

Winton Primary School

Inspection report

Unique Reference Number	100428
Local Authority	Islington
Inspection number	285790
Inspection dates	10–11 September 2007
Reporting inspector	Maria Coles

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	266
Appropriate authority	The governing body
Chair	Mr Chris Snelling
Headteacher	Mrs Penny Spencer
Date of previous school inspection	24 June 2002
School address	Killick Street Pentonville Road London N1 9AZ
Telephone number	020 7837 6096
Fax number	020 7837 0945

Age group	3–11
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Introduction

Three Additional Inspectors carried out the inspection.

Description of the school

Winton is a larger than average primary school. Pupils come from a wide range of ethnic backgrounds, the largest groups being those of Bangladeshi, Turkish and Somalian heritage. There are 20 different languages spoken by pupils attending the school. Most pupils speak English as an additional language with many being at early stages of English acquisition. The school serves an area of significant deprivation and the percentage of pupils eligible for free school meals is well above the national average. The proportion of pupils with learning difficulties and disabilities is high for a school of this size. High proportions of pupils join or leave the school during the course of each year. The school has recently gained Healthy School status and Investors in People accreditation.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Winton is a satisfactory and improving school. The headteacher has worked hard to create a harmonious and inclusive school with a strong and cohesive staff team, enabling the school to go forward and improve standards. Her vision for improvement has remained resolute in spite of staffing difficulties and the repercussions from events of national significance in the immediate locality. Most parents are pleased with the progress their children make and support the school and headteacher.

The attainment of pupils when they start school is well below that of a typical three-year-old with many at the early stages of learning English. Consistently good teaching in the Nursery and Reception classes means that the majority of pupils make good progress in the Foundation Stage. In Years 1 to 6 the school has acted steadfastly to improve pupils' achievements over the last year with some success. Where the school's monitoring of the pupils' progress is being applied consistently and challenging targets are set, greater numbers of pupils are making sound progress. It is not yet good because of the legacy of underachievement but is improving steadily. Standards in English and mathematics remain below average by the end of Year 6.

Teaching is satisfactory. In most of the lessons observed during the inspection, the pupils made satisfactory progress. Where teachers matched work closely to pupils' abilities the teaching was of a better quality and pupils made greater progress in these lessons. Teaching and support for pupils with learning difficulties and disabilities and for those with little or no English is particularly strong. It is well matched to their specific needs so that they make good progress.

The school works well with parents, community and external agencies and this contributes positively to pupils' personal and social development. Pupils feel safe and are confident that they can go to a number of adults to help them. One Year 6 girl said, 'We are happy with all our adults.' Pupils' behaviour is good in lessons and at play. Most pupils demonstrate very positive attitudes to learning and are keen to do well. High quality induction for new pupils is effective in helping them feel part of the school family whether admitted at the beginning of the year or mid term.

The curriculum is satisfactory overall, and enrichment and extended schools activities are particularly strong features. However, the impact of recent developments is not yet demonstrated in the outcomes for the pupils.

Effectiveness of the Foundation Stage

Grade: 2

Teaching and learning for children in the Nursery and Reception classes are good. A sympathetic and sensitive approach by all adults supports the learning of every child. Given their low starting points, progress in all areas of learning, and particularly in the acquisition of language, is good. Careful tracking of progress allows staff to adapt daily and weekly plans according to children's needs.

What the school should do to improve further

- Raise the quality and consistency of teaching in order to raise standards in English and mathematics for all learners.
- Ensure teachers use data effectively to accelerate the rate of progress for all learners in the school.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

From a legacy of many years of under-achievement, the staff are now working together successfully to raise standards. As a result, pupils are now achieving satisfactorily. At the end of Year 2 and Year 6, standards remain below average. The unvalidated results of 2007 national tests show improvement on previous years but are not yet as high as they should be in English and mathematics. Good provision for pupils with learning difficulties and disabilities means that they make good progress in relation to their abilities and needs.

Personal development and well-being

Grade: 2

Most pupils behave well and this helps them make the most of their learning. Strategies to improve attendance and punctuality have been very successful and attendance is now in line with national averages. Pupils know how to eat healthily and how to keep fit. They feel safe and are confident that adults will look after them. They enjoy school, especially when working with computers and undertaking science investigations. They are enthusiastic about the after-school clubs. Pupils strive to achieve in sport and are eager to win school awards. The school council works effectively to improve the school's facilities for example, the development of the science garden. Pupils support charities and learn about communities different from their own. Their sense of responsibility and positive attitudes to work help ensure that the preparation for their future economic well-being is satisfactory. Their spiritual, moral, social and cultural development is good. Pupils mix easily, know right from wrong, and enjoy music and art activities.

Quality of provision

Teaching and learning

Grade: 3

During the inspection, most lessons observed were satisfactory although there were a few examples of good or outstanding lessons. Assessment information is being used well by some teachers to set tasks that closely match the needs of groups and individual pupils. In these lessons, the pupils are challenged and make good progress. However, this good practice is not consistent throughout the school. Lessons are well managed and pupils know how to behave well in class. As a result, most lessons take place in a calm, purposeful atmosphere, which supports learning. Better marking is helping pupils to understand how they can improve their work and are making them more aware of the next steps they have to take in their learning. One pupil said, 'Marking helps you understand your mistakes and then you can put things right.' Teaching assistants make good contributions to lessons and support pupils effectively, particularly when they are working independently or in groups.

Curriculum and other activities

Grade: 3

The curriculum is being developed to provide more stimulating and creative approaches to teaching and learning with a strong emphasis on the development of pupils' literacy, numeracy and information and communication technology (ICT) skills. A comprehensive programme of personal health and social education contributes to pupils' understanding of healthy lifestyles. Their enjoyment of learning is enriched through their eager participation in a very wide range of clubs, from dance to astronomy.

Care, guidance and support

Grade: 3

The school has effective arrangements for safeguarding pupils, including full compliance with child protection and health and safety requirements, which contributes to pupils feeling safe and secure. They know who to go to if they need help. There is good provision for pupils' care and parents have confidence in the school. Marking helps pupils understand how well they are doing in their work. Individual targets are helping them to know what they have to do next to improve. Many pupils are reaching their targets but these have not always been suitably challenging and this has affected the rate of progress for some.

Leadership and management

Grade: 3

The leadership of the headteacher is good. Since her appointment staffing difficulties have been resolved and extensive improvements to the buildings including a new ICT suite and library have enhanced learning opportunities for pupils. Measures such as the use of external support to model good practice, systematic monitoring and a professional development programme that caters to needs, have resulted in improvement in the quality of teaching. The headteacher has recently enhanced the senior leadership team with new appointments to strengthen and complement the existing team in order to drive up standards. The school now demonstrates a satisfactory capacity to improve. However, the impact of initiatives is not yet fully evident throughout the school. Governors have an understanding of their overall strategic role and provide support for the school but are not as effective in holding the school to account.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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 September 2007

Dear Pupils

Inspection of Winton Primary School, London, N1 9AZ

We would like to thank you for your friendly welcome even though some of you are still getting used to your new classes and teachers. We are very pleased to see that more of you are getting to school on time and attending everyday. We wonder who will win that bike for best attendance this year.

We think that Winton is a satisfactory school. We are pleased that you are proud of your school, behave well and enjoy being with your friends and teachers. You tell us you are well looked after and we agree that your school is a calm and safe place and that you are all making better progress than you did in the past. We think Mrs Spencer leads the school well and now has a good team to help her.

To make things even better, we have asked staff to do more to raise standards in mathematics and English; use their assessments to check your progress and make sure that their teaching helps you to learn more quickly.

We are sure you will continue to work with your teachers and pay close attention to what they tell you to do to improve your work even more. We wish you all the best for the future.

Maria Coles

Lead Inspector