps pupils to build on what they have learned in a well-considered sequence. Staff in the early years are highly skilled. They select activities which help children begin to develop skills in mathematics and become curious about the world around them. Teachers possess the subject knowledge they need to understand the curriculum and deliver lessons which interest pupils. As a result, pupils achieve well at this school.

Leaders make sure there is consistent, broad coverage of skills and knowledge across the subjects taught. Leaders are ambitious for pupils to have a deep understanding of

curriculum content. For example, they have begun to prioritise ways to help pupils learn mathematical ideas in more depth. However, there is some variation across and within subjects. Sometimes, teachers' checks do not help them to understand how well pupils are making links between different pieces of knowledge so their understanding of subjects deepens.

Leaders recognise the importance of teaching pupils to read. Children begin to learn to read right from the start in the Nursery through sharing books and rhymes. Leaders provide training for staff which supports them to teach the agreed programme for phonics in the intended way. Pupils are given books to read which closely match their reading ability. Pupils with special educational needs and/or disabilities (SEND) learn phonics and sustain progress due to the flexibility of approach taken by staff. Staff use assessment successfully to identify pupils who need to catch up or need support when they join the school. Staff work hard to encourage pupils to develop an enjoyment of reading. Visits from authors and dedicated time for pupils to visit the well-stocked school library support this well. Pupils enjoy books they may not be able to read or understand on their own when teachers read to them and discuss literature.

Staff skilfully adapt lessons and choose the right resources to help pupils with SEND achieve as well as others. Leaders use the expertise of specialist professionals to help staff support these pupils. Leaders make sure staff understand that when pupils with SEND learn, they may demonstrate this in different ways. This enables, for example, staff in the early years to help children who are non-verbal to concentrate for longer and understand more.

Leaders prioritise pupils' wider development. They enhance pupils' social and cultural development by appointing 'rights respecting ambassadors' and by enabling all pupils in Years 3 and 4 to learn to play the piano. The wider curriculum enables pupils to learn skills they can apply on residential visits. Pupils learn about communities and cultures beyond their immediate experience. Pupils with SEND participate in wider opportunities as much as others and thought is given to how these pupils can be supported to enjoy the activities on offer.

Pupils are happy and work collaboratively in lessons. There is a consistent approach to behaviour management in the school. Lessons are rarely disrupted.

Staff are confident that senior leaders notice the effort and skills they bring to their job. Leaders care about staff well-being and go out of their way to encourage them. Staff members appreciate how leaders balance professional development with consideration of workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors maintain strong links and effective communications with the wider community. This means concerns come to light early so they can be tackled. Leaders work

closely with other professionals to secure help and support for pupils who may be at risk or vulnerable to abuse.

Leaders approach safeguarding training in a systematic way. This enables staff to recognise signs of abuse and understand changes to statutory safeguarding guidance.

Pupils learn how to protect their identity when they are online. Parents and staff have confidence in safeguarding arrangements.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects and in some year groups, teachers' checks do not identify how well pupils make links between different bits of knowledge so they deeply understand ideas. This means that teachers do not have clear information to help them identify how well pupils have learned subject content. Leaders should make sure that teachers have the expertise and guidance needed to assess the depth of pupils' understanding.

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 second ungraded inspection since we judged the school to be good in March 2012.

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

Unique reference number	103061
Local authority	London Borough of Waltham Forest
Inspection number	10240367
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	610
Appropriate authority	The governing body
Chair of governing body	James Goodman
Headteacher	Fiona Judge
Website	www.thewinnsprimaryschool.co.uk/
Date of previous inspection	28 March 2017 under section 8 of the Education Act 2005

Information about this school

- The Winns Primary School is larger than the average-sized primary school.
- This school does not make use of alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors met with senior leaders, subject leaders and those responsible for pupils with SEND. They held discussions with members of the governing body and had a telephone conversation with a representative of the local authority.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, and geography. During deep dives, inspectors discussed the curriculum with subject leaders, visited lessons, looked at pupils' work, spoke to pupils and met with teachers. They also observed pupils reading to an adult in the school. Inspectors also sampled aspects of the curriculum in science and physical education.
- Inspectors spoke to pupils about their experiences of and responsibilities in school. They spoke with pupils at lunch and during break time.
- Inspectors looked at documents about school improvement, the curriculum and safeguarding. They took account of the responses to Ofsted's Parent View survey.

Inspection team

Andrew Wright, lead inspector

His Majesty's Inspector

Lando Du Plooy

Ofsted Inspector

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