



# Winsor Primary School

## Inspection Report

**Unique Reference Number** 102751  
**LEA** Newham LEA  
**Inspection number** 276766  
**Inspection dates** 1 December 2005 to 2 December 2005  
**Reporting inspector** Andrew Howe AI

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

<b>Type of school</b>	Primary	<b>School address</b>	East Ham Manor Way
<b>School category</b>	Community		Beckton
<b>Age range of pupils</b>	3 to 11		London E6 5NA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02074762323
<b>Number on roll</b>	400	<b>Fax number</b>	02074747640
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Miss E Laird
<b>Date of previous inspection</b>	4 December 2000	<b>Headteacher</b>	Miss L Wells

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 1 December 2005 - 2 December 2005	<b>Inspection number</b> 276766
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## **Introduction**

The inspection was carried out by three additional inspectors.

## **Description of the school**

Winsor Primary School is larger than average. It serves a deprived area of east London. The proportion of pupils entitled to free school meals is above average as is the number of pupils who come and go during the school year. Two thirds of the pupils come from a range of minority ethnic backgrounds. About half the pupils do not speak English as their home language; roughly a fifth are at the early stages of learning English. An average proportion of pupils have learning difficulties or disabilities. There is a support unit at the school for eight pupils with emotional or behavioural difficulties.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Winsor Primary School is an increasingly effective school which is now good. The school rates itself as satisfactory, but inspectors judge that continued improvements since the self evaluation was completed have had a very positive effect on provision and pupils' progress. The school provides a good education. Pupils achieve well from a low starting point. Their behaviour is now a credit to the school. Children in the Foundation Stage make good progress because teaching is imaginative and assessment is used well. The quality of teaching is a significant strength. Most lessons are good and this reflects the effort put in by the leadership team to develop and monitor the quality of teaching and learning. Support staff are used well. Pupils are well cared for and there are good systems in place to track their achievement. The school provides good value for money. The school has made good progress since the last inspection, successfully raising pupils' attainment. Nevertheless standards in English, mathematics and science remain slightly below average, particularly at the higher levels. Opportunities to develop pupils' cultural awareness are not planned for systematically enough. Pupils' attendance remains below average, but the school has tackled this problem energetically. However a minority of parents still fail to ensure their children attend regularly. Inspectors judge that the school has a good capacity to improve.

### What the school should do to improve further

\* Continue to raise standards of attainment in English, mathematics and science.\*  
Improve provision for pupils' cultural development.\* Develop further strategies to improve attendance.

## Achievement and standards

### Grade: 2

The school rates achievement and standards as satisfactory. Inspectors judge that they are good because, in addition to improving standards and achievement, pupils now make good progress in lessons. Pupils are currently working close to the national average, and results in English, mathematics and science have risen significantly over the past three years. Pupils achieve well in relation to their starting points. Children's attainment on entry to the school is much lower than that expected for their age, especially in their personal and social development. Their skills in English are also limited, in many cases because it is not their home language. Effective teaching in the nursery and reception classes means children settle in well and make good progress, although their standards at the end of the Foundation Stage are below those expected. Standards by Year 2 are average in writing and mathematics and above average in reading. This represents good achievement. At the age of 11, pupils' attainment is broadly average. Mathematics is the strongest area. Science is slightly weaker and the school is working hard to raise standards here. In English results have risen by over 20% since 2003. Pupils whose first language is not English achieve at similar rates to other pupils. Pupils with learning difficulties and disabilities achieve well because of

the good quality support provided by the specialist teachers and assistants. Pupils with higher ability are not achieving as well as they could in some Key Stage 2 classes.

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

### **Grade: 2**

Pupils' personal development and well-being are good. The school is an orderly community. Pupils enjoy coming to school and are happy in lessons. Because of the implementation of excellent improvement strategies the behaviour of pupils is now good both in lessons and at play and there has been a dramatic reduction this year in the number of exclusions. Attendance is well below the national average. Although the school has an outstanding range of strategies in place to boost pupils' attendance, too many parents do not place a high enough priority on ensuring that their children attend school. The pupils' spiritual, moral, social and cultural development is satisfactory overall. Pupils have strongly developed social skills and a good appreciation of right and wrong. However, provision to secure pupils' cultural development is inadequate. The school is aware that there is a need to be more systematic in developing pupils' appreciation of other cultures and to extend the range of other cultural experiences. Pupils understand the importance of diet and exercise and the school has achieved the Healthy Schools award. Both parents and pupils confirm that pupils feel safe, secure and well supported in the school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Teaching in the Foundation Stage is effective. Staff here assess constructively and plan activities which engage children deeply. The management of behaviour is clear and positive, so that pupils listen well and work hard. Teachers prepare stimulating experiences for pupils using music and lights in some cases and encouraging them to ask interesting questions. Pupils respond by working well co-operatively, and appreciate the opportunities 'to tell everyone your ideas'. Teachers plan carefully to develop pupils' speaking and listening and this, as well as the support of bilingual assistants, enables pupils whose home language is not English to make good progress. Most lessons are briskly and confidently presented because teachers have good subject knowledge. Teachers make effective use of resources. For example, in two lively maths lessons teachers used pizza and coloured sweets to illustrate fractions. Because they could eat the resources afterwards pupils were very motivated! Where teaching is occasionally less effective behaviour management is weaker and insufficient attention is given to providing appropriate work for more able pupils. Pupils with learning difficulties are well supported by assistants who help to ensure the targets in their education plans are met. Marking is often good, providing constructive comment that helps pupils improve their work.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. Although a high priority is given to English and mathematics, all subjects are given adequate attention. The school has made a good start on linking subjects to make pupils' learning more interesting and relevant. For example, the teaching of co-ordinates in mathematics in Year 6 involves both geography and history. Pupils see the point of learning the concept and are keen to apply it to their other studies. Theatre workshops visit the school, for example to enhance pupils' understanding of science concepts. Projects with the local community such as the Docklands Light Railway add to pupils' understanding of health and safety and enrich the curriculum. Visits to places of interest, including a residential trip, add significantly to pupils' personal and social development. The school has been imaginative in introducing subjects like philosophy, together with creative approaches to teaching such as 'Big Writing' in English. These have had a very positive effect on pupils' attitudes and learning. The school recognises that there is a need for more consistency in implementing these various initiatives. The limited number of extra-curricular activities are popular with pupils.

## **Care, guidance and support**

### **Grade: 2**

The care, guidance and support provided by the school are good. All requirements for child protection and health and safety are met. Procedures are known and understood by all staff. Pupils feel safe from bullying and other forms of harassment and are confident in approaching staff when difficulties arise. The attention given to pupils' welfare is good. The newly developed school council is enabling pupils to express their views. The impact has already been positive, for example in the additional provision of playground equipment. Pupils enjoy the responsibilities they are given as peer mediators and as monitors. Recent developments in the tracking of pupils' progress are having a positive impact. As a result pupils have a good understanding of the year group targets that are set for English and mathematics. However, they do not have personal targets, so that as one pupil put it 'we can see our own gain'. The arrangements for the identification, support and guidance for pupils with learning difficulties and disabilities are good.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher has developed an effective team of senior staff. Their shared determination to succeed has led directly to significant improvement in the school's performance. They have worked successfully with outside agencies to put in place practical strategies, such as the employment of a leading behaviour professional, which have made a positive difference to pupils' attitudes and progress. Senior staff monitor all aspects of the school's performance closely. For example, teachers are observed and given constructive feedback, which

combined with a commitment to providing high quality training, has led to a significant improvement in teaching and learning. Managers have a good understanding of the school's strengths and weaknesses and the school development plan is driven by this accurate self evaluation. Governors are supportive and fulfil their legal duties, but are less involved than they should be in checking the school's performance and planning for the future. The school's leadership involves parents and pupils in its self evaluation, for instance through the newly established school council. The school's leadership has addressed all the issues from the previous inspection and has raised standards and improved provision. Overall improvement since the last inspection has been good and the school has a good capacity to continue its improvement.

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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>	2	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	2	NA
The effectiveness of the school's self-evaluation	2	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>	2	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	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	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>	2	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>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	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	2	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	Yes
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	Yes
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**

Thank you for helping us when we visited a little while ago. You told us a lot about Winsor Primary School. We enjoyed our time with you, and now it is time to let you know what we think about the school.

Most of you make good progress because lessons are good and you enjoy them. You work hard, because teachers ask a lot of you, and lessons are interesting. Most of you behave well and want to learn. This is a real improvement over last year. Well done. You get plenty of help with your work because there are a lot of helpers as well as teachers. Teachers and helpers take good care of you and there is always an adult you can go to if you have a problem. Those of you who find learning hard, or who speak a language other than English at home, also do well. This is because teachers and helpers make sure there are lots of chances to speak and listen in lessons.

There are some problems we need to mention to you, though. Too often a few of you are absent from school for unacceptable reasons, such as holidays taken in term time. The school works very hard to remind parents about this problem and we do not think they can do much more. It is up to you and your parents. We also think that the school needs to carry on helping you to do better. The school's governors could check up on what you are learning more often and make sure that teachers are doing the best that they can all the time. Finally, the school needs to make sure you have better opportunities to learn about each others' cultures. We think Winsor Primary is a good school. If you continue to work as hard, and behave as well as you do now, it could become even better.