

Inspection of Winston Way Academy

Winston Way, Ilford, Essex IG1 2WS

Inspection dates: 27 and 28 June 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils enjoy coming every day at this school. They said that their teachers were kind and caring. Staff set high expectations for pupils' learning and behaviour. As a result, pupils behave well. The school is a calm and orderly place to be. In early years, staff help children to grow in confidence. All pupils are well prepared for the next stages of their education.

Pupils who join the school, including those who join partway through their primary education, receive a warm welcome here. Pupils settle quickly and make new friends because this is a happy and welcoming place to be. They are kind and show respect for others.

Staff encourage pupils to understand the importance of supporting each other. For instance, pupils help to make friends if someone sits on the 'buddy bench'. Pupils' physical and mental health development is at the heart of the school's work. Staff deal with any concerns that pupils may have promptly. They help to keep pupils safe here. Staff encourage pupils to learn about different cultures through events such as 'International day.'

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

Pupils benefit from an ambitious curriculum. This begins in the early years. Pupils' outcomes at the end of 2022 were significantly below national average. Leaders are addressing this and have improved the thinking about the curriculum significantly. The curriculum is well planned and carefully sequenced. Leaders have decided the important concepts that pupils must understand in each subject. For example, in science, children in the early years learn about the seasons. As they get older, pupils move on to study climate.

While leaders' curricular thinking is of high quality, leadership in some subjects is new and not embedded. This means that, in some subjects, leaders do not routinely check that the curriculum is implemented consistently.

Teachers build on pupils' prior learning well. This helps pupils to remember what they have learned. Teachers emphasise the importance of subject-specific vocabulary. Pupils learn and use new words confidently. Adults model language effectively. For instance, in early years, staff enabled children to use positional language accurately. Typically, teachers check pupils' understanding in a systematic way. They have strong subject knowledge so that they present information to pupils clearly. Teachers spend time to revisit key content that pupils may not have remembered. Sometimes, teaching does not check and address what pupils know precisely. This limits pupils' readiness for future content.

The school supports pupils with special educational needs and/or disabilities (SEND) well. Teachers ensure that all pupils access the same ambitious curriculum. Leaders

work closely with specialists to identify pupils' individual needs. Teachers are well trained to provide helpful adaptations for pupils with SEND during lessons.

Leaders have prioritised the development of a culture of reading for pleasure. Staff make sure pupils read a range of fiction and non-fiction texts. Pupils develop a love of books from the early years. They enjoy daily reading time and visits to the library. Leaders make sure that phonics is taught consistently and well. Pupils learn phonics from the start of Reception. They become confident with sounding out and blending letters. Pupils take books home regularly to share with their parents and carers. Teachers assess pupils accurately and ensure that they keep up with the phonics programme. Where pupils need help to catch up, staff provide expert help so that they read fluently.

The school supports pupils' personal development exceptionally well. Pupils behave well because they respect their teachers and each other. The school's approach to character development is exemplary. For example, pupils learn the importance of becoming resilient. Through well-planned outings and visiting speakers, pupils are taught about other faiths and cultures. Pupils visit places of cultural interest such as museums in London. These support pupils' deeper understanding of the curriculum. Staff encourage pupils to raise money for local charities. Pupils appreciate opportunities to give their opinions, such as to the school council.

Leaders work very closely with parents and staff. Staff are proud to work at the school. Leaders think carefully about staff's well-being. Those responsible for governance are knowledgeable about the school's work and provide appropriate challenge and support to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that there are clear systems in place to report any safeguarding concerns. They make referrals and seek advice with external agencies in a timely manner. This helps to provide appropriate help for families. Staff receive regular safeguarding training. They are knowledgeable in how to identify and manage any concerns should they arise.

Pupils are taught how to stay safe online and in the local area. All pupils have an adult they can talk to if they are worried about something.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leadership in some subjects is not fully embedded. This means that subject leaders do not routinely check how well the curriculum is implemented. The

school needs to make sure that all subject leaders have the expertise to make sure that teaching delivers the curriculum consistently.

- In some foundation subjects, teaching does not check what pupils know precisely. This limits pupils' readiness for future content. The school should ensure that staff have a clear understanding of what pupils should know and remember in these subjects.

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	143617
Local authority	Redbridge
Inspection number	10227290
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	658
Appropriate authority	Board of trustees
Chair of trust	Dame Reena Keeble
Principal	Helen Penner
Website	www.winstonwayacademy.org.uk
Date of previous inspection	12 June 2019, under section 8 of the Education Act 2005

Information about this school

- Since the last inspection there have been several changes to the leadership team, including the appointment of a new principal.
- The school does not use any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 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 this into account in their evaluation.
- Inspectors met with a range of leaders, including those responsible for the curriculum, teaching and learning, the early years, behaviour, attendance, personal development and safeguarding.
- Inspectors carried out deep dives into early reading, early mathematics, geography, science and religious education. For each deep dive, inspectors spoke

to subject leaders, visited a sample of lessons, spoke to teachers, talked to pupils about their learning and considered a sample of pupils' work.

- Inspectors also considered the curriculum in other subjects.
- Inspectors evaluated the effectiveness of safeguarding, including through discussions with leaders, staff, pupils and the chair of the local governing board.
- Inspectors spoke to the primary regional director from the United Learning trust.
- Inspectors had a telephone conversation with the chair of the local governing board.

Inspection team

Lisa Strong, lead inspector	His Majesty's Inspector
Teresa Neary	Ofsted Inspector
David Bryant	Ofsted Inspector
Aliki Constantopoulou	His Majesty's Inspector

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