

Winston Way Primary School

Inspection report

Unique Reference Number	131628
Local Authority	Redbridge
Inspection number	328626
Inspection dates	25–26 November 2008
Reporting inspector	Glynis Bradley-Peat

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)	327
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Ayaz Siddiqui
Headteacher	Mr Mark Mahoney
Date of previous school inspection	Not previously inspected
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Winston Way Ilford IG1 2WS
Telephone number	020 8478 5626
Fax number	020 8478 3027

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a new school that has been open since September 2007. Currently, the school is smaller than average and numbers are not yet up to full capacity. The vast majority of pupils come from a variety of minority ethnic backgrounds. Over 90% of pupils have English as an additional language. The proportion of pupils eligible for free school meals is higher than usually found. The proportion of pupils identified with learning difficulties and or disabilities is below average. These pupils have speech, language and communication difficulties and autism. Currently no pupils have a statement of educational need. The proportion of pupils joining or leaving the school at other than the usual times is also high. The school has a Children's Centre but is not currently providing childcare.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Winston Way Primary is well led and managed and as a result it is a good school. The talented headteacher, capable deputy headteacher and other senior leaders have worked hard to make this the case in the very short space of time the school has been open. They have been supported and guided exceptionally well by a knowledgeable and very astute governing body. Parents overwhelmingly support the school, are pleased with the progress their children make and have confidence in leaders. One wrote, 'I have been with the school since the beginning and I must say they have done really well and I believe the school has a great future.' One of the emerging strengths of leadership is the forging of effective links with parents, the local community and beyond. The headteacher gives clear direction to the work of the school and along with his deputy headteacher is effective in monitoring what it does. Already, areas of relative weakness have been identified and actions have been taken to tackle them. For example, the school has focused successfully on raising attainment in writing through improving assessment and involving parents in writing workshops. In light of all this evidence, capacity for further improvement is good.

Pupils achieve well and make good progress across reading, writing and mathematics. This progress is accelerating as the school's strategies for improvement are taking full effect. Standards are below average, but this judgement is based on data from national assessments when a significant percentage of pupils in Year 2 had been in school for only a very short time. There are effective systems to track pupils' academic progress. Despite these being fairly new they are having a good impact on improving the achievement of specific groups of pupils. The information gathered is used well to plan appropriate work and set targets for improvement. Currently, assessment information is being used effectively to ensure consistency across year groups.

The school is equally focused on promoting good personal development and ensuring that pupils are well cared for and supported. Procedures to secure the health, safety and welfare of pupils are robust. Pupils have a good understanding of the importance of adopting a healthy lifestyle. They feel their views are taken into account but would like to see the establishment of clubs and extra-curricular activities. The curriculum has not yet made any provision for these and the use of visits, trips and visitors to enrich the curriculum is limited. Attendance is satisfactory. Figures are affected by a number of complex factors. These include distances pupils travel to the school and social circumstances. However, the school is dealing with these issues but as yet the impact of its actions has not taken full effect. Teaching and learning are good. Teachers have good relationships with their pupils which makes pupils keen to learn. In both English and mathematics, teachers are quite rightly concentrating on developing speaking and listening skills in order to boost the confidence and achievement of those pupils whose first language is not English. Good use is made of skilled teaching assistants, particularly in helping pupils who have learning difficulties and/or disabilities.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Early Years Foundation Stage (EYFS) at levels below those expected for their age. They settle into school quickly and feel safe and at ease with staff and other children. Their confidence and self-esteem is enhanced at every opportunity and they make good progress in their learning such that they leave the EYFS at or above the expected levels. There are

excellent relationships between staff and children, and high standards of behaviour are evident, as are good personal and social skills and an awareness of self and others' needs. Children enjoy their learning, they are enthusiastic and engaged in activities that are designed to meet their needs. However, staff take insufficient opportunities to note the children's achievements. The learning environment is well organised, vibrant and interesting with many displays that support and celebrate learning. Much attention is given to developing children's speaking and listening skills and they show good progress in their knowledge and use of sounds and letters. The curriculum covers all six areas of learning and offers a good balance of child- and adult-led activities. The outdoor resources are adequate but there is limited cover to protect from inclement weather and this is an area which the school has plans to address. Leadership and management of the Foundation Stage and the Children's Centre are good and underpin the development of the new team of staff. There is a consistency of approach and expectations and good relationships are formed with parents, carers and other agencies.

What the school should do to improve further

- Ensure opportunities for enrichment and extra-curricular activities are developed and built into the curriculum.
- Implement plans to further improve attendance rigorously.

Achievement and standards

Grade: 2

The school assesses pupils' abilities on entry to the school as below average overall and inspection evidence supports this. Pupils make good progress throughout their time at Winston Way. However, as the school is very new and the school population is continually changing, the below-average standards indicated by the performance data at the end of Year 2 are unreliable. This is because many children assessed had only been in the school for a few weeks and represent a very small proportion of the current cohort. Currently, pupils achieve well and the school's own tracking data show that standards in Year 2 this year are set to rise. This is especially so in writing where strategies employed to improve its quality have had a good impact. Pupils make good progress in lessons, particularly in their writing, mathematics and information and communication technology (ICT), because teachers ensure that the tasks presented to pupils challenge those of all abilities. Those pupils for whom English is an additional language achieve well because of a sustained focus on speaking and listening. Individual education plans and clear targets ensure that those pupils with speech and language difficulties make good progress.

Personal development and well-being

Grade: 2

Pupils show positive attitudes to learning. As one parent said, 'Our son enjoys coming to this school, children here are happy and well behaved.' Pupils show care and consideration for each other and work well in pairs. The school's strategies for monitoring and promoting attendance are good and are beginning to result in improved attendance rates. It is further developing this by rewarding individuals and classes with the best attendance. However, despite the school's best efforts, attendance remains below average. Spiritual, moral, social and cultural education is good. Pupils have good awareness of major world faiths and respect that other pupils may have different beliefs. Links are established with a local church and pupils have visited a home for local elderly people in connection with a harvest celebration. Pupils have positive relations

with adults in the school and with each other. They have a good understanding of the importance of a healthy diet and taking regular exercise. Pupils have the opportunity to make a positive contribution to the school community and say that their views are listened to and acted upon. Pupils acquire the basic skills in reading, writing, mathematics and ICT that will contribute well to their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Pupils have positive attitudes to their work and make good progress. Teachers build upon pupils' previous learning and work is generally well matched to pupils' interests and abilities. Pupils have a good understanding of the targets they have been set. Behaviour is well managed with the result that the school is calm and orderly. Pupils say that they enjoy school. They are very enthusiastic about books and are keen to improve their reading. Pupils' work is generally marked well and most teachers provide pupils with helpful comments about how they can improve their work. This is not consistent across the school. Teaching seen during the inspection ranged from satisfactory to outstanding. Where teaching was good or better, pupils showed a high level of confidence and were given challenges well matched to their abilities. Where it was satisfactory, teachers did not plan activities to challenge more able pupils sufficiently. Pupils with speech and language difficulties, autism and those whose first language is not English are taught well and receive a good level of support. Monitoring of lessons by the headteacher and senior staff has provided accurate information on the quality of teaching. Newly appointed and inexperienced teachers are supported well.

Curriculum and other activities

Grade: 3

The school has put in place a satisfactory curriculum that meets the needs of pupils and is currently being reviewed and developed. The introduction of topics, in science for example, ensures pupils learn well because teachers link subjects together to make learning more meaningful and engaging. The newly installed computer suite has improved provision significantly. ICT is beginning to be used in other subjects and motivates pupils well. Electronic whiteboards are available in all classrooms and are used well by some staff. Music is taught by a specialist teacher and all pupils have the opportunity to work with a drumming teacher throughout the year. The school is beginning to use visitors to contribute towards the curriculum, for example a police officer recently spoke to the EYFS, but this is not yet a regular occurrence. Parental events, for example 'festival parties' have been well attended and workshops have been held to inform parents about the curriculum and the ways that children are assessed. As a result of the school's focus on reading and writing, pupils are using what they learn in literacy to access other areas of the curriculum. Currently there are no extra-curricular activities and both pupils and parents have raised this as an issue. Inspectors agree.

Care, guidance and support

Grade: 2

Care, guidance and support are good and reflected in the ethos of the school. Some aspects of care and support, for example small group work, are particularly effective. This contributes well towards pupils' good achievement and their good personal development. Marking of pupils'

work is good, however guidance on how work can be improved needs to be more consistent. All pupils are helped to build their confidence and self-esteem with the result that they feel happy, confident and secure. Pupils are encouraged to lead healthy life styles. Parents, who are very complimentary about the school, say they are always welcome and are kept informed through the provision of regular newsletters and parent evenings. The school is committed to safeguarding pupils and child protection procedures are securely in place. Good support is provided by outside agencies such as the education welfare officer and educational psychologist. Pupils' progress is monitored carefully and where teaching is good or better pupils are encouraged to evaluate their own learning and progress. This is helping them to be responsible for their own learning.

Leadership and management

Grade: 2

The leadership and management of the school at all levels, including the EYFS, are good. The senior leadership team has developed an effective partnership approach to school management. This ensures that the contributions of all are valued and the strengths of individuals are effectively utilised. Subject leaders are responsible for their own areas and monitor pupil progress and the quality of teaching well. Although the school is new and many staff have been recently appointed, there is a genuine team spirit. Staff are excited about planning for the future of the school. School self-evaluation at all levels is accurate and pinpoints areas for development. The school's improvement plan is relevant and clearly focused upon moving the school forward. The school provides good support for pupils, and has identified effective strategies to help the daily new arrivals settle quickly into the school. Teaching is monitored effectively and links well with professional development. Newly qualified teachers are supported extremely well and already the quality of their teaching is good. The governors are highly effective and involve themselves in every aspect of the school's work. They ask searching and incisive questions to hold the school to account for decisions it makes and actions it intends to take.

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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	NA
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?	2
How well do children in the EYFS achieve?	2
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?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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	2

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?	3
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	1
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**

09 December 2008

Dear Pupils

Inspection of Winston Way Primary School, Ilford, IG1 2WS

We enjoyed inspecting your new school. We found you to be polite and respectful and we thank you for your warm welcome. Thank you for talking with us about your school. We were delighted to see and hear your enthusiasm for your school. Your headteacher, deputy headteacher and teachers really listen to your ideas and we were pleased to see you playing on the playground with the equipment you had suggested. You can look forward to suggesting more ideas when your school council is formed. You told us how much you enjoy writing and reading and we are pleased with your progress in these areas. You like the new ICT equipment and you told us how important it was to learn ICT skills for your future work. You do lots of good work in the community too, such as singing for local elderly people and taking them produce for harvest time. It is highly commendable that you care for other people. Well done!

Your parents think Winston Way is a good school and we agree with them. They are pleased with your headteacher and staff for everything they have done to make this a caring school for you. The teachers and assistants in your school do a good job teaching you. You help them to do this because you are well behaved in classes, around the school and in assemblies - so keep it up! Although we are impressed with how much your school has provided for you since it opened there are a couple of things we have asked the school to improve. We have asked the school to think about ways your curriculum can be made more interesting with more activities, visits and visitors, as we know you would like this. Secondly, in order that you make good progress and continue to enjoy learning to its fullest you need to make sure that you attend school regularly and promptly. Missing school stops you from learning, so perhaps some of you can persuade your parents to see that you miss as little as possible.

Once again, thank you for helping to make our visit such a pleasant one. I wish you and your school every success in the future.

Yours faithfully

Glynis Bradley-Peat

Lead Inspector