

Winsor Primary School

East Ham Manor Way, Beckton, London E6 5NA

Inspection dates 22 and 24 September 2015

Overall effectiveness **Requires improvement**

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Since the last inspection, senior leaders have not maintained effective systems to ensure that the school maintains a good standard of education.
- Equally, governors have not monitored the school's work with sufficient rigour or provided the necessary challenge to senior leaders.
- As a result, pupils are not progressing as well as they should in English and mathematics and the current academic standards are low across the school.
- Leaders responsible for subject areas do not improve outcomes for pupils sufficiently.
- Assessment information is not used effectively so the quality of teaching is not always good enough.
- Children feel safe, and checks to make sure children are kept safe are in place, but some records of these checks are not kept up to date.
- The behaviour in lessons and attitudes to learning of a minority of pupils is not good enough.
- Attendance is low. The school does not ensure that all pupils arrive in school and to lessons on time. As a result, the learning and academic progress for these pupils is hindered.

The school has the following strengths

- The recently appointed headteacher has an accurate understanding about priorities for improving the school.
- The newly appointed deputy headteachers understand their roles and have a good grasp of how the school needs to improve.
- Rates of progress are improving.
- Most pupils are respectful towards each other and adults working at the school. They enjoy coming to school.
- The school develops positive partnerships with families. Parents are supportive.
- Provision in the early years is good. The youngest pupils make good progress.

Full report

What does the school need to do to improve further?

- Improve leadership and management, including the work of governors, by making sure that:
 - systems that monitor pupils' progress and behaviour effectively inform the school's improvement planning
 - improvement plans are regularly reviewed and evaluated by leaders at every level
 - governors have a good grasp of systems so they monitor the implementation of school policies, including records relating to pupils' behaviour and welfare
 - all leaders monitor pupils at risk of not making expected progress and ensure all pupils have the appropriate support, including the most-able pupils.
- Improve the quality of teaching throughout Key Stages 1 and 2 by ensuring:
 - that the pace of learning in lessons enables good progress for all pupils, including the most-able
 - teachers' marking is clear so pupils can understand what they have achieved and how they can improve their learning
 - teachers use assessment information carefully to plan learning that engages, challenges and motivates all pupils, building on the good progress they make in the early years.
- Raise standards in English and mathematics throughout the school by ensuring:
 - all teachers have high expectations about what pupils can achieve
 - teachers' subject knowledge is secure so they understand how to move pupils' learning on to the next stage
 - pupils apply their skills in reading, writing and mathematical development in other curriculum areas.
- Improve pupils' attendance, punctuality and behaviour by:
 - analysing trends and patterns of weaker attendance and punctuality to target support for identified families
 - reducing the few incidents of disruptive behaviour, particularly of boys.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Leaders, including governors, have not sustained the good standards identified at the previous inspection.
- The new headteacher has created a school where pupils feel safe and are well cared for. There is a positive ethos in this school where all adults strive to do their best for the pupils. He has improved the capacity of school leadership with new appointments and issued guidance to staff about his expectations for raising standards. However, improvement plans are not clear about how and when these school priorities will be achieved. As a result, middle leaders cannot fully focus their actions on improving outcomes for pupils.
- The headteacher has recognised that where weaker teaching is present, steps have been taken to improve consistency so that it matches the most effective teaching found in the early years and Year 6. He has formed a partnership with the local teaching school alliance to provide professional development for staff and is making more effective use of performance management. Recently, the local authority has also supported the school by providing weekly visits from an advisor. However, these initiatives are yet to impact positively on all pupils' outcomes.
- The curriculum is planned well. It combines discrete subjects and thematic projects to provide interesting learning experiences. All pupils share equal access to this provision. Learning is enriched through after-school clubs, events and activities, including educational visits. Year 6 pupils participate in a residential trip to develop their social skills and confidence in preparation for secondary school. The school places high value on respect and tolerance, including at break and lunchtimes, when pupils play together harmoniously and respond positively to adult supervision. These attributes are preparing pupils well for their life in modern Britain.
- The school is committed to supporting pupils' cultural and social development. All pupils have the opportunity to learn a musical instrument and join the school choir. Pupils enjoy singing together in assemblies and look forward to lessons with their visiting music teacher.
- Spiritual and moral development is a strength of the school. Learning activities and experiences promote British values well and develops pupils' awareness about the wider world. Pupils told inspectors in detail about their friends who were celebrating Eid. They compared this to events they attend outside school with their own families.
- Effective use of the pupil premium fund is now improving outcomes for disadvantaged pupils across the school. The school uses the additional sport premium to ensure physical education is taught regularly by specialist coaches. This has increased participation levels of pupils. For example, the school football team is performing well in the local league, and all pupils in Year 5 learn to swim.
- The school develops effective partnerships with families to provide support for pupils. Workshops are provided for parents to encourage reading at home. Meet and greet sessions introduced at the beginning of term keep parents informed about the learning and welfare provision that takes place at school.
- The leadership in the early years ensures good provision and typically good teaching.
- **The governance of the school:**
 - Governors have not monitored the school's work with sufficient rigour. As a result, the good features reported at the previous inspection have not been sustained. An external review of governance was undertaken in February, indicating recommendations. Aspects are now being addressed through training and development and new governors have joined to provide additional expertise.
 - Governors check that salary awards are only allocated when staff performance targets are met. They have an understanding about how the pupil premium funding is being used to support learning.
- The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment requires improvement

- The quality of teaching is not always good enough. This is consistent with the senior leaders' own evaluation and confirmed by inspectors during joint learning walks.
- Teachers do not have high enough expectations about what pupils can achieve in their academic work. They do not check the quality of learning during lessons and, as a result, some pupils make slow

progress.

- Teachers' subject knowledge and use of assessment information is not sufficiently developed. Therefore, some teachers do not select suitable teaching strategies or activities based on an analysis of the learning needs of particular pupils or groups. However, in Year 6 the learning is well managed and assessment information is used more effectively.
- The most-able pupils are not always provided with activities to extend their learning, particularly in mathematics. As a result, the most-able pupils are not reaching their full potential. This was reinforced by pupils, who told inspectors they found work too easy in some lessons.
- There are some examples of constructive marking in exercise books, which fully reflect the school's policy. In these cases, pupils know what they have done well and how they can improve. They also respond to their teachers' comments. However, this approach is not consistent across the school.
- Teaching assistants support pupils' learning in lessons. Typically, they make sure that disabled pupils and those who have special educational needs complete work to the best of their ability.
- Reading is organised so that pupils are provided with a range of books and support materials to use at home. Workshops for families in school are well attended and this supports parents to understand how to help their child at home.
- Teaching in the early years is good. Teachers use assessment information carefully to plan activities and relevant learning that excites, motivates and meets the needs of all learners. As a result, pupils are making good progress across most areas of learning.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Senior leaders undertake the appropriate health and safety checks to ensure that pupils are safe. However, some records of routine checks are incomplete. For example, when fire drills are undertaken but not recorded.
- The youngest children and older pupils are safe. Pupils and parents' views confirm inspectors' findings. Pupils demonstrate confidence and awareness about staying safe in a range of situations, including in the event of a fire. They have strategies to deal with bullying even though they say it is very rare at their school. They are aware about potential risks in the wider world. They can explain what is meant by stranger danger, how to manage it and how to be safe when they use the internet.
- Pupils enjoy coming to school. They enjoy the healthy lunches provided and talk positively about taking on the additional responsibilities offered. This contributes to pupils' self-confidence. For example, they appreciate being trained to resolve conflicts in the playground, they enjoy participating in the school council and electing their own head girl and boy.

Behaviour

- The behaviour of pupils requires improvement.
- Information held by the school shows the current patterns of poor attitudes to learning in lessons for a few pupils, particularly boys. This slows their academic progress. The school does not use this information effectively enough to improve behaviour.
- The school is working with education welfare services to address poor attendance, but currently and over time rates remain low. The school does not ensure that all pupils arrive in school and to lessons on time. As a result, learning and progress for these pupils is hindered.
- The school learning environments are orderly and most pupils' behaviour in lessons is generally good, as it is at other times of the school day, in the dining hall and in the playgrounds.
- Pupils enjoying wearing their school uniform. Those pupils with extra responsibilities wear their badges with pride and were delighted to talk about their roles to inspectors.

Outcomes for pupils require improvement

- Standards in reading, writing and mathematics are too low in some parts of the school. Pupils have fallen

behind in the past and teaching is not good enough to ensure they catch up quickly.

- Similarly, not all pupils eligible for the pupil premium fund, disabled pupils or those who have special educational needs make the expected rates of progress.
- Work seen in pupils' books shows some progress. However, those pupils who have previously fallen behind and the most able are not sufficiently challenged in the work they are set. So they do not achieve as well as they should. This is because some teachers do not have high enough expectations of what their pupils can do.
- Performance information, however, also shows some recent improvement. Last year, the learning in Year 6 was particularly well managed. This enabled faster progression in preparation for the pupils' move to secondary school. As a result, the proportion of pupils achieving the expected standard in reading, writing and mathematics reached the national level.
- Early reading provision enables pupils to take a range of books and materials home to support their learning. As a result, pupils are developing their early reading skills well. This is evident in outcomes for the Year 1 phonics screening check, which meet national standards, and are improving.
- The majority of children enter the early years with skills generally below those typical for their age. The proportion reaching a good level of development by the end of Reception has improved recently to meet national outcomes.

Early years provision

is good

- The proportion of children reaching a good level of development is in line with that expected for their age. As a result, children are prepared well for Year 1.
- The staff have high, appropriately challenging, expectations for all children. Therefore, children make good progress from when they start school, which for most is below that typically expected for their age.
- The early years' leader has systems in place to set, monitor and review the effectiveness of teaching and the impact it has on children's learning. As a result, the quality of teaching is typically good.
- Systems are in place for sharing and communicating with parents, including with families who have English as an additional language. Parents told inspectors they were impressed with the home visits and workshops provided by the school. They say this has enabled their children to settle quickly this term.
- The staff plan learning experiences appropriate to the children's stage of development and interests. They provide a good range of resources in classrooms and outdoors. Children enjoy using these independently because they are well organised and engaging. The outdoor learning environment lacks sufficient opportunities for children to read, write and draw.
- Good opportunities are provided for staff to undertake regular training and development. This includes sharing effective assessment practice with other schools. This has resulted in accurate practice across the early years, which was confirmed by the local authority at the recent borough moderation.

School details

Unique reference number	102751
Local authority	Newham
Inspection number	10005721

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	618
Appropriate authority	The governing body
Chair	Victor Oshinowo
Headteacher	James Dawson
Telephone number	020 7476 2323
Website	www.winsor.newham.sch.uk
Email address	info@winsor.newham.sch.uk
Date of previous inspection	28–29 February 2012

Information about this school

- This is a larger than average primary school. The school has expanded since the previous inspection. There are now three classes in each year group, except Year 6, where there are two classes.
- There are 52 places in the school's nursery, with all children attending on a part-time basis.
- A fifth of pupils are known to be eligible for the pupil premium. This is below national average. The pupil premium is additional funding the school receives from the government to provide additional support for pupils looked after by the local authority or pupils known to be eligible for free school meals.
- The proportion of pupils attending from a range of minority ethnic groups is high compared to the national average.
- A high proportion speak English as an additional language, and, of these, some join the school with little or no spoken English.
- The proportion of disabled pupils or those who have special educational needs is below the national average.
- The school meets the government's floor standards, which set out the minimum expectation for pupil's attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed teaching and learning in 30 lessons or parts of lessons. Inspectors were accompanied by school leaders to observe all year groups.
- Inspectors observed pupils at other times of the school day, including during play- and lunchtimes, at breakfast club and during an assembly.
- Inspectors held conversations with pupils from Key Stage 1 and 2 to gain their views about their school.
- Meetings were held with the headteacher, deputies and other leaders with significant responsibilities, including the staff members responsible for child protection, safeguarding and attendance.
- Inspectors took account of the 36 responses to Parent View, the online questionnaire for parents. They also spoke to parents at the start of the school day.
- Meetings were held with three governors, including one with the Chair.
- Inspectors reviewed a range of the school's documents including the action plan, summary of self-evaluation, assessment information, teaching quality and staff performance.
- A meeting was held with a representative from the local authority.
- A range of work by pupils was considered, including in their exercise books, work on display and the profiles for children in the early years.

Inspection team

Kirstie Fulthorpe, lead inspector	Her Majesty's Inspector
Vanessa Ward	Her Majesty's Inspector
Jean Thwaites	Her Majesty's Inspector
Rosemary McCarthy	Ofsted Inspector
Janice Howkins	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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