

Inspection of Winterbourne Nursery and Infants' School

Winterbourne Road, Thornton Heath, Surrey CR7 7QT

Inspection dates: 11–12 December 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this school?

Pupils at Winterbourne talk enthusiastically about their school. Adults know pupils well. This is a happy and safe school where pupils have positive attitudes towards their work. Pupils want to learn. Values such as love, honesty, trust, kindness, freedom and respect are strongly promoted. Pupils understand that they are all different.

Nevertheless, teaching is not routinely strong. Teachers' expectations are not high enough and their knowledge is weak in some subjects. As a result, some pupils lose focus in lessons. Over time, pupils have not achieved well enough.

Pupils generally behave well in lessons and around the school. Pupils show that they are polite and respectful towards adults. Pupils know that they can share their worries or concerns with adults in the school. They say that bullying hardly ever happens, but sometimes other pupils are unkind. Pupils say that adults will sort out any issues quickly: parents and carers are less convinced.

Pupils learn how to keep themselves safe and healthy. They are encouraged to share their opinions through the pupil parliament. Each year, pupils raise money for a charity they have chosen.

Children are encouraged to take care of themselves from the moment they join the school. They enjoy learning and enthusiastically take part in well-established routines, including helping themselves to high-quality resources.

What does the school do well and what does it need to do better?

The quality of pupils' education is not good enough. Leaders have recently introduced new initiatives in phonics, mathematics and science. However, it is too early to see the impact of these. Leaders have not provided teachers with enough clarity about the order in which different topics should be taught. Leaders have not ensured that teachers have the subject knowledge required in science, mathematics and history.

Leaders make reading a priority from the moment children start school. Staff have received training in teaching phonics. Teachers are clear about which sounds and words children should learn by the end of each term. Most pupils develop the skills they need to become confident readers. Pupils achieve well in the phonics screening check in Year 1. However, pupils who are not fluent readers and pupils with special educational needs and/or disabilities (SEND) read books that include too many words that they cannot read. These pupils often guess at these words, which slows down their reading. This means that gaps in pupils' learning are not picked up to help them catch up quickly.

Plans in mathematics clearly map out the knowledge that pupils need to learn. These have helped in raising teachers' expectations. In this subject, teachers

understand what pupils need to learn. However, teachers' subject knowledge is inconsistent. They are not quick enough to spot when pupils require extra help or have not understood something. As a result, some pupils are moved on in their learning without fully understanding the mathematical concept. This means that pupils do not build their knowledge and skills over time or achieve well enough in this subject.

Leaders have ensured that the children in the early years SEND provision receive expert specialist support. As a result, these children receive a strong start to their education. This is not the case for all pupils with SEND in the school. Leaders have recently implemented a sharper focus on the support for these pupils. However, some staff lack the knowledge to support pupils with SEND and do not consider how well the learning is adapted to meet their needs. This means that pupils with SEND do not achieve as well as they could from their starting points.

Staff provide strong support for pupils' personal development. Pupils are given extra responsibilities through the pupil parliament and have access to a range of extra-curricular activities. Leaders make sure that the curriculum is developing pupils' understanding of respect and tolerance. Pupils accept that the views and beliefs of others may be different from their own. Their good behaviour in class helps to create a positive learning environment.

Children in early years get off to a good start. The early years provision is well led. Teachers know the children well and have built positive relationships with them. Staff give appropriate attention to developing children's language and communication skills. Nursery rhymes, counting songs and singing are frequently heard throughout the early years setting. A lot of thought has gone into ensuring that the outside area offers children opportunities to learn across all areas of learning. Children achieve well by the end of early years.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding throughout the school. Leaders provide up-to-date training for all staff. This means that staff know the signs to look out for and how to report concerns about pupils' safety and well-being. Leaders' work with outside agencies ensures that pupils and families who need support get the help they need at an early stage.

The school's records of concerns are well organised. This means that leaders have clear oversight of concerns over time. Leaders have recently further strengthened these systems. Leaders make sure that pupils learn about how to keep themselves safe, including online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Recently introduced changes have led to some improvements in the curriculum. However, programmes of study are not sequenced or taught well enough in all subjects. Leaders need to ensure that all subjects are taught in a logical order that develops pupils' knowledge and skills over time.
- The curriculum in mathematics, science and history is not taught well across the school. Some teachers require more training to improve their skills and their subject knowledge. Leaders also need to ensure that teachers have higher expectations of what pupils can achieve.
- Apart from in early years, pupils with SEND are not supported or guided well enough. Leaders should make sure that teaching meets the needs and abilities of these pupils. They should ensure that teachers are well trained to understand how to adapt learning.
- The reading programme is not effective for all pupils. Leaders need to ensure that reading is consistently taught well. They need to make sure that reading books are well matched to the letters and sounds that pupils know. Pupils who fall behind need to be helped promptly to catch up.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 101746 |
| Local authority | Croydon |
| Inspection number | 10121514 |
| Type of school | Nursery and infant |
| School category | Maintained |
| Age range of pupils | 3 to 7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 378 |
| Appropriate authority | The governing body |
| Chair of governing body | Patricia Salami |
| Headteacher | Robert McConnachie-Devlin |
| Website | www.winterbournenurseryandinfants.co.uk |
| Date of previous inspection | 12–13 September 2017 |

Information about this school

- The school has undergone significant changes since the last inspection. The headteacher was appointed in 2017, immediately after the previous inspection. Owing to unforeseen circumstances, the new headteacher had a lengthy period of time off. An interim headteacher was appointed during this period. In February 2019, the substantive headteacher returned to lead the school.
- The number of pupils on roll has decreased from 477 to 378 since the last inspection.
- The governing body has undergone significant changes since the last inspection and new, experienced governors have been appointed, including the chair of governors.
- The school has an additional resource provision for Nursery-aged children with SEND. This resource base caters for 12 children.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher and senior leaders, including subject leaders and those with responsibility for safeguarding and SEND. We met with representatives from the governing body, including the chair of governors and a representative from the local authority.
- We carried out deep dives in reading, science, mathematics and history. We met with subject leaders for each subject, visited lessons, spoke to pupils, looked at pupils' books and held discussions with class teachers.
- We listened to pupils read from Year 1 and Year 2 and visited phonics lessons.
- We looked at a range of information about behaviour, attendance and safeguarding.
- We met with pupils from the pupil parliament to gain their views of the school.
- We observed pupils' behaviour in class and around the school, including at lunchtime and breaktime.
- We met with parents to gain their views of the school and considered their views from Ofsted's questionnaire, Parent View.

Inspection team

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