

Inspection of Windrush Primary School

2 Bentham Road, Thamesmead, London SE28 8AR

Inspection dates: 9 and 10 July 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Good

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The headteachers of this school are Carrie Lee and Sally McAvoy. This school is part of Endeavour Partnership Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jo Marchant, and overseen by a board of trustees, chaired by Steve Wheatley.

Ofsted has not previously inspected Windrush Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Windrush Primary School to be outstanding, before it opened as an academy

What is it like to attend this school?

Across both sites, pupils enjoy coming to this school. The motto of 'Unlocking the potential of every child' is shared throughout the school. Across subjects, pupils achieve exceptionally well.

Pupils generally show respect towards each other and their teachers. They actively listen during discussions and respond thoughtfully, fostering a positive and purposeful classroom atmosphere. Pupils get along well with others. However, in a few instances, pupils feel that the language used by some of their peers is not as kind and respectful as it could be. The school is taking swift and effective actions to address this.

The school is extremely ambitious for all pupils to achieve their best academically. It has also considered how it can broaden the range of experiences that pupils have to bring their learning to life. For example, a recent visit to the Houses of Parliament provided pupils with insights into the political system, democracy, and the workings of government, and enhanced their knowledge of civic institutions. The school ensures that all pupils, from early years up, can fully access this rich curriculum, including those with special educational needs and/or disabilities (SEND).

Parents and carers are highly positive about the school. They especially recognise and value how staff work to engage with the school community.

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

Pupils receive a broad and highly ambitious curriculum. Leaders have carefully considered how to sequence this curriculum over time so that pupils' learning is fully embedded. Pupils build on this knowledge confidently. Because of this, pupils achieve highly across the curriculum.

Attendance is strong. The school promotes the message that any time away from school can lead to missing out important aspects of learning. Pupils understand that every day is a learning day. They have a thirst for learning new things and connecting this with what they have already been taught. For example, in history, pupils learn about ancient Mesopotamia, including how the understanding of time and days of the week were created. They use this information to make links to their own lives and those of people who lived in ancient Egypt, drawing comparisons between the two civilizations and our own time. Leaders' careful attention to the curriculum ensures that pupils are making excellent progress and are very well prepared for their next stage of education.

The school's work is sensitive to the needs and circumstances of the pupils it serves across the two sites. It has been strategic in ensuring consistency in what is taught while also meeting the differing needs of each community. Staff from both sites work closely together for planning and training, focusing sharply on helping all pupils to learn exceptionally well.

The school sees reading as the gateway to all other aspects of the curriculum. This is clear in the ambitious approach to early reading which gets children off to a flying start. In the Reception classes, for example, children have focused phonics sessions to ensure that they know the sounds that letters make. They are very well supported to use this knowledge in their reading and writing. The school identifies any gaps in pupils' understanding and supports them to keep up with their peers. Older pupils learn the meanings of words to ensure that they can read and understand a wide range of books, poems, and plays. The school also focuses on pupils reading with expression, so that they interest not only themselves but also the listener in what is being read.

The school expertly supports the learning of all pupils, including those who join at different stages of the school year. The school quickly identifies where these pupils may need support to access the curriculum. Leaders also swiftly and accurately identify the individual needs of pupils with SEND. They work closely with families to ensure that these pupils receive the help that they need. This enables teachers to provide the high-quality support necessary for pupils' success. As a result, pupils with SEND do very well. They said that they enjoy being at school with their friends. This includes pupils who attend the school's resourced provision, the 'learning hub'.

Pupils behave well in class, and their lessons are rarely disrupted. However, a small number of pupils spoke about occasions where some of their peers are not as kind to each other as they could be. The school has made considerable efforts to address this. This work has been effective, with pupils, staff, and parents all noting swift improvements. For example, the school has put renewed emphasis on teaching about bullying and why this will not be tolerated. It has also thoughtfully developed playtimes, providing a wide array of items for play. Pupils enjoy making dens and structures from crates and pallets, or inventing games using poles, hoops, and cable drums, for example. Staff skilfully support pupils in developing their own rules for this play and managing risks safely. Parents have also been invited to a workshop, learning about the importance of this part of the school day.

The school offers pupils numerous opportunities to take on diverse leadership roles, fostering a sense of responsibility and citizenship. For instance, pupils can become junior travel ambassadors, where they identify ways to be safe while travelling and think of sustainable modes of transport. Learning about risk and how to keep safe is threaded through the curriculum. For example, in geography, pupils learn about water safety in the nearby Deptford Creek and River Thames. Pupils also learn about a wide range of faiths and religions and have many opportunities to visit places of worship and meet faith leaders from different religions.

The trust, the governing body, and the school are united in making the school the best it can be. All leaders are working towards this goal and, as a result, make research-driven decisions to support school improvement. This is clear in the effective and swift actions being taken to further strengthen behaviour.

Leaders ensure that the workload and well-being of staff remain important considerations. Staff are proud to work at this school.

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

Unique reference number	143079
Local authority	Greenwich
Inspection number	10327673
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	794
Appropriate authority	Board of trustees
Chair of trust	Steve Wheatley
CEO of the trust	Jo Marchant
Headteachers	Carrie Lee – Thamesmead Site Sally McAvoy – Charlton Site
Website	www.windrushprimary.org
Date of previous inspection	Not previously inspected

Information about this school

- The school currently operates as one school over two sites, approximately four miles apart. These are the Thamesmead site and the Charlton site. Each school site has its own headteacher.
- The school has recently consulted with stakeholders and the Department for Education to separate these sites into two separate schools. It is proposed that, from September 2024, the two new schools will operate on their existing sites and will retain their current names.
- The school opened in September 2016 and is part of the Endeavour Partnership Trust.
- The school does not use any alternative provision.

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.
- 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 inspection team completed deep dives in these subjects: reading, mathematics, religious education, science and history. To do this, they met with subject leaders, had discussions with staff and pupils, visited lessons and looked at pupils' work.
- Inspectors also considered the curriculum in other subjects as part of this inspection.
- 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 the designated safeguarding leader.
- Inspectors met with the chief executive officer of the Endeavour Partnership Trust. They also met with the chair and vice chair of the trust board and members of the local governing body, including the chair of governors.
- To evaluate the effectiveness of safeguarding, the 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 pupil's interests first.
- The inspectors spoke to a range of staff members and reviewed the responses to Ofsted's online staff surveys. They also considered the views of parents who made responses to the online survey, Ofsted Parent View.

Inspection team

Adam Vincent, lead inspector	His Majesty's Inspector
Robin Boshier	Ofsted Inspector
Ogugua Okolo-Angus	Ofsted Inspector
Lorraine Slee	Ofsted Inspector
Jonathan Newby	Ofsted Inspector

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