

Winsor Primary School

Inspection report

Unique Reference Number	102751
Local Authority	Newham
Inspection number	323685
Inspection date	19 September 2008
Reporting inspector	Nick Butt

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	366
Government funded early education provision for children aged 3 to the end of the EYFS	50
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Miss Liz Laird
Headteacher	Mrs Carol Farwell
Date of previous school inspection	1 December 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	East Ham Manor Way Beckton London E6 5NA
Telephone number	020 7476 2323
Fax number	020 7474 7640

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors. They evaluated the overall effectiveness of the school and investigated the following issues.

- The effectiveness of the Early Years Foundation Stage (EYFS).
- How well curriculum enrichment contributes to pupils' personal development and enjoyment of school.
- The extent to which the school promotes community cohesion.

The inspectors gathered evidence from lesson observations, scrutiny of pupils' work and parents' questionnaires. Discussions with staff, governors and pupils also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This larger than average school has a 39 place Nursery as part of its EYFS. A high proportion of pupils are entitled to free school meals. Many more pupils than usual join and leave the school outside normal times. Over two thirds of pupils come from a variety of minority ethnic backgrounds, the largest group being of Eastern European origin. More than two thirds of the pupils speak English as an additional language. The number of pupils with learning difficulties and/or disabilities is above average. These include moderate learning difficulties. There is a support unit for up to eight pupils with emotional or behavioural difficulties. The school has the Healthy Schools award.

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 is a good school that has made significant progress in raising achievement and standards since its last inspection. Under the enthusiastic leadership of its new headteacher, the school is building well on its previous achievements. Teaching is good, enabling pupils to achieve well and adopt positive attitudes to their learning. The caring approach of all adults gives pupils confidence and supports their good personal development and well-being. A parent reflected the views of most when writing, 'The teachers are nice, friendly and considerate to the children's feelings.'

Standards at the end of Year 6 are broadly average and have risen rapidly in recent years. Pupils have benefited from a consistent approach to behaviour management and targeted support that has identified and met any gaps in their learning. Provisional results of assessments at the end of Year 2 improved in 2008, and were broadly in line with averages from previous years. This represents good achievement, since many of the pupils entered the school speaking little English. All pupils make good progress because their performance is measured carefully and any setbacks are picked up quickly. The school then provides a wide range of additional support to meet the pupils' varied needs and to ensure they get back on track rapidly.

The good curriculum enriches pupils' learning experiences well through visits linked to topics and an increasingly creative approach that makes effective use of new technology. Pupils enjoy using interactive handsets to show their responses to problems, which enable teachers to assess instantly how well they are doing. Pupils have visited the nearby London City Airport, and frequently use the Docklands Light Railway, building strong links with their local community. Healthy eating 'ambassadors' ensure their fellow pupils enjoy nutritious food and know all about having a balanced diet. There is good support from the specialist teacher for pupils learning English as an additional language. However, in general classrooms the curriculum does not always fully engage them. The school has identified this as an area to develop and is embarking on a project with an outside agency to adapt resources and try out new ideas. A good range of clubs including Hip Hop Dance and sign language adds to pupils' enjoyment of school.

Effective monitoring and coaching by senior leaders have made teaching more consistently good. Approaches to learning reflect pupils' needs, with an emphasis on speaking and listening, and the use of partners to discuss topics. There are very positive relationships between adults and pupils, so that behaviour is good and pupils are well-motivated. Many of the activities are practical, with effective use of technology to interest pupils. Mostly the pace of lessons is brisk, but occasionally this flags because too much time is spent introducing the learning. Tasks are usually tailored well to meet the different levels of pupils' abilities. Teaching assistants support pupils well and work closely with teachers to plan and assess appropriate activities.

Pupils say how much they enjoy school. One commented, 'You do lots of fun work and games and you make things.' The vast majority of pupils attend well, and this is clear from the number whose names appear in newsletters as having 100% attendance. Unfortunately, a small minority of pupils have excessively large amounts of absence, which brings down the school's overall attendance figure to below average. The school has introduced a variety of measures to tackle this problem, but has not yet exhausted the strategies it could use to promote attendance, for example by making pupils more aware of how well they are doing on a weekly basis. Junior road safety officers run competitions for pupils in staying safe and give talks in assembly, while

peer mediators help to settle minor playground disputes. The school council is influential in making positive changes, such as designing a new playground for younger pupils. The school's world council discusses environmental issues and helps to raise money to support international charities. Pupils have a good understanding of their own and others' cultures and celebrate their diversity. A class assembly on carnivals across the world drew on the different traditions and music of Spain, Brazil, New Orleans and Notting Hill. Pupils leave the school with the expected basic skills and are satisfactorily prepared for secondary school.

Pupils are valued as individuals and cared for well. The support unit provides a safe haven for pupils with behavioural and emotional needs, enabling them to integrate after a short time back into their mainstream classes. There is good support for pupils with learning difficulties and disabilities, so that they make good progress in reaching their targets. Pupils with moderate learning difficulties have programmes of study tailored to their individual needs, and this enables them to achieve well. Academic guidance is good, so that pupils know how to improve their work. Their targets are stored prominently on their desks, and they record their own progress towards meeting them.

The impact of leadership and management is good, contributing effectively to the rapid rise in standards and achievement and the improvement in teaching and the curriculum. Rigorous monitoring of the provision combined with accurate self-assessment means leaders have a clear idea of the school's strengths and what it needs to do to improve further. Middle managers receive useful training in monitoring and have the time to evaluate how well their areas are performing. Governors know the school well, are active in supporting it, and ask searching questions to hold it to account. The school has made good progress since its last inspection and is well-placed to continue to improve. It gives good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children enter the Nursery with skills and abilities below those normally expected, especially in language and communication. They settle quickly because of the high level of care they receive. They enjoy each other's company and are involved in purposeful activities that develop their early skills well. Staff make good use of the spacious accommodation in the Nursery, providing an exciting and stimulating learning environment. However, planning is not consistent across the EYFS. In the Reception classes, activities are not always sufficiently challenging, or build on what children have already learnt. Assessment is not so rigorous in Reception and this makes it more difficult to track exactly how children are doing. They make satisfactory progress overall, but many leave the EYFS not yet reaching the expected early learning goals. There is satisfactory leadership and management, which recognises the need to bring greater consistency to the provision.

What the school should do to improve further

- Improve the consistency of planning in the EYFS so that activities in Reception classes are sufficiently broad and challenging.
- Ensure the curriculum supports fully the learning needs of pupils who speak English as an additional language.
- Develop more robust strategies to promote attendance.

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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?	2
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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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 learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

02 October 2008

Dear Pupils

Inspection of Winsor Primary School, London, E6 5NA

Thank you very much for making us so welcome at your school. We enjoyed meeting you and agree that yours is a good school. Here are some of the things that you do particularly well.

- You make good progress to reach the expected standards by the end of Year 6.
- You look after each other well and work hard to make the school a better place to work and play.
- Your behaviour is good and you have positive attitudes to your lessons.
- The teaching is good and keeps you interested.
- There are plenty of clubs for you to enjoy.
- The school cares for you well and helps you to improve your work.
- The headteacher and her staff run the school well.

Children get off to a positive start in the Nursery with a good range of activities that interest them. We would like the work in Reception to build on these good experiences so that children make as much progress as they can. We think there is good specialist teaching for those of you who are learning English, but the work could be better suited to your needs at other times. Most of you attend well, but not all of you. We have asked the school to do all it can to help you and your parents improve attendance further.

Thank you once again for your help. Our best wishes for the future.

Yours sincerely

Mr N Butt

Lead Inspector