

# Inspection of Winton Primary School

Killick Street, Pentonville Road, London N1 9AZ

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Inspection dates: 4 and 5 June 2024

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Good

## **What is it like to attend this school?**

Winton Primary School is a welcoming and inclusive community where pupils are happy and kept safe. Staff know pupils well and have very high expectations for them. The school provides an ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). They learn a broad range of subjects in line with the national curriculum.

Pupils really enjoy their learning. They are proud to be part of a school where their views and opinions are listened to and valued. Teachers build strong relationships with pupils, which allows them to thrive. Pupils conduct themselves well in lessons and around the school. Bullying is rare and pupils know who to speak with if they have any concerns. Parents and carers are overwhelmingly positive about the support their children receive at the school.

From early years onwards, all pupils benefit from an extensive range of carefully designed wider opportunities. Educational visits considerably enhance the curriculum. For example, pupils enjoy visits to famous London landmarks, as well as galleries and museums. Older pupils eagerly take on positions of leadership and responsibility, such as helping younger pupils with their reading and learning their multiplication tables.

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

Leaders, including those responsible for governance, have high ambition for all pupils and want the best for them. Staff feel that their workload and well-being have been carefully considered by leaders. For example, they benefit from high-quality professional development and staff, including early careers teachers, receive excellent support.

Subject leaders have thought carefully about the knowledge pupils need to secure and the order in which it is taught. The curriculum is well designed and enables pupils to build their understanding cumulatively. For example, in history, pupils investigate London landmarks. They build on this knowledge later when they explore the lives of famous Londoners. By Year 6, pupils are confident to describe the historical significance of the city of London and how transport in the capital city has developed over time.

Teachers are highly skilled in delivering the curriculum. They have strong subject knowledge and consistently provide learning activities that help pupils to know more and remember more. Assessment is used very effectively to check pupils' learning and identify any gaps in their knowledge. This ensures that pupils are well supported to produce high-quality written work that demonstrates the depth of knowledge they secure in different subjects.

The school prioritises children's early language development. When children start school, staff focus on whether they are happy and feel secure and confident to

communicate with adults and with their peers. In early years, language is constantly promoted throughout the curriculum, exemplified through the variety of interesting activities provided, including listening to stories, songs and rhymes each day. The learning space in early years is well designed and organised. Children cooperate very well with each other and take turns, for example, when using the sand tray, painting or working with building blocks.

Reading is a high priority. Pupils develop as confident and fluent readers. This is because staff are well trained and implement the agreed phonics programme with consistent precision. Pupils have frequent opportunities to practise and apply what they have learned using books that are closely matched to their phonics knowledge. Staff make regular checks on pupils' reading. Any pupils who fall behind benefit from effective support to catch up quickly. The school promotes a love of reading, for example by encouraging pupils to explore different genres and text types. Pupils enjoy progressing through the school's 'reading road map'.

There is very strong support for pupils with SEND. The school identifies pupils' needs with precision and shares this information with staff. Leaders carefully check that the additional support pupils receive is having a positive impact. Activities are adapted, where necessary, to ensure that all pupils access the same ambitious curriculum.

Pupils' personal development is very well considered. A carefully planned pastoral curriculum enables pupils to explore important topics such as nutrition, democracy and fitness. The school provides many opportunities to develop pupils' character. These include charity fundraising activities, working with a local dance theatre and The Bach Choir project, where pupils perform at Westminster Cathedral.

Pupils have access to a large range of extra-curricular clubs, for example chess, dance and drama. The school supports pupils to stay healthy and have active lifestyles, through the provision of an exceptional range of sporting activities. The school uses a range of effective strategies, such as breakfast club, to promote the attendance and punctuality of pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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

<b>Unique reference number</b>	100428
<b>Local authority</b>	Islington
<b>Inspection number</b>	10323239
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	234
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Clare Ballack
<b>Headteacher</b>	Gregory Gray (Acting Headteacher) Nathalie Parker (Executive Headteacher)
<b>Website</b>	<a href="http://www.wintonprimaryschool.com">www.wintonprimaryschool.com</a>
<b>Dates of previous inspection</b>	13 and 14 March 2023, under section 8 of the Education Act 2005

## Information about this school

- The school part of the Learning Quarter Partnership Federation.
- Leaders do not currently use any alternative provision.
- The Nursery class includes provision for two-year-olds.

## Information about this inspection

The 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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, physical education and history. For each deep dive, inspectors spoke with subject leaders, visited a sample of lessons, spoke with teachers,

spoke with pupils and looked at samples of their work. Inspectors also spoke to leaders about the curriculum and visited lessons in some other subjects.

- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- Inspectors met with senior leaders, a selection of subject leaders, teachers and support staff.
- Inspectors met with the members of the governing body. They also held discussions with a representative from the local authority.
- 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.
- Inspectors considered the views of parents, pupils and staff, including through their responses to Ofsted's online surveys.

### **Inspection team**

Robert Grice, lead inspector

His Majesty's Inspector

Ray Lau

Ofsted Inspector

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