

Inspection of a good school: Winton Primary School

Killick Street, Pentonville Road, London N1 9AZ

Inspection dates:

13 and 14 March 2023

Outcome

Winton Primary 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?

Pupils are happy at school and enjoy their learning. They form very strong working relationships with their peers and staff. Leaders and staff have consistently high expectations of pupils. Clear systems and routines ensure that pupils are supported to behave very well. Bullying is rare. Adults manage any incidents that do occur quickly and fairly. As a result, pupils feel listened to and are kept safe in school.

Pupils access a broad and interesting curriculum. They are expected to work hard and produce work of high quality. Pupils meet these high expectations and achieve very well. Pupils enjoy the many visits that are planned to enrich the curriculum, enhance their experience of the world and make their learning more memorable. Pupils also like spending time in the school library and read regularly.

Pupils learn about and practise leadership skills through different activities. Leaders also consult with pupils on a number of school issues. All pupils are members of school council groups and are proud to have had a tangible influence in school, such as choosing the colour of their school uniform.

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

Pupils successfully learn and remember detailed knowledge across a range of subjects. This is because leaders have constructed an ambitious curriculum where the knowledge that pupils need to learn in a subject has been carefully identified. Subject content is well sequenced so that pupils practise and secure the understanding that they need to tackle more-complex learning over time.

For example, in the early years, children learn different ways to make the number 10 as well as about the concept of more and less. Learning about these things prepares them

well for solving problems, including those involving money, as they get older. Similarly, in geography, younger pupils learn about the importance of the River Thames to the history of London. They apply this understanding when learning about the development of other societies, such as the significance of the River Nile in ancient Egypt.

Teachers have excellent subject knowledge and use this when devising appropriate activities for pupils. Teachers ensure that pupils use the correct vocabulary in different subjects. This results in pupils being able to talk confidently about the subjects that they learn, explaining complex ideas with precision and depth. Teachers check carefully what pupils know and understand. This allows any misconceptions to be addressed promptly so that they do not persist.

Pupils with special educational needs and/or disabilities (SEND) are swiftly identified. Staff have been well trained to provide effective support and adaptations to learning. As a result, these pupils typically study the same curriculum as their peers. Specialist support is provided for pupils who need help to regulate their emotions or to develop important life skills.

Leaders have ensured that reading is valued. Teachers have been well trained to deliver phonics with accuracy and precision from the early years onwards. Pupils practise reading with books that are closely matched to the sounds that they have learned. Teachers check pupils' reading regularly. Those who fall behind are supported by expert staff to catch up. Storytime is engaging because teachers model expressive reading to pupils. All of these things result in pupils becoming fluent and confident readers.

Pupils behave well in lessons and around the school. This means learning is rarely disrupted. Pupils show highly positive attitudes towards their work. They discuss and debate different ideas confidently, ask questions, and are keen to learn from each other. Pupils are engaged in their learning and take pride in their work. On occasions where pupils are less focused, teachers are quick to re-engage pupils positively and calmly.

Leaders have prioritised pupils' wider development. A programme of visits and visitors enrich the curriculum. For example, younger pupils frequently visit the local area, are taken to the theatre and participate in learning in nearby woodland areas. Older pupils are confident travelling on the London Underground to visit galleries, museums, and farms.

Pupils learn about responsibility and the importance of caring for others in society, for example through raising money for charity.

Staff feel well supported to develop professionally and manage their workload. They appreciate being consulted and involved in decisions that affect the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that all staff are well trained on how to identify pupils who may be at risk. Clear systems ensure that staff report any concerns that they have swiftly. Leaders respond to any such concerns quickly and effectively. This is because leaders know pupils and their families well and have good working relationships with the external agencies. They are persistent in securing the right help for those pupils who need it.

The safeguarding systems in place are well managed and leaders keep meticulous records. This includes pre-employment recruitment checks.

The curriculum is designed to help pupils learn about how to safeguard themselves, including understanding the importance of safe, respectful and healthy relationships.

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 2014.

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	100428
Local authority	Islington
Inspection number	10268876
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	234
Appropriate authority	The governing body
Chair of governing body	Clare Ballack
Headteacher	Claire Brown (Headteacher) Nathalie Parker (Executive Head of the Learning Quarter Partnership)
Website	www.wintonprimaryschool.com
Date of previous inspection	30 January 2018, under section 8 of the Education Act 2005

Information about this school

- The current headteacher has been in post since September 2018.
- The school federated with one other local primary school as part of the Learning Quarter Partnership in September 2019.
- Leaders do not currently use an alternative provision.
- The Nursery class includes provision for two-year-olds.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in early reading, mathematics and history. To do this, they met with subject leaders, had discussions with staff and pupils, visited lessons and looked at pupils' work. Other subjects were considered as part of this inspection.

- The inspector scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- The inspector met with senior leaders, a selection of subject leaders, teachers, and support staff.
- The inspector met with members of the governing body, including the chair of governors. She also spoke to a representative from the local authority.
- The inspector reviewed the arrangements for safeguarding by scrutinising records and through discussions with staff and pupils.
- The views of pupils, parents, and staff were considered through discussions and looking at information collected from Ofsted's online surveys.

Inspection team

Una Buckley, lead inspector

His Majesty's Inspector

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