

# Winterbourne Nursery and Infants School

## Inspection report

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<b>Unique Reference Number</b>	101746
<b>Local Authority</b>	Croydon
<b>Inspection number</b>	376617
<b>Inspection dates</b>	16–17 November 2011
<b>Reporting inspector</b>	Sarah McDermott

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	545
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Shillabeer
<b>Headteacher</b>	Tony Ahmet
<b>Date of previous school inspection</b>	8–9 December 2008
<b>School address</b>	Winterbourne Road Thornton Heath Croydon CR7 7QT
<b>Telephone number</b>	020 8689 7684
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## Introduction

This inspection was carried out by four additional inspectors. The team observed 23 lessons taught by 19 teachers. The inspectors held meetings with the headteacher, members of the governing body, staff and groups of pupils. They scrutinised pupils' work and looked at the data the school had collected on pupils' academic progress and attendance. They also looked at the school development plan, investigated procedures for keeping pupils safe and analysed the responses to questionnaires from pupils, staff and 86 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which pupils, particularly boys and more-able pupils, make sufficiently good progress in reading, writing and mathematics.
- The effectiveness of the school in working with parents and carers to improve the attendance of their children.
- The effectiveness of all leaders and managers, including governors, in monitoring the quality of teaching and learning and improving the pupils' performance.

## Information about the school

This is a larger than average-sized primary school. The proportion of pupils known to be eligible for free school meals is above average. Almost all pupils are from minority ethnic groups, predominantly of Pakistani or other Asian backgrounds, or of Black African or Black Caribbean origin. Over half of the pupils speak English as an additional language, with half of these at the early stages of learning the language. The proportion of pupils with special educational needs and/or disabilities is below average. Their needs mostly relate to speech, language and communication difficulties.

The Early Years Foundation Stage comprises four, part-time Nursery classes and five Reception classes. It also includes a child development unit for up to eight nursery-age children with autism. The children's centre on the site is managed by the school and is inspected separately. The school has National Healthy Schools Status and a Primary Quality Mark for basic skills. It works closely with the adjacent, but separate, boys' and girls' junior schools.

**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

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Winterbourne Nursery and Infants is a good school. Pupils are looked after well in a warm, caring and safe environment backed up by robust management systems. The quality of teaching is consistently good. Teachers know precisely how well each of their pupils is performing and how to help them improve their work. Not surprisingly, pupils enjoy coming to school and are confident in their learning. One parent mirrored the comments of many in saying, 'I am very happy with all that the school does for my child.' Pupils behave well, have a good understanding of how to keep themselves safe and lead healthy, active lifestyles. They get on well with each other, appreciating each other's religions and participating enthusiastically in a wide range of different cultural celebrations.

Children get off to a good start in the Nursery and Reception classes and continue to make good progress throughout the infant school, although fewer pupils than nationally attain the higher Level 3 in any subject. Boys and girls make equally good progress because teachers are adapting the curriculum well, particularly by motivating boys to produce lively and interesting writing. Literacy is linked well with other subjects so that, for example, pupils paint pictures linked to their favourite book or write interesting facts about the discovery of electricity. On occasion the more-able pupils do not make as consistently good progress as other pupils because some activities are not stretching them enough or they are not allowed to get on with exercises in advance of other pupils in the class. The many pupils who speak English as an additional language make the same good progress as their peers because they benefit particularly from the close attention given to all pupils in the teaching of letters and sounds. Thorough support from well-trained teaching assistants and accurately pinpointed extra group tuition help pupils with special educational needs and/or disabilities to make good progress. Children in the child development unit make outstanding progress due to exceptionally experienced staff who use their great expertise to provide patient and personalised support for each child.

The headteacher is justifiably held in high esteem by pupils, staff, parents and carers. He is successfully encouraging parents and carers to become involved in their children's learning. One parent commented, 'The headteacher is always there when needed, He is pleased to talk to parents, listens to them and gives them a helping hand.' The attendance of pupils reflects the national average. The senior leadership team has a good grasp of how different groups are performing. It closely monitors the quality of teaching and learning, and ensures that all staff, including teaching assistants, are well trained in the latest techniques to best support the pupils. The

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governing body is supportive and understands the context of the school well. However, it is not as effective as it could be because vacancies have been difficult to fill and not all governors know how the school is performing compared with other schools nationally. The school has good capacity for sustained improvement because it has raised boys' achievement, its self-evaluation is accurate and thorough, and all members of the school community are behind the drive to raise attainment.

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

- Increase the percentage of pupils who attain the higher levels in reading, writing and mathematics to at least the national average by July 2013, by:
  - providing more challenging opportunities for pupils in lessons
  - ensuring that more-able pupils make faster progress.
  
- Improve the effectiveness of the governing body in challenging the school's performance by ensuring that:
  - the school has a full complement of active governors
  - all governors know how to measure the school's performance against national benchmarks.

**Outcomes for individuals and groups of pupils****2**

Children join the school with levels of skill and understanding which are often well below those expected for their age, particularly in communication, language and literacy. All pupils, whatever their ethnic background or gender, subsequently make good progress and leave in Year 2 with average levels of attainment. Although more pupils attained Level 2 than nationally, fewer pupils than average attained the higher Level 3 in reading, writing or mathematics. Pupils with special educational needs and/or disabilities make good progress.

Learning for all pupils is good because they are well versed in school routines, settling down to learning promptly and eagerly. They make good use of talk partners to bounce ideas off each other, as in a good lesson on the theme of anti-bullying when they thought of positive comments to say about each other. Pupils enthusiastically put effort into their learning. In a good English lesson, pupils without exception concentrated very well in identifying particular sounds in words. Pupils are productive and are proud of their neat and tidy exercise books.

Pupils come to school with a spring in their step. Most arrive on time, although a few parents and carers find it difficult to deliver their children punctually. Pupils from a wide range of backgrounds and speaking many languages get on well together. They behave extremely well, although sometimes a few boys do not realise that their ebullient behaviour distracts others. Pupils feel safe and are confident that adults will quickly deal with any inappropriate behaviour. They know how to keep themselves

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safe on the road and when using the computer, or if there is a fire. Pupils appreciate the good quality, cooked lunches. A good number walk to school and participate in active clubs, although they are not all aware of the important link between regular exercise and good health. Pupils keenly take on responsibilities, for example as playground buddies and message monitors. However they do not have sufficient opportunities to develop leadership skills or to understand the importance of their input into the running of the school through, for example, a school council. In an excellent singing assembly, pupils sang with panache, really putting their hearts into a very enjoyable session. With expected levels of skill in literacy and numeracy and average attendance, pupils are satisfactorily prepared for moving on to the junior school.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	3
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The teachers’ fondness for teaching at this school is reflected in the very good relationships they set up with the pupils in their classes. They plan well for lessons, making sure all resources are to hand and that pupils know what they need to do. Often they will call the class to attention to ensure every pupil is on track and to show off particularly impressive work as a good example. They carefully annotate the daily plans to indicate if any particular pupil needs special attention in the next lesson. However, in some lessons the higher-attaining pupils have to wait until the teacher is sure the whole class understands, rather than being allowed to progress at a faster pace. Teachers have good subject knowledge and are adept at teaching letters and sounds. They work particularly well with teaching assistants, who are

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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valuable members of the class team, to promote learning. Teachers use the interactive whiteboard imaginatively to clarify and enliven learning.

The curriculum is well matched to the needs of the pupils. It is regularly reviewed to ensure it continues to have a good impact on achievement in reading, writing and mathematics, as evidenced by the award of the Primary Quality Mark for basic skills. Boys’ writing has improved, and they have been enthused by interesting links such as the Frank Stella project covering art, literacy and science. Pupils with learning difficulties, or those who need extra support with their English, are given good focused sessions out of class with skilled teaching assistants. Pupils are offered a wide range of active and creative clubs, with a residential trip for the older pupils to develop their independence away from their families. The good promotion of healthy living is recognised in the school’s national award.

Good care, support and guidance help pupils behave well and feel at ease with their learning. The school does all it can to support vulnerable pupils and their families, linking effectively with a good range of external agencies, so they make just as good progress as others. Good liaison with the education welfare officer has helped improve the attendance of a few pupils who miss too much school. Staff ensure children move up from Reception to Year 1 and then on to junior school very smoothly and confidently. Parents and carers leave their children at the beginning of the day sure that they are in safe, secure hands.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

The popular and approachable headteacher is effectively inducting new senior members of staff. The senior leadership team has a clear focus on school development, aided by a well-written plan, carefully identifying time scales and courses of action. The headteacher is ensuring that each member of staff takes responsibility for a precise area and morale is high among staff, with several commenting, ‘I love working at this school.’ The school maintains a good bank of data to track how each pupil, or group of pupils, is progressing. Should any group be seen to be underperforming, the school is quick to add extra support.

The governing body ensures safeguarding procedures are robust and effective, with regular checks on the effectiveness of recruitment and child protection systems. The

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site is very secure and potential risks in school or out on trips are assessed robustly. The Chair of the Governing Body brings a wealth of knowledge and rigour to the position. He has already recruited more parent governors and is encouraging all governors to be more actively involved in the life of the school. Governors are beginning to be more confident in questioning any dips in pupils’ performance. Parents and carers receive good quality information on school events and how to help learning from home. The newly formed, parent-teacher association is enticing more parents and carers to become involved in school events and increasing numbers of parents and carers attend meetings to find out how their children are progressing.

The school collaborates effectively with external services, including the attached children’s centre, to support pupils and families who need extra support. It works well with the local authority and other nearby schools to share good practice in teaching and the curriculum. The school is well informed about the different backgrounds of pupils, ensuring they all have the opportunity to achieve equally well. Charitable fund-raising and the celebration of pupils’ ethnic origins help to ensure that pupils have a good knowledge of how people live in different countries of the world. Pupils have a strong rapport with the Thornton Heath area and are growing in their understanding of the United Kingdom more widely. Good community cohesion is preparing the pupils well for life in a multicultural society.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children settle very quickly into the routines of daily education in the Nursery and Reception classes because all staff are welcoming and give good levels of care and

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attention to each and every child. Parents and carers are successfully encouraged to work with the staff to improve their children’s development. One parent commented, ‘All staff are approachable and give us useful tips.’ The many children who speak another language at home have very limited or non-existent English on arrival but all make good progress from their starting points.

Children behave well, eat healthy snacks and are learning to wash their hands and take care of their clothes. A good ratio of adults to children means that there are plenty of staff around to show children how to improve their skills. Children also have good opportunities to choose activities independently and learn from having a go themselves. Staff set up a wide range of interesting activities to develop skills in all areas of learning, although the outside area is not as enticing as the classrooms. A delightful session learning about nocturnal animals had the children drawing, sticking and gluing, as well as writing and talking about badgers, owls and bats. With very careful planning, the child development unit’s activities merge with the Nursery for half an hour each day, so that the autistic children learn to mix with others and have a wider set of experiences. All children get on very well together.

Staff are particularly adept at tracking each child’s progress and ensuring progress is smooth across the Early Years Foundation Stage. As yet they do not include the children as much as they could in reviewing what they have done and what they would like to do next. Leaders have a good understanding of what is going well and what needs improving.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Fewer parents and carers than usual replied to the questionnaire. All said they are happy with their children’s experience at school. They were unanimous in agreeing that their children enjoy school and are kept safe and that teaching is good and the school led well. The inspection team concurs with all these positive sentiments. A few parents and carers were concerned that the school does not keep them sufficiently informed about their children’s progress. The inspection team judges that the school communicates well with parents, involving them positively in their children’s learning.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Winterbourne Nursery and Infants School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 86 completed questionnaires by the end of the on-site inspection. In total, there are 545 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	84	14	16	0	0	0	0
The school keeps my child safe	52	60	34	40	0	0	0	0
The school informs me about my child’s progress	56	65	25	29	4	5	1	1
My child is making enough progress at this school	49	57	35	41	2	2	0	0
The teaching is good at this school	44	51	41	48	0	0	0	0
The school helps me to support my child’s learning	44	51	40	47	2	2	0	0
The school helps my child to have a healthy lifestyle	44	51	40	47	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	51	41	48	2	2	0	0
The school meets my child’s particular needs	34	41	51	59	1	1	0	0
The school deals effectively with unacceptable behaviour	36	40	45	52	3	3	0	0
The school takes account of my suggestions and concerns	35	42	46	53	3	3	0	0
The school is led and managed effectively	39	41	46	53	0	0	0	0
Overall, I am happy with my child’s experience at this school	45	45	41	48	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**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.**



18th November 2011

Dear Pupils

**Inspection of Winterbourne Nursery and Infants School, Thornton Heath, CR7 7QT**

Thank you very much for welcoming us to your school. Winterbourne is a good school. You all make good progress and leave school with average attainment in reading, writing and mathematics. Those of you in the child development unit are especially well looked after. Teaching is good because teachers plan interesting activities and frequently check no one is falling behind. We think the school provides you with an exciting range of trips, visitors and clubs. We are particularly impressed with the way you are learning about letters and their sounds and also how you practise your writing in art and science lessons. The headteacher and his team lead the school well and know what is good and what needs improving.

Your behaviour is good and you get on very well with each other. You know how to look after each other and are good at keeping yourselves safe. We like the way you keep yourselves healthy by eating plenty of fruit, enjoying sport and walking to school.

To help you do even better, we have asked your teachers to set those of you who get the highest marks harder work and let you start activities in lessons as soon as you know what to do. Also we have asked the school to make sure it has enough governors and that all governors know how you are doing compared with children in other schools.

We certainly enjoyed our visit to your school. We know that your teachers and their assistants make Winterbourne a special place for you. All of you can help by always striving to do your best and making your families and the school proud of you.

Yours sincerely

Sarah McDermott  
Lead inspector

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