

Inspection of a good school: Winsor Primary School

East Ham Manor Way, Beckton, London E6 5NA

Inspection dates:

7 and 8 March 2023

Outcome

Winsor Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud to attend Winsor Primary School. They enjoy the range of opportunities they are given by staff that support their learning. For example, in Year 5, pupils visit Hastings to complement their learning about medieval monarchy.

Pupils said that they love reading books from the school's library. They like listening to their teachers read to them in regular library sessions. Pupils really enjoy their learning and work hard to meet their teachers' expectations of them.

Pupils behave well in class and when moving around the school. Older pupils appreciate opportunities to take on positions of responsibility, including as peer mentors and sports leaders. They said, 'Teachers count on us.' They willingly supporting younger pupils with games on the playground.

Pupils know that if bullying occurs, there is always a member of staff to help them deal with it. It is dealt with effectively. Pupils are safe and said that they feel safe at school. They are respectful of each other and of the adults in school.

Leaders are ambitious for all pupils, including pupils with special educational needs and or disabilities (SEND). They have created a broad curriculum, which helps all pupils to learn successfully.

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

Leaders have designed a curriculum that is challenging and well sequenced across subjects and phases. It gets off to a flying start in the early years. The training teachers receive enables them to have secure subject knowledge. As a result, they teach a range of curriculum subjects with confidence. Leaders have made sure that there is a common approach to teaching. Teachers check pupils' recall and that they build on their prior learning from recent lessons and from previous terms. Consequently, pupils can remember and recall the knowledge that they need to help them with future learning. For

example, pupils in Year 5 used prior knowledge from their history topic on 'medieval monarchs' when discussing their understanding of the terms 'republic' and 'noblemen'.

Reading has been treated as a priority by leaders. The curriculum enables pupils to develop the skills they need to read in other subjects, while fostering a love of reading for pleasure. Pupils have favourite authors and spoke confidently about why they enjoy their work.

The leadership of early reading is strong. Pupils receive carefully planned reading sessions from well trained staff. Children in Reception learn how to sound out letters and write them accurately. In Year 1, pupils learn to recognise and read more complex words correctly. Regular assessment enables staff to move pupils through the phonic programme appropriately. Staff help pupils who need to catch up through well-planned support sessions. Reading books accurately match the sounds pupils know. Older pupils develop appropriate reading fluency and confidence.

Pupils learn subject specific language and vocabulary. They apply this into their learning. For example, in mathematics pupils learn the word 'algorithm' and use the same term in computing. In geography in Year 2, pupils' understanding of how to use directions developed through using a compass. Children in early years are helped to gain the knowledge they need to prepare them for Year 1. For example, a 'passengers on the bus' activity successfully built children's understanding of the number '10'. This strong start is built upon as pupils complete more challenging tasks further up the school.

Leaders identify quickly the support that pupils with SEND need. Staff receive helpful training. This ensures that they make appropriate adaptations to learning, so that pupils with SEND can access the same curriculum as their peers.

Leaders have developed an effective programme of enrichment, including visits and visitors. Each year group, from Reception onwards, have a range of opportunities to visit places that support their classroom learning. For example, pupils in Year 6 went on a theatre visit to help them to learn about script writing in English.

The promotion of pupils' personal development is effective. Leaders ensure that pupils are taught about a range of important issues that help to prepare them for life in modern Britain, including tolerance and respect for others. Leaders organise extra-curricular clubs, including in cooking and gardening.

Leaders have clear expectations for pupils' behaviour, so that learning proceeds without interruption. Staff treat pupils fairly when issues arise. Procedures are in place to ensure that pupils attend school regularly. However, supporting all pupils to attend school regularly remains a priority for leaders.

The governing body provides appropriate support and challenge for leaders. It knows its statutory responsibilities and has the right skills to fulfil them.

Staff appreciate the support that they receive from leaders, including for their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff at all levels receive regular and ongoing training, so that they are clear about their responsibilities for safeguarding. The schools' processes and agreed procedures are used well to help keep pupils safe. Concerns are recorded promptly and clearly. This enables leaders to make the right decisions when liaising with external agencies to provide families with the right support. Leaders ensure that they complete all required pre-employment checks on adults new to the school. Pupils are taught to assess risks to themselves, particularly when using online technology. They understand the work leaders do to keep them secure and safe while in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A core of pupils who are persistently absent from school miss out on learning. Leaders must ensure that they continue to embed approaches to promote pupils' regular attendance, so that fewer pupils are absent from school.

Background

When we have judged good, we will then normally go into the school about once every four years to confirm that the school remains good/outstanding. 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 12–13 September 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

Unique reference number	102751
Local authority	Newham
Inspection number	10255466
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	647
Appropriate authority	The governing body
Chair of governing body	David Christie
Headteacher	James Dawson Anita Kumar (acting headteacher)
Website	www.winsor.newham.sch.uk
Date of previous inspection	12 and 13 September 2017, under section 5 of the Education Act 2005

Information about this school

- Winsor Primary School is a larger than average school.
- An external provider runs breakfast and after-school care for pupils.
- The school makes use of the local alternative provision for behaviour support.

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 leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing and geography. For each deep dive, inspectors discussed the curriculum

with subject leaders, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and looked at samples of pupils' work.

- The lead inspector considered curriculum plans and work in other subjects.
- The lead inspector listened to pupils read with a familiar member of staff.
- To evaluate the effectiveness of safeguarding, inspectors scrutinised safeguarding policies, the school's record of background checks of adults at the school, and a sample of child protection files.
- The lead inspector spoke the school's leaders and staff about safeguarding practices at the school.
- Inspectors held meetings with the senior leaders, staff, the governing body a representative of the local authority pupils.
- Inspectors reviewed a range of documents, including behaviour logs, bullying records, attendance records and school policies.
- Inspectors considered the responses to Ofsted's online survey, Parent View, alongside the free-text responses.
- Inspectors spoke with pupils throughout the inspection to gather their views.
Inspectors also spoke with staff throughout the inspection to gather their views and considered responses to the online survey for staff.

Inspection team

Sara Morgan, lead inspector

Ofsted Inspector

Sarah Bailey

Ofsted Inspector

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