

# Winsor Primary School

## Inspection report

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<b>Unique reference number</b>	102751
<b>Local authority</b>	Newham
<b>Inspection number</b>	376761
<b>Inspection dates</b>	28–29 February 2012
<b>Lead inspector</b>	Madeleine Gerard

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 of pupils on the school roll</b>	537
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Victor Oshinowo
<b>Headteacher</b>	Carol Farwell
<b>Date of previous school inspection</b>	19 September 2008
<b>School address</b>	East Ham Manor Way London E6 5NA
<b>Telephone number</b>	020 7476 2323
<b>Fax number</b>	020 7474 7640
<b>Email address</b>	info@winsor.newham.sch.uk

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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	28–29 February 2012
<b>Inspection number</b>	376761



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## Introduction

Inspection team

Madeleine Gerard

Additional inspector

Peter Lacey-Hastings

Additional inspector

Gillian Smith

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 29 lessons or parts of lessons, taught by 19 teachers, and held meetings with groups of pupils, staff and members of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, looked at work in pupils' books, and tracking data showing pupils' attainment and progress. The school's development plans and records for safeguarding pupils were also seen. The inspectors considered responses to questionnaires received from 102 parents and carers, 93 pupils in Years 1 to 6, and 21 staff.

## Information about the school

This is a larger than average primary school with Early Years Foundation Stage provision for children in three Reception classes and two part-time Nursery classes. The proportion of pupils from minority ethnic groups is above average. A higher proportion of pupils than average speak English as an additional language, but few are at an early stage of learning English. The proportion of disabled pupils and those who have special educational needs is broadly average. Most of these pupils have speech, language and communication needs, or behavioural, social and emotional difficulties. More pupils join or leave the school part way through their primary education than is found nationally. The school meets the current floor standards, which set the minimum expectations for pupils' attainment and progress. The school has been going through a period of expansion. Breakfast and after-school care on the school site is managed by other providers and is subject to separate inspection arrangements. The school has achieved a number of nationally recognised awards for its provision, including the intermediate International School Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school that works effectively to meet pupils’ specific needs. All groups of pupils, including disabled pupils and those with special educational needs, receive the help and guidance they need to learn and progress well. Regular monitoring of teaching by senior leaders and managers ensures the school has an accurate view of provision. However, some middle leaders are not as fully involved in monitoring teacher and staff performance and securing further improvements to teaching and pupils’ achievement. As a result, a few inconsistencies remain. This is why the quality of education that the school provides is good rather than outstanding.
- Achievement is good. From particularly low starting points for their age, pupils make good progress to reach average levels of attainment in reading, writing and mathematics by the end of Year 6.
- Teaching is good. Work in lessons is well matched to pupils’ learning needs and tasks are appropriately challenging. Pupils know their individual targets and teachers’ marking makes clear to pupils how to improve their work. Occasionally, the pace of lessons slows because teachers’ explanations to the whole class take up too much time, or there are opportunities for only a few pupils to participate fully.
- Behaviour in lessons and around the school is good. Pupils have a good awareness of how to keep themselves safe from harm, for example when crossing the road and using public transport.
- Good leadership and management have maintained the school’s good overall effectiveness whilst the school has continued to grow in size. Improved outcomes at the end of the Reception Year and the increased achievement of pupils speaking English as an additional language show the successful impact of curriculum developments.

## What does the school need to do to improve further?

- By September 2012, develop the role of middle leaders in checking the quality of teaching and learning to ensure that their monitoring contributes more

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- effectively to improving pupils' achievement.
- Increase the pace of pupils' learning further by ensuring pupils are set independent tasks as early as appropriate in lessons and all pupils are given the opportunity to contribute their ideas and opinions.

## Main report

### Achievement of pupils

All groups of pupils, throughout the school, achieve well. Disabled pupils and those with special educational needs also achieve well. The questionnaires indicate that most parents and carers were confident that their children are making good progress and that their needs are met. Inspection findings support this view. Children make good progress in the Early Years Foundation Stage and children's outcomes are closer to average by the end of the Reception year, and improving rapidly, particularly in reading, writing and calculation. Pupils' attainment in reading is below average by the end of Key Stage 1. By the time pupils leave at the end of Year 6, however, their attainment in reading is broadly average, and improving, because gaps are narrowing well. Pupils have positive attitudes to learning. They listen carefully, set to work quickly when teachers give them tasks to do and sustain their efforts. This was illustrated in a mathematics lesson where Year 3 pupils were developing their understanding of measurements. They concentrated well while the teacher modelled clearly how to use equipment to measure liquids. Pupils speaking English as an additional language understood quickly what they had to do because they used visual illustrations. Sharing resources ensured all pupils had a turn to use the equipment, and pupils followed the teacher's instructions with precision so that their measurements were as accurate as possible. Disabled pupils and those with special educational needs enjoyed working with an additional adult to complete very similar tasks. Higher attaining pupils were well motivated by being challenged to add together different quantities of liquids.

Disabled pupils and those with special educational needs are keen to do well. Additional help in lessons ensures they keep up and learn well. Extra sessions with teachers, additional adults and specialist therapists outside the classroom successfully boost the progress of pupils with speech, language and communication needs. Specific support, tailored to pupils' individual needs, is effective in helping pupils with behavioural, social and emotional needs. Rates of progress for pupils from minority ethnic heritages are good. Pupils at an early stage of speaking English as an additional language benefit from sessions designed to help them learn new words quickly and receive extra guidance in lessons. They make good progress in their spoken English across all subjects. Pupils who join the school part way through their primary education settle well and make friends quickly because pupils are friendly and help them to feel welcome. This reflects the school's successful promotion of pupils' social and emotional development.

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## Quality of teaching

In the survey, most parents and carers agreed that their children are well taught at the school, a view endorsed by inspection findings. Teachers ensure that explanations of new learning are clear. They use a variety of resources to capture pupils' interest. For example, pupils in a literacy lesson used computers to record information about different books into a database. Staff in the Early Years Foundation Stage create an environment where children develop good personal and social skills, grow in confidence and are happy. There is a good balance between adult-led tasks and opportunities for children to choose activities for themselves. Detailed records of observations are kept and used well to plan further learning. Children in the Reception class were building swiftly on their knowledge of letters and the sounds they make (phonics) in small groups with an adult. The session was well tailored to their needs because planning identified in detail what the children needed to learn next.

The school carefully tracks the progress individual pupils make and teachers use the information to ensure pupils are suitably challenged in their learning. Marking and written feedback in pupils' English and mathematics books, as well as individualised targets, are used very well so that pupils know how to improve and what to do in order to move up to the next level in their work. Marking and feedback are not always as consistently detailed in other subjects. The curriculum is well planned. Daily independent reading, and themed weeks to promote reading, foster pupils' reading skills. Recent enhancements to the curriculum in Reception and in Years 1 and 2 to boost pupils' knowledge of phonics have been effective in raising pupils' attainment in reading still further. Pupils regularly practise writing at length across a variety of subjects. Other adults are well trained and support pupils' learning well to help the pupils understand new work. Occasionally, the pace of learning slows when teachers' lengthy introductions leave limited time for pupils to get on with independent tasks, or when only a few pupils have the opportunity to contribute their ideas or answer questions.

Teachers promote pupils' spiritual, moral, social and cultural development well by, for example, enabling them to learn about a wide variety of faiths and cultures, to take part in musical performances, and to learn key phrases in a range of modern foreign languages.

## Behaviour and safety of pupils

Pupils from diverse backgrounds get on well together. Their behaviour and attitudes make a good contribution to their own learning in lessons and the friendly atmosphere around the school. They respond promptly to reminders from staff about the behaviour that is expected. Most parents and carers who responded to the survey are confident that behaviour is good at the school. A few did not agree that incidents of bullying are dealt with effectively. The inspection found that incidents of bullying are rare and the whole school community is sharply aware of the various forms in which it may occur. Pupils say there is some name calling and that,

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occasionally, demeaning remarks are made which are usually dealt with swiftly by staff. The school's records confirm that such incidents are dealt with well. Discussions with pupils and their responses to the questionnaires indicate that they feel safe and valued in school. Pupils enjoy taking responsibility as junior road safety officers, peer mediators and play leaders. Road safety and anti-bullying events, visitors from the local emergency services, and safety workshops for pupils in Year 5, help pupils develop a strong awareness of how to keep themselves safe from harm. Successful strategies to promote attendance include weekly class competitions for the highest attendance, and certificates for pupils who have the best attendance each term. As a result, attendance has improved sharply in most classes.

### **Leadership and management**

Leaders, managers and members of the governing body have worked successfully to secure improvements in key areas of the school's work. Supported by well-targeted training and professional development, staff have a shared vision for the school. Since the previous inspection, developments to the curriculum include the increased provision for outside learning for children in the Reception classes, the prioritising of regular reading, and involvement of parents and carers in mathematics workshops in order to help them support their children's learning at home. All staff have received training to support reading through the systematic teaching of phonics. Increased support and guidance, tailored to the specific needs of pupils speaking English as an additional language, have resulted in improved attainment for these pupils, successfully narrowing the gap between their attainment and national averages. However, middle leaders are not consistently involved in checking the impact of key actions to secure further improvements to the consistency of teaching. Working together with staff as a team, leaders, managers and members of the governing body tackle discrimination and promote equality well. Consequently, all groups of pupils, whatever their background or ability, have equal access to a motivating and interesting curriculum that meets their needs well. Leaders and managers ensure that spiritual, moral, social and cultural development is consistently and successfully prioritised. The school council organises and leads extra-curricular clubs for other pupils. Members of the lunchtime gardening club tend the school garden, and the eco-wolves team enthusiastically looks after the school environment by turning off lights and electrical equipment when not being used. Pupils' self-confidence and self-esteem grow through taking part in performances, inter-school sporting competitions and playing musical instruments. All these strengths demonstrate the school's capacity to improve further. Arrangements for safeguarding pupils meet statutory requirements; staff receive regular training and thorough records are kept.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



1 March 2012

Dear Pupils

### **Inspection of Winsor Primary School, London E6 5NA**

Thank you very much for your friendly welcome and for helping the inspectors when we visited your school recently. We enjoyed talking to you all very much and listening to what you had to say. We were very pleased to hear about all the clubs that the school council is organising for you.

Winsor Primary is a good school. You behave well and are keen to learn. You have a good awareness of how to keep yourselves safe from harm. The large majority of you who completed the survey told us that you learn a lot in lessons. The youngest children get off to a good start in the Nursery and Reception classes. You make good progress so that you reach similar standards compared to other pupils nationally by the end of Year 6. Those of you who need additional help are well supported by the adults and also make good progress.

To help you do even better, we have asked that teachers set you tasks to do on your own, or in small groups, as early as possible in lessons. We have also asked the school's leaders and managers to make even more checks on the quality of the school's work so that they help you make even faster progress. All of you can help by continuing to work hard and attend school every day.

Finally, I would like to thank you again and wish you well for the future.

Yours sincerely

Madeleine Gerard  
Lead inspector

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