



# The Winns Primary School

## Inspection Report

**Unique Reference Number** 103061  
**LEA** Waltham Forest LEA  
**Inspection number** 276827  
**Inspection dates** 20 June 2006 to 21 June 2006  
**Reporting inspector** David Benstock AI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Fleeming Road
<b>School category</b>	Community		Walthamstow
<b>Age range of pupils</b>	3 to 11		London E17 5ET
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02085271872
<b>Number on roll</b>	670	<b>Fax number</b>	02085032292
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Ms Madeleine O'Connor
<b>Date of previous inspection</b>	15 January 2001	<b>Headteacher</b>	Mr Paul Ryan

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 20 June 2006 - 21 June 2006	<b>Inspection number</b> 276827
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## Introduction

The inspection was carried out by four Additional Inspectors.

## Description of the school

The Winns is a very large primary school in Walthamstow and admits pupils from the immediate locality. Pupils come from minority ethnic backgrounds, and the percentage whose first language is not English is much higher than found in most schools. The social and economic circumstances of families are generally below average. The percentage of pupils eligible for free school meals is twice the national average and the percentage with learning difficulties and disabilities, including the percentage with statements of special educational needs, is above average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The inspection team agrees with the school that it is satisfactory but also notes that it has some good features. The school gives satisfactory value for money. Standards reached are below average in English, mathematics and science although this represents satisfactory achievement given the pupils' attainment when starting school. Provision in the Foundation Stage is satisfactory. Standards attained by the end of the Reception are below those expected for the age of the children.

The school's commitment to addressing the needs of all pupils, including the diverse mix of cultural backgrounds and those with learning difficulties and disabilities, ensures that most make satisfactory progress. Pupils' personal development is satisfactory, supported by the good level of care the school provides. However, the spiritual development of pupils is limited by lack of opportunities to consider and reflect. Pupils behave well. They show satisfactory attitudes to learning and most like coming to school. Attendance is below average and the school is working with some parents to encourage them to send their children to school more regularly.

Teaching and learning are satisfactory and a range of extra-curricular opportunities enhances the curriculum. Teachers' planning meets the needs of most pupils but there are too few opportunities for pupils to learn through exciting and stimulating opportunities and, as a result, they sometimes lose concentration. The use of assessment to set targets, track pupils' progress and support the learning needs significant improvement. Leadership and management overall are satisfactory. The leadership of the headteacher and his senior team is good, focussing strongly as it does on raising achievement and the quality of teaching. Although governance is satisfactory, and governors are supportive, they are not sufficiently involved in planning the school's direction. Self-evaluation is accurate and detailed, and senior leaders have a clear view of the strengths and issues in school. However, the monitoring, evaluation and improvement of teaching is hindered by the shortage of subject leaders, although new appointments have been made for next term. The school has improved since the last inspection and has the capacity to improve further.

### What the school should do to improve further

- \* Organise and use assessment more effectively to set targets, track achievement and support learning in lessons.
- \* Raise standards by improving the quality of teaching to make lessons more engaging and stimulating, and thereby maintain pupils' levels of concentration.
- \* Extend monitoring to involve the newly appointed subject leaders in regular evaluation and improvement of teaching and learning.
- \* Increase the opportunities for spiritual development.
- \* Improve attendance by working more closely with parents to reduce absence.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory. Standards throughout the school remain below average at present although there are signs of improvement as a result of the leadership team's emphasis on raising the quality of teaching. Children start school with skills, knowledge and understanding which are below those expected for their age. They make satisfactory progress in the Foundation Stage with good achievement in personal, social and emotional development. Progress in Years 1 and 2 is satisfactory but results in Year 2 tests in reading, writing and mathematics are below average.

Progress in Years 3 to 6 is satisfactory. At the end of Year 6, overall results were still below the national average in 2005 in the national tests but showed improvement in mathematics and science over the previous year. The school did not meet its targets, which were quite challenging in English and mathematics in 2005.

There is little variation in the achievement of any particular group of pupils, reflecting the success of the school's efforts to be inclusive. Achievement of most pupils from minority ethnic backgrounds is at least the same as others, and often they are more self-motivated in class. Those pupils learning English as an additional language, progress in line with others because careful consideration is given to helping them develop their English skills, and good resources are used. Pupils with learning difficulties and disabilities make satisfactory progress because of direct help from support assistants in class.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development and well-being are satisfactory. Pupils enjoy being at school, talking enthusiastically about their work, the clubs and the music activities. Behaviour is generally good. Pupils behave well in most lessons but are sometimes passive in their learning. Some lose concentration, especially when the teaching is mundane and the tasks are not interesting enough. There is a strong feeling of warmth and trust in the relationships with adults and there is a harmonious and friendly atmosphere in the school. Pupils feel safe and secure and know who to go to if they have any problems. Pupils' spiritual, moral, social and cultural development is satisfactory overall. Pupils know right from wrong and respect the views of others, but their spiritual development is weak because there are too few opportunities for reflection, even in assemblies.

Pupils are aware of the need to adopt a healthy lifestyle; healthy food options are available and pupils participate in regular physical exercise, many taking up extra-curricular sports. Pupils are developing satisfactory skills needed to support later stages of education especially in numeracy and information and communication technology (ICT). Some pupils take on responsibilities in school, such as being a playleader, with enthusiasm but such opportunities are too few. There is no school council so pupils have limited opportunities to put forward their ideas for the school's development.

Attendance is below the national average partly because a number of parents do not see education as a priority. This hinders progress and the school is working hard to monitor and tackle individual absence, and to work with families to promote attendance.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The school rightly considers the overall quality of its teaching as satisfactory. Teaching in the Foundation Stage is satisfactory with a good emphasis on personal, social and emotional development. There are already strong elements of teaching to be seen in some lessons. Pupils concentrate well when tasks are challenging and interesting, and make good progress. For example, in recent lessons on historical building, a Year 2 class produced lively work in art, design and history. The best lessons interest pupils, while making strong demands on them. Some lessons make very good use of opportunities to extend pupils' skills in spoken English. This is important for them all, but especially for those who come to English as an additional language. Because some lessons are unimaginative and insufficiently engaging, pupils do not learn as much as they should.

Assessment of pupils' work and progress is not carried out thoroughly enough. The information is not used effectively to set targets, track progress or support the learning, for example by using techniques whereby pupils test each other's knowledge and understanding. Marking is inconsistent. Consequently pupils sometimes do not know how well they are doing, or how to improve.

### **Curriculum and other activities**

#### **Grade: 3**

The school's broad curriculum is satisfactory, planned sufficiently to provide good continuity between years and meet the needs of most pupils. The programme in the Foundation Stage is good. The school gives an emphasis to literacy and numeracy in its efforts to raise standards, and work in ICT has improved considerably since the last inspection. The curriculum also helps pupils' personal development through its attention to personal health and safety. There is too little in the curriculum to promote pupils' spiritual development. The school does not provide the imaginative, practical programmes of work pupils need if they are to develop their abilities, and use their initiative, to the full.

The school provides a satisfactory programme of work, with suitable attention given to developing independent learning for example in using the internet for research. However, opportunities to develop teamwork or enterprise skills are very limited. Visits to places of educational interest, visitors to the school, and a sound programme of club activities all add richness and help to make learning come alive for the pupils. The gardening club is especially popular and has won awards for its efforts.

## Care, guidance and support

### Grade: 3

Care, guidance and support are satisfactory with some good features. There is a good level of care for the pupils and this helps them to feel safe and secure and to enjoy their learning. Pupils know who to turn to for help and support. They particularly value the 'Talk Time' and say they have trust and confidence that adults will help them. Arrangements for child protection are strong and outside agencies are used well to provide additional support for vulnerable children. Although staff are supportive, their monitoring of pupils' academic progress is inconsistent and not all pupils have targets to help them improve. Consequently, they do not always achieve as well as they should. Pupils with learning difficulties and disabilities and those who have English as a second language are well supported and they make satisfactory progress. The inspectors agree with the majority of parents who welcome the school's support and encouragement for pupils.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory overall. The school experienced considerable turmoil a few years ago resulting in several changes of headteacher and high staff turnover. The current headteacher, in post for nearly two years, demonstrates the drive, ability and vision to raise standards, achievement and the quality of teaching. He is well supported by three assistant headteachers who make up the leadership team. Leadership of the Foundation Stage is good. School leaders have established a caring ethos, in which pupils of all backgrounds are equally valued.

However, currently there are no other members of staff taking leadership responsibility in managing subject areas, and this is limiting the pace of school improvement. New appointments have been made for the next academic year. Assessment data is analysed well by the senior managers but insufficient use of targets based on this information is made by teachers to track the achievement of pupils. Monitoring of teachers' work has taken place through annual reviews, performance management and book checks, but ongoing monitoring is not sufficiently effective in improving the quality of teaching and learning. School self-evaluation is nevertheless comprehensive and correctly identifies key aspects for improvement.

Governors are supportive, but many are fairly new and only just beginning to be involved in monitoring policies and strategic planning. Staffing is now more settled and appointment procedures are rigorous. Good links are being forged with external agencies and partner schools resulting, for example, in opportunities for pupils to have expert sports coaching. Financial management is secure and, although higher than usual funds were carried forward from last year, they are being earmarked to support staffing, building and other enhancements. Satisfactory overall improvement since the last inspection has been achieved and the school has satisfactory capacity to improve further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	No
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	No
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Pupils

Thank you for being so welcoming and helpful when we visited your school. We enjoyed talking to you and meeting your teachers. The Winns Primary School gives you a satisfactory education and it has some good features.

This is what we liked about your school: \* The headteacher and staff are working hard to make the school better and improve your achievement. \* You behave well, think carefully about your own and others' safety, and all of you get on well together. \* The teachers are caring and give you support if you have problems. \* The school is working in partnership with other schools, and people in the community to give you opportunities to get more from your time at The Winns. \* Your parents are pleased with the school and the work it does.

For your school to be better, we have asked your teachers to assess your work more carefully so that it helps you are clearer about how well you are doing and how to improve. We have asked them to make lessons more interesting so that you concentrate well. We have also recommended that they give you more opportunity to reflect each day and think about the needs of others and the world in general. We want the school to work more closely with your parents to encourage higher rates of attendance.

We hope you do well in your time at the school.

Dr David Benstock

Lead Inspector