

Inspection of Winterbourne Junior Girls' School

Winterbourne Road, Thornton Heath, Surrey CR7 7QT

Inspection dates: 8 and 9 May 2024

| Overall effectiveness | Good |
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| The quality of education | Good |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Good |
| Previous inspection grade | Good |

What is it like to attend this school?

Pupils thrive in this happy and supportive school. Staff have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders have successfully created an aspirational community in which pupils achieve well in their learning. This is reflected in very strong published outcomes in national assessments at the end of Year 6.

Many pupils join the school at times other than the usual start in Year 3. Some of these pupils are new to English. The school provides exceptional support for them and, as a result, they settle quickly and are well prepared for the next stage of their education.

The school provides an impressive range of opportunities for pupils to experience positions of responsibility. These include being head girls, digital leaders and junior travel ambassadors. Pupils appreciate the many clubs they can choose to attend, such as steel pans, debating, dance and choir.

The behaviour of pupils is exemplary. They respect each other and display exceptional manners to both staff and visitors to the school. Pupils say there is always someone to talk to if they have any questions or concerns and that school is both safe and a fun place to learn.

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

The school has created an ambitious curriculum for all pupils, including those who are disadvantaged and/or have SEND. The school identifies pupils' needs with precision. Teachers carefully adapt their teaching and resources to allow these pupils to follow the same curriculum as their peers.

Leaders have thought carefully about what subject content to teach and how to make it relevant for their pupil community. For example, in religious education pupils study a wide range of religions and are encouraged to consider different viewpoints. In history, leaders adapt the curriculum to take account of major world events. Topics now include how COVID-19 has changed society as well as the significance of the recent coronation of King Charles III.

Teachers have good subject knowledge. They encourage pupil discussion in lessons. For example, in Spanish pupils enjoy talking about the culture of a different country. They develop a sound understanding of how to speak and write in Spanish. As a result, they are well prepared for learning other languages in secondary school. In science, pupils enjoy working in groups on practical activities and learn how to use scientific apparatus safely.

Pupils understand the methods teachers use to check their learning. In a small number of subjects, the school does not identify precisely the knowledge and skills it needs pupils to learn, or the order in which they should learn these. Consequently,

int these subjects, teacher's checks on pupils' learning are not as effective as they might be.

Leaders place a sharp focus on the teaching of reading all the way through the school. Pupils, including those at the early stages of reading, develop the phonic knowledge they need to read with fluency. Teachers make sure pupils read books that match the sounds they know. They quickly identify pupils who lack confidence and put a range of appropriate support in place. Teachers carefully choose a wide range of texts, which are both ambitious and diverse. Pupils love reading and make regular use of the popular library, which they helped to design.

The provision for pupils' personal development is exceptional. There is a well-planned personal, social, and health education programme. The school arranges many visits to places of importance, such as museum and theatres, as well as Hampton Court and the Wetlands Centre. Leaders are passionate that all pupils, including those with SEND and those who are disadvantaged, have full access to these activities. There is a real 'can-do' attitude at Winterbourne. Girls are exposed to a range of successful role models in the wider community.

Pupils attend school regularly and on time. The school works with families and other agencies to ensure that pupils' welfare is carefully monitored. This means that attendance levels are high and action can be taken swiftly if there are any patterns of concern.

Governors know the school community very well. They challenge and support leaders appropriately. Staff are very positive about working at Winterbourne. They appreciate how leaders consider their well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the curriculum does not set out precisely enough what pupils should learn or is not as coherently sequenced as it is in other subjects. Consequently, in these subjects, the checks teachers carry out on pupils' learning are not always focused on the most important learning and are not, therefore, as effective as they could be. The school should ensure that the quality of the curriculum is consistent across all subjects, so that pupils learn as well as the school intends them to.

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 information from Ofsted Parent View 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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 101745 |
| Local authority | Croydon |
| Inspection number | 10296594 |
| Type of school | Junior |
| School category | Community |
| Age range of pupils | 7 to 11 |
| Gender of pupils | Girls |
| Number of pupils on the school roll | 269 |
| Appropriate authority | The governing body |
| Chair of governing body | Justin Waite |
| Headteacher | Mary Berkeley-Agyepong |
| Website | http://winterbournegirlsschool.co.uk/ |
| Dates of previous inspection | 2 and 3 February 2023, under section 8 of the Education Act 2005 |

Information about this school

- This is a girls' junior school.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading, science, modern foreign languages, religious education and physical education. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, looked at pupils' work, spoke to teachers, and spoke to some pupils about their learning.

- Inspectors also considered the curriculum in art, history and music.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held meetings with the headteacher and other senior leaders. Inspectors also met with leaders with responsibility for behaviour and pupils' personal development.
- Inspectors met with members of the governing body and a local authority representative.
- Inspectors considered responses to Ofsted's online surveys for parents, staff and pupils.

Inspection team

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|-------------------------------|-------------------------|
| Susan Maguire, lead inspector | His Majesty's Inspector |
| Seamus Gibbons | Ofsted Inspector |
| Lando Du Plooy | Ofsted Inspector |
| Martyn Patterson | Ofsted Inspector |

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