

Inspection of St Winefride's RC Primary School

Church Road, Manor Park, London E12 6HB

Inspection dates: 13 and 14 September 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	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Nicola Brosnan. This school is part of Our Lady of Grace Catholic Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Nuala Cashell, and overseen by a board of trustees, chaired by Mick Coleman.

This school was last inspected under section 5 of the Education Act 2005 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils enjoy attending St Winefride's and behave well. They are safe here and appreciate the caring and supportive environment. Pupils know that staff will swiftly resolve any worries they may have. All pupils are fully included in the life of the school, including those with special educational needs and/or disabilities (SEND).

Leaders have designed a broad and ambitious curriculum. Staff have high expectations. As a result, pupils work hard and build a depth of knowledge in most subjects over time.

The school encourages each pupil to develop a wide variety of interests. Pupils appreciate the range of activities available to them, including mindfulness, a climbing wall, crochet and yoga. Many pupils take part in the 'Commonwealth Youth Choir', performing for members of the Royal Family. All pupils attend a range of educational visits, such as to local art museums. Visits to different places of worship and regular multicultural days encourage pupils to celebrate other religions and cultures.

Pupils support the well-being of others both in and beyond the school community, including raising money for charity and organising an annual 'reverse advent calendar'. The school council members, as well as pupil teams who represent different subjects, work with leaders to ensure pupils' views contribute to the life of the school.

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

The ambitious curriculum matches the scope of what is expected nationally. Leaders have identified the knowledge that they want pupils to learn, from the early years onwards. The curriculum is well sequenced to encourage pupils to build their knowledge over time. For example, in geography, children in early years learn about their local area and explore seasonal changes. By the end of key stage 1, pupils know the countries of the United Kingdom and the surrounding seas. Older pupils build on this knowledge when making comparisons between the physical and human geographical features of locations in Europe and South America.

Teachers present information clearly and routinely check pupils' understanding. This allows them to identify any misconceptions and ensure these are addressed. Subject leaders are being empowered to review the quality of the taught curriculum. However, in a few subjects, the activities that pupils complete do not consistently meet the ambition of the planned curriculum. In these instances, pupils do not learn the most important ideas. This means they are less well prepared to tackle more complex subject content later on.

From the time children first join the Nursery, reading is prioritised, and a love of reading is encouraged. For example, authors visit the school and pupils watch theatre productions of books they have studied. Older children work with a local

school to write reviews of the books they have read. Staff receive regular training in the agreed phonics programme. Pupils practise reading using texts that are typically well matched to the sounds they know. Staff intervene swiftly when pupils need extra help. As a result, pupils develop their reading confidence, accuracy and fluency.

Pupils with SEND are swiftly identified. Support starts at the earliest opportunity and is closely matched to pupils' needs. Staff receive the information and training they need to build strong relationships. As a result, pupils are well supported to access the same ambitious curriculum as their peers, wherever possible.

Staff have the highest expectations for pupils' behaviour. The recently updated policy ensures that all staff and pupils have a shared understanding of what is expected. From the early years, staff consistently build effective classroom routines and model how to treat others with respect. As a result, pupils typically behave well in lessons and when walking around the school site. Attendance is a real strength. This is because leaders intervene immediately when a pupil's attendance begins to fall, ensuring that tailored support is put in place.

The school has given careful thought to pupils' broader development. The personal, social, health and economic education curriculum is designed to help pupils learn about staying mentally and physically healthy. A number of external speakers and assemblies add to these key messages. For example, pupils receive visits from the police, who speak about knife crime and how to stay safe outside of school.

Staff are proud to work here. They feel that leaders consider their workload and that their voices are heard. Parents appreciate the school's strong communication and the high levels of support offered. Knowledgeable governors and trustees provide effective challenge and support to leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, and in early years, the tasks and activities pupils are given do not consistently match the ambition of the planned curriculum. In these instances, pupils' knowledge and skills are not as secure as in other areas. The school needs to ensure the activities provided to pupils consistently reflect the intended ambition of the planned curriculum.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148972
Local authority	Newham
Inspection number	10267844
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	256
Appropriate authority	Board of trustees
Chair of trust	Mick Coleman
Headteacher	Nicola Brosnan
Website	www.st-winefrides.newham.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined the Our Lady of Grace Catholic Academy Trust in April 2022.
- Leaders do not currently use any alternative provision for pupils.

Information about this inspection

Inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher and other senior leaders. The inspectors met with members of the governing body, trustees and a representative from the Our Lady of Grace Catholic Academy Trust.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspectors carried out deep dives in reading, mathematics, geography and art. To do this, they met with subject leaders to discuss the curriculum, visited lessons, spoke with teachers, spoke with pupils and looked at samples of their work.
- The curriculum in other subjects was considered as part of the inspection.
- The inspectors scrutinised a range of documents, including leaders' priorities for improvement.
- The views of staff, pupils, parents and carers were gathered both through discussions and responses to Ofsted's online surveys.

Inspection team

Hannah Glossop, lead inspector

His Majesty's Inspector

Brian Oppenheim

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023