

# Windmill Primary School

## Inspection report

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<b>Unique Reference Number</b>	127090
<b>Local Authority</b>	Telford and Wrekin
<b>Inspection number</b>	364010
<b>Inspection dates</b>	4–5 July 2011
<b>Reporting inspector</b>	Derek Aitken

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	378
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Merrick
<b>Headteacher</b>	Alison Lamputt
<b>Date of previous school inspection</b>	27 November 2007
<b>School address</b>	Beaconsfield Brookside, Telford TF3 1LG
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 14 lessons taught by 13 teachers. In addition, seven observations were conducted of sessions for individual or small groups of pupils led by teaching assistants, auxiliary staff and an external specialist. A detailed scrutiny of the written work of pupils in Year 4 and Year 6 was carried out. Inspectors held discussions with members of the governing body, staff and groups of pupils. The team observed the school's work and looked at documents, including policies and procedures relating to the safeguarding of pupils, self-evaluation records and assessment information. Inspectors analysed responses to questionnaires from 27 parents and carers, 85 pupils and 15 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether pupils with special educational needs and/or disabilities as a group progressed as well as other pupils.
- How good the range of opportunities are for assessing pupils' learning and for providing them with written and verbal feedback.
- How effectively the provision in the Early Years Foundation Stage promotes children's literacy skills.

## Information about the school

Windmill Primary is bigger than most primary schools. The large majority of pupils come from White British backgrounds. The proportion of pupils known to be eligible for free school meals is high. The percentage of children with special educational needs and/or disabilities is a little below average. These pupils have a range of difficulties, including moderate learning and speech and language difficulties. More pupils than is usually the case join or leave the school before the end of Year 6. Provision for the Early Years Foundation Stage is made in two part-time Nursery classes and two Reception classes. Most pupils are taught currently in mixed-age classes. The school runs a daily breakfast club, which was observed as part of this inspection. A Children's Centre operates from the school site. This provision is not managed by the school and is subject to a separate inspection.

Currently, the substantive headteacher is working for most of the week on behalf of the local authority in a support role for other schools. Under her guidance, the acting headteacher, supported by an acting deputy headteacher, is leading the school.

The school has achieved national Healthy Schools status and a number of other awards include the Activemark, Eco-Schools (Bronze) and the ICT (information and communication technology) Mark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Windmill Primary provides its pupils with a good education. Attainment in reading, writing and mathematics, while remaining average, has risen in both key stages since the school was last inspected. This continuing improvement is underpinned by good teaching, excellent relationships between staff and pupils and very effective leadership and management. Outcomes for pupils are good and this means that Windmill Primary prepares pupils well for the next stages of their lives.

Carefully planned provision in Nursery and Reception sets good foundations for children's subsequent progress. While attainment is rising in Key Stages 1 and 2, some relative weaknesses in pupils' reading skills occasionally hold back their progress, for example, when they are required to analyse the written information accompanying problem-solving tasks in mathematics. The school's efforts to engage parents and carers in promoting their children's reading skills have had limited success. Overall, all groups of pupils, including pupils with special educational needs and/or disabilities, make good progress. Pupils do their best to live up to the school's motto of 'Enjoyment, Achievement and Aspirations' and to fulfil the goals they set for themselves at the start of the school year. Classrooms are busy hives of activity. Pupils respect and co-operate exceptionally well with the staff. Resources, including staff, are deployed well to promote the progress of groups of pupils. The tasks teachers plan are not always sharply adapted to ensure all pupils are fully stretched. Teachers make good use of verbal forms of assessment to promote pupils' learning, but pupils do not always receive good guidance through teachers' marking on how they can improve their written work. The curriculum is thoughtfully constructed to enhance pupils' enjoyment of school and to enable them to make connections in their learning across different subjects. Pupils' welfare needs are met exceptionally well and, as a result, pupils have an excellent sense of security and well-being in school. Innovative practice, such as the recently established behaviour panel, have enabled staff and pupils to work together to support pupils who have difficulty in managing their behaviour.

The capacity of the school to improve further is good. Systems are firmly embedded to ensure continuity and accountability. Leadership roles have been shared thoughtfully to ensure all teachers can play an effective role in developing the curriculum. The staff's strong aspirations for pupils' success are reflected in good teamwork and well-organised self-evaluation procedures. Consequently the school has an accurate understanding of its strengths and knows what it needs to do next to develop provision further. The governing body is supportive of the school's aims but due to several recent changes in membership, its capacity to monitor performance and set strategic direction for the school is not fully developed.

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## What does the school need to do to improve further?

- Further raise pupils' attainment by:
  - working even more proactively with parents and carers to increase opportunities for pupils to: derive enjoyment from reading a wide selection of texts; enhance pupils' capacity to apply their reading skills to support their learning in other subjects.
- Further raise pupils' achievement by:
  - ensuring that teachers provide all pupils with work which challenges them fully
  - ensuring good practice in marking is fully established across the staff to help pupils improve their written work.
- Develop the expertise of the new members of the governing body to enable them to play a prominent role in monitoring the performance of the school and in setting strategic goals.

## Outcomes for individuals and groups of pupils

2

Pupils achieve well. Their skills when they join Year 1 are below average. National assessment data, supported by lessons observed during the inspection, confirm that pupils make consistently good progress as they move through the school. By Year 6 pupils' attainment is average, but improving steadily in mathematics and writing. The large majority of pupils develop their speaking and listening skills well. They are very receptive to teachers' open-ended questioning and enjoy imaginative role-play situations. For example, pupils in Year 3 and Year 4, prompted by a video-clip on Mount Kilimanjaro, quickly slipped into the role of mountain climbers to enlarge their knowledge of geographical terminology and built up a varied stock of adjectives to describe their reactions to their 'journey'. Pupils achieve slightly less well in reading. They sometimes have difficulty in discriminating between important and less important factual content. Pupils with special educational needs and/or disabilities achieve well. For example, a group of such pupils in Year 6, supported by well-chosen resources, demonstrated an understanding of the principles of probability in mathematics. They successfully applied their understanding of the concept when constructing tally-charts to record their findings.

Pupils' positive attitudes and hard-working approach are key factors in their enjoyment of learning. Even the youngest pupils work happily unaided or with their partner while engaged on their independent tasks. Pupils conduct themselves well around school and sometimes in lessons their behaviour is impeccable. They have an excellent awareness of factors which might cause harm and actively pursue initiatives through their committees to help themselves stay safe. The school's awards for healthy lifestyles are well merited. Pupils take part keenly in a wide range of physical activities, both at break-times and at the end of the school day. They work together on initiatives which demonstrate their concern for the welfare of others, for example, by alerting the Prime Minister to the plight of children in under-developed countries. Pupils are proud of their school and support it and the wider community well as councillors, eco-team members and through active participation in sponsored events. Although pupils display good collaborative instincts and skills, their average levels of attendance and attainment mean that their workplace skills are satisfactory rather than good.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching includes several strengths. Teachers manage pupils exceptionally well and apply rules consistently and fairly. Classroom routines are well established and activities are timed precisely to ensure a brisk pace to learning. Teachers in the mixed-age classes work together closely to ensure that planning follows a clear format and that methods adopted are consistently applied. Teachers vary their questioning very effectively to engage pupils' interest and to probe their thinking. They check on pupils' understanding regularly and make expert use of plenaries to feed back to pupils and help them draw the threads of their learning together. Teachers deploy themselves and teaching assistants very effectively to support groups of pupils during their independent work. The tasks provided are not always sharply graded by level of difficulty to ensure that all pupils are fully challenged. Staff have worked hard to develop their marking skills to provide quality written feedback, but full consistency of approach has not been achieved.

The curriculum is designed well to promote pupils' achievement and enjoyment of learning. Subjects are expertly linked to provide motivating and interesting activities for pupils and practical contexts for their learning. Teachers use You Tube videos skilfully, for example about a safari in Kenya, to elicit from pupils a good range of vocabulary to support their writing. The curriculum is effectively adapted to cater for pupils with special educational needs and/or disabilities. These pupils are identified at an early stage and

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benefit from a wide range of good quality programmes, which focus primarily on developing their literacy skills. Specialist speech and language teaching is especially successful in helping younger pupils acquire the confidence and knowledge needed to take early steps towards achieving fluency in constructing sentences.

The school cares for its pupils exceptionally well. Excellent pastoral arrangements support pupils' well-being. Teachers and teaching assistants know their pupils well and step in quickly to deal with pupils' complex needs firmly but sensitively. These actions are very effectively complemented by little actions teachers take in the classroom to boost pupils' self-esteem. New arrivals, for example from Ghana, report that they received excellent support from staff to help them settle in school. Links with external agencies are well established to support individual pupils and in-depth case studies are maintained to monitor and set targets for pupils whose circumstances may make them vulnerable. The school has worked hard to raise attendance and has reduced the number of pupils who are persistently absent. The school's efforts in this respect are not always reflected in its attendance figures, which are affected by above-average rates of pupil mobility. The breakfast club provides pupils with nutritious food and appropriate opportunities for constructive play to get their day off to a good start.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Current arrangements for directing the school's work are very effective, because key leaders know the school well, staffing is stable and procedures are firmly established to ensure continuity. Systems for monitoring the curriculum ensure the active involvement of all members of the teaching staff. This fosters accountability and a sense of shared enterprise, which is firmly focused on further improving outcomes for pupils. Pupils are set challenging targets and mostly meet or exceed them. Arrangements for monitoring teaching and learning are comprehensive and effective. Governance is satisfactory. Members of the governing body ensure that statutory responsibilities are met, but several are new in post and have not acquired the detailed knowledge of the school necessary to hold leaders firmly to account. While the school enjoys a good reputation in the local community, above-average levels of pupil mobility hamper its efforts to work in a sustained way with many parents and carers to boost pupils' attainment. The school's documentation, policies and procedures for safeguarding pupils are detailed and up-to-date. Staff share information quickly so that any emerging issues can be tackled in a timely way. The school promotes equalities and tackles discrimination well, as reflected in good outcomes for all groups of pupils. The school works actively to evaluate and further develop its contribution to community cohesion. The curriculum has been successfully

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adapted to enhance pupils' awareness of other cultures following a recent visit by the acting headteacher to Kenya.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children's skills and knowledge when they join Nursery are well below those expected for their age. They make good progress in all areas of learning so that by the time they finish Reception the gap with national expectations has narrowed considerably. Good provision promotes children's readiness to learn. Children relate well to each other and the staff and steadily acquire the confidence to work independently and manage their learning safely. Staff have a good knowledge of curricular requirements and ensure that there is an appropriate focus on cultivating children's early literacy skills. Children are supported well to work out words phonetically, and can infer meaning from written instructions and visual symbols. Nevertheless, some lower-attaining boys and summer-born children struggle to write simple words accurately. Staff expertly blend opportunities for children to develop their learning both indoors and outdoors. Children especially enjoy opportunities for collaborative and active learning, for example while making tents or in handling snails. Children's achievements are efficiently assessed to enable staff to make necessary adjustments to their short-term planning. The staff establish and maintain good links with parents and carers through, for example, carefully managed transition procedures. The Early Years Foundation Stage is managed well. The leader sets a clear direction for continuous improvement. She actively pursues opportunities to incorporate best practice from other settings, for example through consultation with the staff of the private nursery in the adjoining Children's Centre. She has good ideas to further improve provision by incorporating more creative approaches to enhance children's learning.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was very low. The statistical outcomes, as reflected in the table below, indicate that the large majority of respondents view the school's work positively. Very few written comments were made and these, both positive and negative, contained no common thread.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Windmill Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 27 completed questionnaires by the end of the on-site inspection. In total, there are 378 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	63	8	30	0	0	1	4
The school keeps my child safe	18	67	6	22	1	4	0	0
My school informs me about my child's progress	12	44	13	48	1	4	0	0
My child is making enough progress at this school	16	59	7	26	3	11	0	0
The teaching is good at this school	17	63	9	33	0	0	0	0
The school helps me to support my child's learning	13	48	10	37	3	11	0	0
The school helps my child to have a healthy lifestyle	11	41	11	41	1	4	1	4
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	41	13	48	1	4	0	0
The school meets my child's particular needs	12	44	11	41	2	7	0	0
The school deals effectively with unacceptable behaviour	14	52	9	33	3	11	0	0
The school takes account of my suggestions and concerns	13	48	10	37	3	11	0	0
The school is led and managed effectively	19	70	4	15	3	11	0	0
Overall, I am happy with my child's experience at this school	16	59	8	30	1	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



6 July 2011

Dear Pupils

**Inspection of Windmill Primary School, Telford, TF3 1LG**

I would like to thank you for your help when the inspection team visited your school recently. This is what we found.

Yours is a good school. The following reasons are particularly important in explaining why it is successful.

Children in Nursery and Reception get off to a good start.

We understand why you think your teachers are 'special'. Your relationships with the staff are excellent. They look after you exceptionally well.

You have a super understanding of how to stay safe and sometimes your behaviour is top-class in lessons.

You are taught well and this makes sure that you make good progress. By the time you leave school at the end of Year 6 your standards are average.

The school is led well by senior staff.

There are a few things that the staff and members of the governing body need to do to make further improvements and help you learn even better. We have asked them to:

- work even more with your parents and carers to support your reading skills
- make sure that teachers always plan work that stretches you to do your best
- make sure that all teachers give you good guidance on how to improve your written work
- help new governors develop the skills and knowledge to check up really carefully on the school's work and plan well for its future.

You can help by making sure that you pay close attention to the points made by teachers in their marking and use them wisely to improve your work.

Yours sincerely

Derek Aitken

Lead inspector

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