

# Windrush Primary School

## Inspection report

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<b>Unique Reference Number</b>	100157
<b>Local Authority</b>	Greenwich
<b>Inspection number</b>	285731
<b>Inspection dates</b>	9–10 May 2007
<b>Reporting inspector</b>	Margaret Coussins

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	253
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr P Brooks
<b>Headteacher</b>	Mrs C Warnke
<b>Date of previous school inspection</b>	12 February 2001
<b>School address</b>	2 Bentham Road Thamesmead London SE28 8AR
<b>Telephone number</b>	020 8310 0157
<b>Fax number</b>	020 8312 1020

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Windrush is an average size primary school situated in an area of considerable social disadvantage and has a culturally diverse population. The percentages of pupils eligible for free school meals, those from ethnic minority groups, those whose first language is not English and those with learning difficulties or disabilities are all above average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school where significant and impressive improvements have been made since the last inspection. The outstanding leadership of the headteacher and her deputy underpin the school's success. Together they form a strong, skilled and dedicated team and drive this vibrant school forward. The senior and middle management teams and the governing body support the headteacher extremely well. Staff, pupils and parents have a real sense of being part of a community of which they are, justifiably, very proud. Parents are very pleased with what the school offers and value highly the opportunities to be involved in many aspects of school life. One parent commented, 'Please keep up the good work, we are happy and very proud of you all.'

Excellent care, guidance and support develop pupils' confidence and self-esteem and their very positive attitudes to learning. They want to learn and do well even though many pupils find learning quite difficult. They really enjoy school and one child said, 'I'm trying hard but I can't think of anything that could be better because I think it is perfect.' Behaviour is exemplary. Pupils are courteous, polite and friendly and show great respect towards each other and to teachers, support staff and visitors. Their enthusiasm to take on responsibilities within the school and their involvement in the local community as seen, for example, in their work to clean up the local canal, promote outstanding personal skills.

Children start at the school with significantly below average skills. They get off to a flying start because of the excellent provision and teaching in the Foundation Stage. By the time pupils leave the school standards are average in English and are slightly above average in mathematics and science which represents outstanding achievement given the pupils' very low starting points. Across the school, good and sometimes outstanding teaching and an extremely rich curriculum contribute to pupils' outstanding progress, enjoyment and well-being. Strategies to improve progress have a very good impact on pupils' achievement, though teachers do not consistently give pupils enough challenge to extend their thinking.

The school has taken extremely effective action to address the issues raised at the last inspection and has an excellent capacity to improve further as it is not complacent and strives always to be even better.

### What the school should do to improve further

- Ensure teaching consistently builds on the improvements made in reading, writing and mathematics in order to give greater challenge to pupils' thinking.

## Achievement and standards

### Grade: 1

Standards have improved since the previous inspection, are now broadly average overall and in some respects above average. All indicators point to a continuing trend in improvement at both key stages and pupils' achievement is outstanding. For instance, in the last two years the progress made by pupils in Key Stage 2 has been amongst the top few per cent for schools nationally. Very effective support is given to pupils with learning difficulties and those who are new to learning English so that all pupils achieve very well whatever their learning needs. By the end of the Foundation Stage most have reached the learning goals expected for their age although their attainment is still relatively lower in communication, language and literacy.

Programmes put in place for teaching letter sounds and the increased focus on investigative work in number are having a very good impact on pupils' skills in reading, writing and mathematics as seen in the results in the 2006 national tests for Year 2 which improved significantly from previous years. Standards were average in English in the 2006 national tests at the end of Year 6 but higher proportions of pupils attained the expected level in mathematics and science. Given their low starting points, their achievement is outstanding. Pupils' work and successful additional support show that pupils are on track to meet the school's targets. Achievement in the arts is excellent because of the high priority the school gives to these subjects and the expertise of specialist groups and teachers.

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

### **Grade: 1**

Pupils' personal development and well-being are outstanding. Pupils' enthusiasm and pride in their school is evident in all they do and in the happy atmosphere throughout the school. They feel safe and secure and appreciate all that their teachers do for them. One child said, 'We do so many exciting things here, they (the teachers) make everything fun and we learn so many different things.' Spiritual, moral, social, and cultural development is outstanding. Many areas of the curriculum help pupils to reflect on the larger issues of life and the awesome power of the natural world. Pupils have an excellent awareness of the cultures and practices of people from different backgrounds through religious education, art, music and drama. They spoke enthusiastically about their study of Sikhism and their visit to a local gurdwara. Attendance is good, and the school is vigilant in encouraging even better attendance. Pupils adopt very healthy lifestyles and show this by participating enthusiastically in the wide range of physical activities provided and knowing the benefits of healthy eating. They enjoy the healthy food provided at lunchtime, and as one pupil said, 'It feeds the brain and helps us achieve well.' The school council is very effective and feels strongly that its voice is heard. Pupils' personal and basic skills prepare them extremely well for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Lesson planning is detailed and work is matched well to pupils' needs to ensure that they all succeed. One child said, 'Teachers help you. If you don't understand, they break things down into small steps so you know what to do.' Planning is excellent in the Foundation Stage. Teaching assistants throughout the school provide good support, which enables all pupils to participate and understand their lessons. For example, a pupil who thought seeds came from a factory was helped to discover, using samples of fruit and vegetables, that plants produce seeds before they are packaged. Pupils' outstanding behaviour and attitudes help them learn well as do the excellent relationships between children and their ability to work well together which supports their excellent achievement. On occasion, teaching does not extend pupils' learning as well as it might because pupils are not given enough opportunities to develop their thinking by responding to more challenging questions. Through their tracking systems, teachers have a good understanding of where their pupils are and what they need to do to improve. They mark work regularly and it is usually helpful, indicating how pupils can improve. Pupils are encouraged to evaluate their own progress towards reaching their learning targets.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding. It is exciting and meets the needs of pupils exceptionally well. A wide range of stimulating activities gives an excellent start to the children's education in the Foundation Stage. The use of the 'forest area' where children were looking for objects under which caterpillars can hide was an excellent example of the use of the school grounds to develop children's knowledge and understanding. Visits and visitors, such as musicians and dancers who bring their expertise to support learning, enrich the curriculum. A visit from the Mayor of Greenwich provided an insight into local democracy at work to support pupils' citizenship skills. Excellent links with various groups and organisations provide enrichment and activities which are enjoyed by all pupils and make a significant contribution to their healthy lifestyles. Art has a high profile in the curriculum as seen by the quality of the displays around the school. A sculpture of 'Boulders' was recently exhibited in the Tate Britain. Information and communication technology is used well by teachers and pupils to support many areas of the curriculum. There is an excellent range of popular, well-attended clubs which broaden pupils' personal experiences. These aspects strongly promote pupils' enjoyment of learning and develop social skills important to their future life.

## **Care, guidance and support**

### **Grade: 1**

Pupils and their parents agree that children are looked after very well. A parent said, 'The school provides a safe and stimulating and supportive learning environment based on sound principles and values'. Risk assessments are rigorous, child protection procedures are firmly established and all staff have received training. Pupils who are at risk of underachieving are identified early and very effective support programmes are quickly put in place. Support is extended to children and their families. Opportunities given to parents to observe lessons in order to help their children at home and guidance on how to support their children through the 'On Track' programme are outstanding. Information given to parents about their children's progress is excellent. The school makes excellent use of outside agencies to provide support and guidance. Pupils who are at the early stages of acquiring English are very well supported and as a result make good progress. Good systems record pupils' academic achievement and pupils clearly know their learning targets and understand how they can improve.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. The headteacher's belief that everyone in the school community matters is a strong motivation for staff, pupils and parents. The school has an accurate view of its strengths and priorities based on outstandingly comprehensive systems of monitoring, evaluation and review involving staff, governors, parents and pupils. The excellent procedures in the school, including the very thorough tracking of pupils' progress, are instrumental in ensuring that the quality of teaching is at least good. The continuing, rising trend of improvement in academic standards is evidence of the impact of excellent self-evaluation. All leaders and managers have a significant impact on the work of the school. They provide guidance for colleagues in a supportive, positive ethos and share expertise. Staff, resources and the building itself are managed and organised extremely well and all strategic

decision making has a very positive impact on pupils' learning and personal development. The positive ethos created by the headteacher and the attractive and stimulating learning environment have made a huge impact on pupils' outstanding personal development. Good teamwork and communication at all levels ensure that all pupils benefit from the well-identified improvements introduced by the school. Governors are supportive and challenging as they hold the school to account very well for its performance and fulfil all their statutory responsibilities.

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## Annex A

## 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>
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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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

21 May 2007

Dear Pupils

Inspection of Windrush Primary School, London, SE28 8AR

I am writing to let you know how much my colleagues and I enjoyed our visit to your school. Thank you for making us so welcome, for talking to us about your work and telling us what you think about your school. This is what we found out.

- Windrush is an outstanding school and you and your parents are right to be happy and proud of it.
- You told us that you really enjoy being at the school and we saw that you get on well with each other and all of the staff.
- Your behaviour is excellent and helps you learn well in your lessons.
- You achieve very well in your English, mathematics and science work even though some of you find learning quite difficult.
- The standards you achieve and your confidence and determination to do well mean you are very well prepared to move on to your next school.
- Your teachers are good role models for you and make sure your lessons and all the other activities that go on in the school are interesting and exciting.
- Everyone in the school looks after you extremely well and helps you to succeed.
- Your headteacher and all the staff do an excellent job in providing you with a very good education.

Because the school has helped you do well and because you enjoy learning so much, we think you should do even better in your English, mathematics and science work so that by the time you leave, your standards are even higher.

I thought your singing in the hall was superb. You were having great fun and I think your teachers were enjoying it as much as you. We all thought your artwork on display around the school was fantastic. Good luck with the performance of 'Where The Wild Things Are'. I'm sure it will be a great success.

Thank you again for all your help and for being so friendly, polite and interesting to talk to.

Yours sincerely

Margaret Coussins Lead inspector