Windrush Charlton Primary School Prospectus 2026/27

Dear Parents/Carers,

Windrush Charlton is an outstanding school situated at the heart of our Charlton community. Having initially opened in 2012 as an annex to Windrush Charlton Thamesmead, we have now become a well-established school in our local area, with very distinct differences from our Windrush Thamesmead school. Whilst both schools worked extremely closely with each other, our school is an inclusive school serving a diverse community. With over 70 languages spoken, we provide education to pupils and their families from various backgrounds, offering a wonderful opportunity to learn from each other. At our school, we actively promote and model values such as happiness, diversity, collaboration, kindness, and respect. These values are ingrained from the very beginning of a pupil's education at Windrush Charlton, creating a safe environment where happiness and learning can flourish.

Our school is also part of the Endeavour partnership Trust. This is a Multi Academy Trust which is set up to work with other schools, not just in Greenwich but in the surrounding local authorities. In April 2021 Hawksmoor Primary School in Thamesmead joined the Trust and our schools has benefitted from working closely with each other in a collaborative way to improve and develop their pupils.

Children coming into the school bring a wealth of knowledge and understanding about the world around them. It is our aim to build on these skills and promote a willingness and enthusiasm to learn more. Through a well-planned and sequenced curriculum, our children make excellent progress in Reading, Writing, and Maths from their starting points. We do this through a planned and well sequenced curriculum delivered to a very high standard where knowledge and skills are built upon, not only within the year but year on year as your child progresses through at Windrush Charlton. By the time your child leaves Windrush Charlton at the end of Year 6, they will have acquired a broad and balanced set of skills and knowledge about the world in which they live, which will prepare them fully for their KS3 curriculum and learners for the future.

The most important value for the children across our schools is kindness where everyone is happy, safe and feel that they belong. We feel strongly that creating an environment in which we strike the correct balance between challenge and nurture, and where children have a clear understanding of what they need to do to succeed, develops well-rounded children who, above all, are happy. At Windrush, we foster an environment and it is our school motto "Be kind. Be responsible. Be your best.'

Education is a partnership between home and school and we place a great deal of emphasis on our relationship with parents and believe that children learn best when home and school work together for their benefit. When your child starts school, it is not where your job ends and ours begins, it is where our job begins and yours continues!

Having been Head teacher at Windrush Charlton for 13 years, I could not be any prouder of the school we have created here at the heart of Greenwich – we aim for excellence in everything we do.

With very best wishes,

Sally McAvoy

Head teacher

Our School Details

Current Pupils on roll: 539
Type and age range: Primary School 4-11 years

Trust Lead/CEO: Ms Jo Marchant
Chair of Governors: Chris Enoh
Chair of Trustees: Mr Steve Wheatley
Website Address: https://windrushcharlton.org.uk
Endeavour Partnership Trust website: www.endeavourpartnershiptrust.org.uk

Windrush Charlton Primary School
775 Woolwich Road,
Charlton
SE7 8LN
Telephone: 020 8836 9710
Email: office@windrushcharlton.org.uk
School Day:

Year Group	Start Time:	End Time:
Reception	8:40am	3:10pm
Year 1	8:45am	3:20pm
Year 2	8:45am	3:20pm
Year 3	8:40am	3:15pm
Year 4	8:40am	3:15pm
Year 5	8:40am	3:10pm
Year 6	8:40am	3:10pm

Primary School is:

- A caring school where all children are happy and well-motivated.
- Pupils will be challenged and achieve high standards through a fun and enriched curriculum.
- A school where all members of the school community have equal access to learning opportunities and enjoy growing and learning together.

There are five values that are embedded in our whole school community. They are:

- Respect - Treating people, places and things with care and showing that everyone belongs.
- Kindness - Choosing words and actions that make people feel happy, safe and included.
- Integrity - Doing the right thing even when no one is watching.
- Resilience - When something is challenging, we learn from it and do not give up.
- Responsibility - Being reliable and taking ownership for your choices.

Our vision is to that all pupils are to **'Be kind. Be responsible. Be your best.'**



Our aims are

- For the school, parents and community to be involved in working alongside each other educating our children and where appropriate themselves
- To provide high standards of teaching across the curriculum and to be reflective practitioners constantly striving to improve practice
- To promote the highest academic standards in all aspects of the curriculum
- To continue to create a warm, welcoming, caring, happy school community in which all members feel a sense of personal achievement every day
- To promote good communication throughout the whole school community.

General Information

Windrush Charlton school has three forms per year group except for Reception, Year 1, Year 2 and Year 3 which have two forms of entry. There are group rooms, a nurture unit, four halls, two ICT suites, and a community room. Reception has a dedicated outdoor play area and there are playtime and lunchtime playgrounds also for all pupils. The main school office is situated at the front of the school on Woolwich Road. The school uses Maryon Wilson Park where we have a dedicated Forest School area and other sporting events.

As a school we benefit from having the very latest educational equipment, furniture and resources. Every classroom has an interactive whiteboard and a PC. The children also have access to the ICT suites and I Pads.

Our published admission number each year is 60.

Under the 1986 Education Act children are required to be in school for 190 days each academic year. These are divided up into three terms:

- Autumn Term -September – Christmas
- Spring Term- January – Easter-March/April
- Summer term-April – July

During each term there is a half term break of one week, except for October where there is a two week half-term break. Teachers are in school for a further five days for professional training (Inset days). Children do not attend school on the INSET days.

High expectations, high achievements

The curriculum's broad and balanced objectives will stimulate your child to acquire knowledge and develop skills. It provides academic, moral, physical, creative and personal and social development of every child. The National Curriculum Programmes forms the foundation of our curriculum. Children's achievements are celebrated and everyone enjoys success and praise regularly during their time in school through Commendation Assemblies and postcards home as well as daily praise in class or in the playground. We encourage children to become independent and confident in both their work and social development.

The children are taught by their own class teacher in mixed ability classes with children of approximately the same age. There are three classes per year group (except for Reception, years 1,2 and 3) that take up to 30 children per class. The staffing complement for each class in KS1 and KS2 is a fully qualified teacher and a trained teaching assistant in each Year 1 and 2 class whilst in Years 3-6 there are 2 TAs per year group. We also have specialist intervention Teaching Assistants who run speech and language and SEND bespoke sessions for groups and 1-1s. In Reception there is a Qualified class teacher and a trained and experienced early years practitioner who are trained specifically for the Foundation Stage. The class teacher will get to know your child very well and will be pleased to involve you in school life.

Children make progress at their own rates and in their own ways so it is important to value them as individuals and to provide learning opportunities that will build on their strengths and overcome their weaknesses.

In our school we recognise that learning consists of:

- Acquiring knowledge
- Understanding ideas
- Perfecting skills
- Retrieving and recalling past learning
- Developing good attitudes to learning

In order for this to take place the children must:

- Become involved with things that interest them
- Be active in their learning
- Be encouraged to work with each other
- Make progress and be challenged in each area of learning
- Be encouraged to think and act for themselves and become independent.

The National Curriculum Programmes of Study are divided into Key Stages:

The Foundation Stage

The Foundation Stage makes a crucial contribution to children's early development and learning. We provide children with a rich variety of teaching and learning experiences that are appropriate to their needs. The Foundation Stage is about developing key learning skills such as listening, speaking, concentrating, persistence and learning to work and co-operate with others.

The Foundation Stage changed falls into 3 Prime Areas and 4 specific areas. The Prime Areas are

- Personal social, emotional development
- Communication and Language
- Physical Development

The 4 specific areas
Understanding of the world
Literacy
Expressive Arts and Design

Maths

The outdoor environment is also a very special part of the Foundation Stage curriculum. As such it is carefully planned for and available each day. Reception classes have their own specially equipped outdoor area.

The teaching to achieve these early learning goals will be through first-hand experience and structured play. The areas of experience will be linked to the National Curriculum. The teacher and support staff will observe and build on children's play and curiosity. We prioritise the teaching of speaking and listening; reading; writing and mathematical skills from the very beginning. Much of this earlier learning is achieved through carefully structured play. Young children who cannot read or write often express their ideas and feelings through play. We teach phonics and application of reading following *Little Wandle Letters and Sounds Revised*, which is a validated systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the *Little Wandle Letters and Sounds Revised progression*, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Assessments of development and learning needs will be ongoing throughout the school year with teacher's planning for the children's next steps and skills development. During the first six weeks of school the teacher will carry out the National Reception Baseline Assessment for every child. This is a statutory assessment and provides a snapshot of where pupils are when they arrive at school. It then provides a starting point to measure the progress schools make with their pupils between reception and the end of primary school. Teacher's share information of children's progress formally at the twice yearly parent's evenings and also informally through conversations with parents.

We run parent workshops to support parents in their own understanding of phonics and how to help their children learn to read. We ask that parents work with their child at home by hearing them read on a daily basis. We are always pleased to discuss ways in which they can help their child at each stage of their reading development with parents.

Preparation for school

During the summer term before your child starts, you will have the opportunity to take part in our induction programme. This includes:

- Meeting the Trust Lead, Headteacher, Senior Leaders, teachers and other staff that you /child might deal with.
- Information meeting
- Play Session - during this session, you and your child will meet a member of our staff where you will be able to discuss your child and voice any concerns you may have.
- During their first week you have a chance to stay and have lunch with your child.

Key Stage 1 (ages 5-7 years) and 2 (ages 8-11 years)

The core curriculum at Key Stages 1 and 2 comprises:

- English
- Mathematics
- Science
- RE

Children also study the subjects below as part of the National Curriculum. These are called foundation subjects

- Art and Design
- Design Technology (DT)

- History
- Geography
- Music
- Physical Education
- Spanish
- Computing

Children are also taught Personal, Social, Health and Citizenship Education including sex education.

Religious Education

Non-denominational Religious Education is provided for all children as part of the curriculum and is in accordance with the local agreed Greenwich Religious Education syllabus.

Assembly is an important part of the school day when we meet together as a community. It is a time when we place emphasis on the development of values and attitudes towards each other and the world around us. Assemblies are nondenominational and although they are of a broadly Christian nature due consideration is given to the multicultural society in which we live. Parents have the right to withdraw their children from religious education and collective worship should they so wish. If parents do not wish their child to be taught the agreed syllabus or take part in short acts of collective worship, then they should inform the school in writing. Their child will be withdrawn from these lessons.

Extra-curricular activities

We offer a wide variety of paid clubs that take place before school and after school. These are run by outside agencies. Some of the clubs we offer are:

- Art and craft
- Choir
- Football
- Sports club
- Booster classes for KS2
- Performing Arts
- Coding

Personal Social Health and Economic Education (PSHE); Relationships Education and Health Education

As of September 2020, the law around Relationships and Health Education in Primary Schools and Relationships and Sex Education in Secondary Schools is changing. In Primary School, parents will no longer be able to withdraw their children from Relationships or Health Education. A parent, can however, still withdraw their child from any lessons which are specifically about sex (which is not part of the science curriculum) in Primary School.

At Windrush Charlton we use 'Jigsaw 3-11, the mindful approach to PSHE' as a framework for teaching and learning across all year groups, from Nursery to Year 6.

In Relationships Education, children will learn about subjects including families, friendships, relationships and being safe, including characteristics of healthy family life. This covers varieties in family life, and how to recognise if family relationships are making them feel unhappy or unsafe, the rules and principles for keeping safe online, and appropriate boundaries in peer friendships. In Health Education, children will be taught about body changes for all genders at an age appropriate time.

We invite parents to come and look at the lesson and resources taught, all of which are age appropriate. Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children for life,

helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world.

Educational Visits

Visits play an essential role in our work and take place on a regular basis in every class- at least once every half term. These vary from places in the locality for instance Firepower Museum, Woolwich Town Hall to the Houses of Parliament, National Portrait Gallery and British Library to a residential trip for children in Year 6.

Home Learning/ Homework



Windrush Charlton Primary School has a policy of providing home learning opportunities that are enjoyable, manageable and interesting. Children throughout the school are encouraged to read at home for at least 10 minutes on a daily basis. It is also expected that parents and staff will write comments in their reading diary when a child is heard reading.

Each class is given a homework menu to complete over a 6 week period. Your child's class teacher will inform you when your child starts school. The homework will be expected back on a set day. The work can include such things as finding out specific information on a topic, practicing spelling words that they find 'tricky' or have been given, practicing tables, playing a game from school to consolidate a particular math's skill, finding artefacts at home to bring into school ... the list is exhaustive!

Statuory Assessment Tests - SATS

In the summer term of year 6, the children carry out the required Standard Assessment Tasks and Tests (SATs). The tests undertaken within the week are: reading, SPAG (spelling, punctuation and grammar) mathematics. Parents are informed of their child's results at the end of the summer term as part of their child's annual school report. In Year 1 children sit the Phonics test in June and again the results are shared in the end of year report. Children in year 4 also undertaken a multiplication tables check.

Teaching Methods

We use a wide variety of teaching methods according to the needs of the children and the nature of the activity. They include whole class, small group and individual teaching. Children will usually be grouped according to ability and experience but there are also many opportunities for mixed ability groupings. The groups may be different according to the task and will be flexible to reflect individual strengths.

Special Educational Needs

Children's progress is constantly monitored and assessed and careful records are kept. Occasionally we find that a child does not make the progress we expect. If this were the case parents would be consulted and appropriate steps to support the child will be taken. If targets continue not to be met, outside agencies such as Educational Psychologists, Speech and Language Therapists or Behaviour Specialists may be called upon for extra support. After further consultation with parents the Local Authority (LA) may have to make a statutory assessment based on specialist advice. The LA may then draw up an EHCP-Education Health Care Plan. This describes all of the child's needs and all the special help that should be provided.

Admissions

Children are admitted to school at the beginning of the school year in which they become five. It is quite usual for a Reception class to contain some children who became five just as they started school and some children who will not be five until they are almost ready to begin Year One. This inevitably means that there may be difference in the stage of development that each child has reached however we often find our summer born children do as well as those born in the autumn.

At Windrush Charlton we admit all children who will be five in the coming academic year in September.

The Admissions Procedure to Schools is clearly explained in the 'Information for Parents' booklet that is published each autumn by the Local Education Authority.

First Priority for places
These places are allocated to children who are looked after by the Local Authority for e.g. fostered or living in a care home.

Second Priority
(Exceptional Arrangements)
For example:
Children with medical conditions and other sensitive, individual and compelling family circumstances.

Third Priority
Brothers & Sisters (Siblings)
A sibling is a child who will have an older brother or sister still at the school concerned at the time of the younger sibling's admission.

Fourth Priority
Children living in the defined catchment area of the school. If the number of applicants in the defined catchment area is greater than the number of places available at the school, places will be offered to those living the closest distance from the school entrance, measured in a straight line. If the school is over-subscribed, within any category other than Priority 4, Greenwich will offer places according to distance from the permanent home address to the school. Home to school distance will be measured by a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest school gate for pupils to use.

Fifth Priority Any other applicant

Waiting lists: For all Community and Voluntary Controlled schools waiting lists will be held by the LA Admissions Section of Greenwich.
The waiting list will be prioritised using the admissions criteria as appropriate to the school(s) concerned.

Uniform

Uniform is worn at Windrush Charlton to develop a sense of pride in being a member of the school community.

Girls school Uniform

Winter/Summer Uniform
Grey skirt, or trousers (black or grey)
Blue and white summer dresses
White polo shirt or white school shirt
School sweatshirt, cardigan or fleece
Black school shoes, grey tights or white socks.
Black or white trainers may be worn instead of school shoes but shoes are preferable

Boys school Uniform

Winter/ Summer Uniform
Grey/black trousers; grey/black short trousers
White polo shirt or white school shirt
School sweatshirt or fleece
Black school shoes, grey socks
Black or white trainers. Trainers may be worn instead of school shoes but shoes are preferable.

PE Uniform

On PE days, our children come to school in their PE kit, which is:
Plain White T-shirt and Navy or Black shorts/jogging bottoms
Black plimsoles or trainers (NOT lace up if possible in Foundation Stage/KS1) with non- marking soles.

No jewellery must be worn in school. If your child has pierced ears, small studs are permitted. However, these MUST be removed by the child. If your child cannot remove their studs then plasters will be placed over the earrings to ensure your child does not injure their ears in any way during the lesson.
Your child must have a PE kit in school to be able to take part in the lesson we will contact you to remind you should your child forget their kit as it is part of the curriculum and a lesson that has great health benefits. An analogue watch only is permitted. No smart watches are allowed.

Hair

Please ensure your child's hair is neat and tidy. If hair is below shoulders it must be tied back. We would ask that lines and patterns are **NOT** shaved into boy's hair. Hair assessories are to be kept to a minimum. e.g. no huge hairbows are permitted.

Nail varnish-We ask that children do not wear nail varnish or make up of any kind to school. If we see nail varnish we will ask you, as the parent, to remove it before school the next day.

Behaviour at Windrush Charlton

We pride ourselves on setting high expectations of behavior at our school. With good routines and clear instructions, children can flourish in class. We address low-level behaviours immediately and inform parents. More information can be found in our behaviour policy on our website.

Working together

We will always try to work with parents. Good behaviour is the result of a partnership between home and school and standards set at home and school should complement each other. If any pupil lets his or her standards of behaviour fall, we will inform parents and discuss it with them. It may be that sanctions outside school can help to reinforce sanctions being used in school. Our behaviour policy can be found on our website for more details.

Our school community is made up of children, parents, teachers, support staff and Governors. Everyone has their part to play and this brings with it certain responsibilities.

Children
• Come to school with their parents and friends.
• Always try their best in everything they do.
• Be independent in managing their own possessions.
• Understand and follow the school values.
• Follow class routines and met staff's expectations.

Parents

- Bring their children to school every day and collect them on time.
- Support their child by hearing them read and encouraging them to complete any tasks that their teachers ask them to do at home.
- Keep the school informed of any concerns they may have about their child's welfare.
- Get involved with home learning through the use of the homework menus
- Volunteer to attend school trips.

Teachers

- Take responsibility for the children between during school hours.
- Work closely with parents
- Provide the highest quality of education and care at all times.

Governors and Trustees

- Support and assist the Trust Lead in the strategic direction of the school.

The health and welfare of your child is our first priority. We will always contact you if we have any concerns.

Medical Care

Once your child reaches five, his or her weight, height, hearing and sight are checked by the school nurse and their general health is discussed with you.
Any child who becomes ill in school will be cared for and comforted until you can be contacted. We will need your telephone numbers and numbers of other emergency contacts in school. You will need to ensure that these are kept up to date.
If your child has an ongoing concern such as asthma or allergies that require epi pens please inform the school immediately as spare pumps and epi pens need to be kept in school in clearly marked containers. All medication needs to be clearly labelled with your child's name and class and a consent form signed. Any medication administered by school staff will be recorded on a daily medication sheet. All of our staff are trained in the use of epi pens and this training is updated yearly.

Food and Drink

We have our own school kitchen which are currently run by Nourish Catering Services and the children can have a freshly cooked meal each day. Alternatively, they can bring a packed lunch.

Currently every primary school child is provided with a free school dinner.

Children in all the Early Years and KS1 classes have a free piece of fruit each day which they eat at morning break time.

Children are encouraged to bring a plastic bottle of water to school. It has been proven that if children have regular access to water during the day they are more able to concentrate. The water bottles are kept in the classroom. Milk is provided at lunchtime for all children.

If your child brings in a packed lunch we ask that it is as healthy and nutritious as possible. We do not permit sandwiches with sweet spreads such as chocolate or jam. Yogurts, fruit and a biscuits bar are all acceptable but chocolate is not. Water and milk will be provided for your child if they bring in a packed lunch. No juices are to be included in school lunches.

Attendance

Windrush Charlton Primary School encourages regular attendance in the following ways:
• Providing a caring and welcoming learning environment with learning that is stimulating and fun so that children will not want to miss it.
• Responding promptly to a child's or parent's concerns about the school or other pupils; marking registers accurately and punctually during morning and afternoon registration. If pupils arrive at school after the close of the register without a written explanation, a late mark will be recorded. If a child arrives more than 30 minutes after the register has closed, they will be recorded as late absence and counted as an unauthorised absence. The pupil's name is recorded on our computerised log in system in case of a fire drill;
• Publishing and displaying attendance statistics;
• Celebrating good and improved attendance;

• Monitoring pupils, informing parents/carers in writing of irregular attendance, arranging meetings with them if necessary and referring the family to the Attendance Advisory Service (AAS) if the irregular attendance continues.

We expect that you will:

• ALWAYS encourage regular school attendance and be aware of your legal responsibilities;
• ALWAYS ensure that your child arrives at school punctually and fully prepared for the school day;
• ensure that you contact the school whenever your child is unwell and unable to attend school
• contact the school by 9.00am on the first day of the child's absence and telephone every day thereafter unless your child has a doctor's certificate.
• Contact us promptly whenever any problem occurs that may keep your child away from school.

Responding To Non-Attendance

When a pupil does not attend school we will respond in the following manner:
• On the first day of absence, if we have not heard from you by 10 a.m. we will phone you.
• If by the end of the second day, there has still been no contact made we will visit your home to ensure that your child is not at any risk. You will be notified that if the absence persists without explanation a referral will be made to AAS.
• Failure to comply with the expectations set by AAS may result in further action, an application for an Education Supervision Order, or court prosecution.

Grant for leave of absence in very exceptional circumstances

The school term dates are published a year in advance and we therefore do not see any reason for parents to need to take their child out of school during term time. We will not authorise **any holidays taken during the term**. If leave of absence is required for other reasons please complete the relevant form from the school office and the absence shall be considered, dependent upon whether your child has attendance above 97% and whether a request has been made previously. The final decision rests with the Headteacher.

Parents and the School

You are your child's first and most important educator.
At Windrush Charlton Primary School we value and appreciate the important role you have to play in supporting your child and developing a positive attitude to school and learning. Research has shown that children learn best when home and school work in partnership. At Windrush Charlton Primary School we offer a wide range of opportunities for parents to actively participate in supporting their children in school.

The Friends of Windrush Charlton

All parents are automatically members of the Friends. The Friends will organise various functions throughout the year. These events will raise money that will enable the Friends to provide equipment that might not otherwise be available to the school.

Parent/teacher consultation evenings

A chance to find out how your child is doing in school. There are consultation evenings in the autumn and spring terms.

School newsletter

We distribute a school newsletter with all the latest news and information every half-term week.

Open afternoons

There are termly opportunities to attend school where areas of the school curriculum are discussed and explained in detail and where you can visit your child in their classroom. Opportunities for you to come or learn online about a specific curricular area and undertake some simple 'hands on' activities.

School Staff

Staff working across sites

Trust CEO Jo Marchant
Trust Inclusion Manager: Hannah Morgan
Special Educational Needs Co-ordinator: Catrina Bangura
Trust Business Manager: Alison Deadman
Trust Office Manager: Donna Corrigan
Schools' Finance Officer: Xue Zhang

Charlton staff 2026/27

Headteacher: Sally McAvoy
Deputy Headteachers: Lucy Wheatley/Jill Lewell
Office Staff: Emma Deadman, Mary Dowdye
Premises Team: Andy Deadman (Premises Manager) Matthew Croft (Assistant)

Teachers:	Anthony Rennie Kellie-Mae Crossman Rebecca Burnett Kelysha Rollock Patty Macklem Megan Passi Karen Pike Chloe Mace Maddy Sheehan Lawrence O'Rourke Lindsey Heynderickx	Luke Hayes Charles Burt Jason Meyers Francesca Collinson Ebony Parry Lucy Reynolds Lesray Cameron Erin Blythe Samantha Duncan Daniel Picola Natasha Nevin
Support Staff:	Lynn Querec Brenda Lynch Geraldine Garrod Iwona Reece Michelle Graham Stacey Wilkins Vicky Brooks Gonul Kole Kesonne Pinnock Tim Lee Tyron Mbuenimo Beverley Ngala Martha Mendy Neleh-May McCarthy	Izabela Sawczuk Lena Azzam Swapna Medimi Jo Ekeopara Fatou Beye Olajumoke Odele Karen McGuiness Hayley Danks Busayo Ojemakinde Bibi Ahmed Zai Anna Kryzanek Antonia Anonyuo Ogechi Opara Miranda Xhelili

2026 RESULTS
HEADLINE DATA OVERVIEW

High aspirations. Strong progress. Inclusive for all.

EYFS
GOOD LEVEL OF DEVELOPMENT
76%
44/58

PHONICS
YEAR 1
86%
49/57

PHONICS
END OF YEAR 2
93%
54/58

MTC – YEAR 4
AVERAGE SCORE AND % FULL MARKS
21.75 average score
42% full marks

KS2 YEAR 6 – ALL CHILDREN VS NATIONAL (ALL CHILDREN 2025)

Windrush Charlton % | National % (all children 2025)

	EXPECTED STANDARD			GREATER DEPTH		
	Windrush Charlton	National (all children 2025)	DIFFERENCE (pp) FOR EXPECTED STANDARD	Windrush Charlton	National (all children 2025)	DIFFERENCE (pp) FOR GREATER DEPTH
READING	84% 68/81	75%	+9 pp	41% 33/81	33%	+8 pp
WRITING	72% 58/81	72%	0 pp	12% 10/81	15%	-3 pp
MATHS	81% 66/81	74%	+7 pp	28% 23/81	26%	+2 pp
COMBINED RWM	69% 56/81	62%	+7 pp	7% 6/81	8%	-1 pp

pp = percentage points

The difference (pp) columns show the difference in percentage points.
Positive = above national Negative = below national

PUPIL PREMIUM AGAINST NATIONAL AVERAGES (ALL CHILDREN 2025)

The difference (pp) shown is for EXPECTED STANDARD and GREATER DEPTH

	Our PP children %	National % (all children 2025)	DIFFERENCE (pp) FOR EXPECTED STANDARD	DIFFERENCE (pp) FOR GREATER DEPTH
READING	72%	75%	-3 pp	-10 pp
WRITING	79%	72%	+7 pp	-12 pp
MATHS	74%	74%	0 pp	-13 pp
COMBINED RWM	56%	62%	-6 pp	-8 pp

Note: Greater depth (GD) comparisons are shown to the right.

SEND AGAINST NATIONAL AVERAGES (ALL SEND CHILDREN 2025)*

The difference (pp) shown is for EXPECTED STANDARD only

	Our SEND children %	National % (all children 2025)	DIFFERENCE (pp) FOR EXPECTED STANDARD
READING	64%	42%	+22 pp
WRITING	46%	32%	+14 pp
MATHS	60%	40%	+20 pp
COMBINED RWM	39%	24%	+15 pp

*NB DfE data does not provide national comparisons for GD in SEND.

Our pupils with SEND significantly outperform national averages.

REASONS TO CELEBRATE

- Strong outcomes for pupils with SEND when compared to other pupils with SEND nationally.
- KS2 expected outcomes in line or above national.
- Greater depth reading and maths above national.
- PP pupils perform better than other PP children nationally.
- GLD above 2028 government target.

CONTEXT MATTERS

We are a diverse and inclusive school community with high levels of need and mobility.

Our results reflect the hard work of our pupils, staff, families and the wider school community.

Every child. Every chance. Every day.

Proud of our achievements. Excited for our next steps.