

Windrush Primary School

2 Bentham Road, Thamesmead, London, SE28 8AR

Inspection dates 16–17 July 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The aspirational leaders and managers, including governors, have secured high achievement for pupils and outstanding teaching over many years. These continue to improve as the school expands.
- Standards in reading, writing and mathematics are well above those of most schools nationally.
- All pupils make exceptional progress, many from starting points which are low. Pupils of high ability make exceptional progress. Disabled pupils, those with special educational needs and pupils with additional funding make progress at rates faster than those found nationally.
- Teaching and learning are outstanding. Nearly all teaching was good with much that is outstanding.
- Parents and carers at both sites are unanimous in their praise of the school. The school is a harmonious and happy community. Pupils raise money for those less fortunate than themselves, and show considerable respect for each other. Pupils' spiritual, moral, social and cultural development is outstanding.
- Pupils' behaviour in classrooms and around the school is exemplary. They have very positive attitudes towards their learning and enjoy very strong relationships with all the adults. They feel happy and safe. Consequently their attendance is good.
- Governors are well informed about the school. They have been instrumental in supporting the expansion of the school. They ask challenging questions of senior leaders and hold them to account.

Information about this inspection

- Inspectors visited 23 lessons or part-lessons. All of the teachers were observed.
- Many of the lesson observations were shared with members of the senior leadership team. Short visits were made to observe the quality of teaching in the Early Years Foundation Stage.
- Pupils were heard reading and work from Years 2, 3, 4 and 5 was looked at with leaders.
- Inspectors observed the school’s work, and looked at a range of documents, including the school’s self-evaluation and improvement plan, the school’s records of monitoring, tracking information showing the progress of pupils, minutes of meetings of the governing body, and records relating to behaviour, attendance and safeguarding.
- They met with pupils, interviewed a sample of staff, and spoke to parents and carers. They also spoke to members of the governing body and representatives from the local authority.
- The views of parents and carers were obtained through the 18 responses to the online questionnaire (Parent View). Written comments from 36 members of staff and one parent or carer were also considered.

Inspection team

Brian Netto, Lead inspector

Additional Inspector

Jan Edwards

Additional Inspector

Simon Hughes

Additional Inspector

Andrew Lyons

Additional Inspector

Full report

Information about this school

- This is larger than the average-sized primary school. It is located on two sites over four miles apart, with three Reception classes at the Charlton site, and a single-form entry school with a nursery on the Thamesmead site.
- The proportion of pupils from minority ethnic backgrounds is much higher than average. Most of these pupils speak English as an additional language. The largest group is of Black African heritage.
- The proportion of pupils known to be eligible for the pupil premium is well above average. The pupil premium is additional funding for pupils looked after by the local authority, those known to be eligible for free school meals and children from service families. In this school, it applies to all three groups.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average.
- The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school exceeds the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a daily breakfast and after-school club at the Charlton site.
- Since the last inspection, a second site was opened in September 2012 in Charlton. The building is being converted to accommodate three forms of entry. The leadership team has completely changed, with a new executive headteacher, a head of school at the Thamesmead site and a deputy headteacher appointed on both sites.

What does the school need to do to improve further?

- Leaders and managers should ensure that as the school expands, consistency in the quality of teaching and the high levels of achievement are maintained, by:
 - making sure that staff are supported to meet the different requirements on the two sites
 - making sure that best practice in teaching and in the topics and learning experiences offered across both sites is regularly shared, so that all staff improve their performance.

Inspection judgements

The achievement of pupils is outstanding

- Pupils in the Nursery and in the Reception classes join the school with skills well below the levels typical for their age. Vibrant and well-resourced environments and stimulating activities help them to make quick progress. They show a high degree of independence and perseverance so that by the time they leave the Early Years Foundation Stage, skills are well above typical expectations.
- Attainment in reading, writing and mathematics has been well above national averages for over three years at the end of Year 2 and Year 6. Progress is rapid and sustained.
- Pupils in Years 1 and 2 make rapid progress in their letters and sounds (phonics). They benefit from small-group work so that they can learn at their own speed. They apply their skills well to understand unfamiliar words and can identify words which are just made up. For example, one group enjoyed reading words to each other using a new sound, and helping each other to write these. Pupils are encouraged to read widely, and are given many opportunities to read for pleasure.
- All groups of pupils make outstanding progress, including pupils supported through additional pupil premium funding. Their progress and attainment in English and mathematics are well above those found nationally. Pupils who are eligible for free school meals attained much higher than similar pupils nationally in both subjects in 2012 and were only about a term behind other pupils in the school.
- Other groups make equally excellent progress from their different starting points, including disabled pupils and those with special educational needs. Much of the teaching is stimulating, and careful checking of how well pupils are doing helps ensure that they all achieve exceptionally well.
- Pupils from minority ethnic groups, including those from Black African backgrounds, make outstanding progress. Those who speak English as an additional language receive focused support and also progress exceptionally well. Well-trained teaching assistants are used well both in class and on a one-to-one basis. This ensures that no pupil is left behind. This demonstrates the school's firm commitment to ensuring equality of opportunity.
- The school carefully tracks the progress of all the pupils. Action is taken to ensure that fast progress is maintained. As a result, more-able pupils make exceptional progress and attain standards well above those found nationally at the end of Year 2 and Year 6.

The quality of teaching is outstanding

- Teaching is outstanding. The school has quickly ensured that teaching is consistent across both sites, often by sharing teachers between the sites. Teaching is typically brisk, work is well matched to the needs of the pupils, and there are high expectations of their behaviour.
- The best teaching is characterised by effective questioning by all adults. A wide range of practical resources were used in a Year 3 lesson which helped the pupils to make calculations using money. All pupils achieved well as the teacher queried answers to help pupils correct their learning. Successful outcomes were shared so that pupils could see what they needed to do to improve.
- The teaching of calculation is a strength of the school. Investigation and problem solving are often used to engage pupils' attention. For example, children in Reception were encouraged to build a shelter from the sun. Skilful questioning helped them to decide what materials to use and how to work as a team. Pupils in Year 4 made rapid progress in understanding how to divide numbers, as regular checks on their learning ensured that any errors were spotted and corrected.
- Pupils are given many opportunities to develop their language and counting skills across the school. Children in Reception were supported in making their own ice cream shop. Expert

questioning by the teacher helped them decide on different flavours and costs. They were thoroughly engaged with the activity, and worked well to help each other with writing labels for the ice cream.

- Pupils are well supported in lessons by additional adults. Year 5 pupils for example all made good progress in understanding the features of letter writing as all adults used clear criteria for indicating success so the pupils understood clearly what was expected of them.
- Teachers provide detailed and frequent feedback and written guidance. This is particularly strong in writing. Pupils know exactly what they do well and what they need to do to improve their skills. They are given clear targets and pupils' close familiarity with these helps them to take more responsibility for their own learning.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding. They show considerable care and respect towards each other, both in learning and at play. They are very welcoming to visitors. They love to 'stay on green', where their behaviour is good at all times, and enjoy the rewards that come with this.
- Pupils have an excellent awareness about bullying. They appreciate the focus on this across the school, and enjoyed the drama company that helped them to gain a better understanding of how to deal with it. Playground buddies help the younger pupils to play well together at lunchtimes.
- Pupils say they feel safe, and are confident that staff will deal quickly and fairly with any minor disputes. As one said, 'Teachers will always be there for you; they won't let you down.' They have a good understanding of how to keep safe when using electronic media such as computers and mobile phones. The regular cycling tuition provided by the local authority also helps older pupils gain a better understanding of road safety.
- The school places the care and well-being of the pupils at the centre of what it does. This is most evident in the support given to pupils whose circumstances make them vulnerable. Money has been raised to support children with medical needs. Pupils' behaviour is skilfully managed so that all can take a full part in lessons. This ensures that the school is highly inclusive, and no discrimination is tolerated.
- Attendance has been above average over a number of years, and the school had no exclusions.

The leadership and management are outstanding

- Inspirational leadership from the headteacher, ably supported by senior leaders and managers and the governing body, ensures that the drive for improvement is continuous. They promote a culture of high aspiration and success for all. As a result, high standards have been maintained across the school for a considerable period.
- The school's expansion onto the Charlton site has presented leaders and managers with several challenges. Changes to the senior leadership team and shared staffing are helping to ensure that consistency is maintained and good practice is shared. However, each community has different needs, so the school is adapting what it offers and supporting staff to meet the varying needs.
- All staff are proud of the school and share the drive for further improvement. Training is provided often by the school for the network of local schools. This helps them enhance their skills further, and consequently their morale is high.
- The pupils are exceptionally well prepared for the next stage in their learning. Good links with the Nursery help children to quickly settle into the main part of the school. Transition arrangements are nowhere more evident than in the graduation ceremonies for children moving from Reception to Year 1. Mortar boards and certificates awarded for every sort of achievement help to give these events a special nature. They are well attended and supported by parents and carers.
- The topics and themes provide many opportunities for pupils to take part in a wide range of

creative experiences. Much is made of the local area including a visit to the forest school. Other visits to places of worship and local places of interest provide excellent opportunities for pupils' personal and academic development. One pupil said, 'I love all the lovely trips we get taken on like the Clipper.' These experiences and topics are beginning to be shared across the two sites. The learning activities make an outstanding contribution to the pupils' spiritual, moral, social and cultural development.

- The school provides a daily breakfast and after-school club, in partnership with other local schools. These are very much appreciated by parents and carers. There is also a wide range of after-school activities, including sporting and creative events. Many are well attended and pupils say they enjoy them.
- All parents and carers spoken to at the Thamesmead and Charlton sites and those who completed the online survey were unreservedly positive about the school. This is reflected in the comment made by one parent or carer, 'We are now very happy with the school... and I have no doubt that the school will continue to grow and develop positively.'
- The local authority rightly gives a light touch to this highly successful school. It makes the most of the skilled leaders and teachers in supporting other schools.
- **The governance of the school:**
 - Members of the governing body play a strong role in driving the school forward. They receive financial and advisory support and training from the local authority. They have a good understanding of how well the school is performing when compared to national standards. Their regular checks on all aspects of the school's work and on the benefits to pupils given additional funding help them to hold the school to account. They know about the quality of teaching, and are closely involved in recruiting the best staff, and ensuring that all staff perform well and are suitably rewarded. Care is taken to work closely with contractors on the new site. Governors have a strong commitment to ensuring the safety of pupils and meeting all statutory requirements, including those relating to safeguarding.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100157
Local authority	Greenwich
Inspection number	411714

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	346
Appropriate authority	The governing body
Chair	Peter Brooks
Headteacher	Jo Marchant
Date of previous school inspection	9 May 2007
Telephone number	020 8310 0157
Fax number	020 8312 1020
Email address	office@windrush.greenwich.sch.uk

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