

Windmill Primary School

Inspection report

Unique Reference Number	107947
Local authority	Leeds
Inspection number	377675
Inspection dates	23–24 April 2012
Lead inspector	Kathryn Dodd

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	320
Appropriate authority	The governing body
Chair	Mike Tilling
Headteacher	Sally Sumpner
Date of previous school inspection	25 September 2008
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Introduction

Inspection team

Kathryn Dodd
Sally Hicks
Edward Price

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 20 lessons led by 16 teachers. The inspectors held discussions with staff, groups of pupils and with the Chair of the Governing Body. The inspectors observed the school's work and reviewed documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and a sample of pupils' work. The inspection team analysed questionnaires completed by pupils and staff and analysed 67 questionnaires returned by parents and carers.

Information about the school

Most of the pupils at this larger than average-sized school are White British. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils supported by school action plus or with a statement of special educational needs is above average. The school hosts a unit for up to 16 pupils with autism from a nearby special school, where they are registered. A children's centre is also located on the school site but was not part of this inspection. The school is part of a hard federation with Low Road Primary School. The headteacher, the governing body, and a number of staff share their responsibilities across the two schools. Approximately half of the teachers have joined the school since September 2010. Most of these are newly qualified. The school meets the government's current floor standard which sets out the minimum expectations for attainment and progress. The school has been accredited with Investors in People, Investors in Diversity, the Inclusion Charter mark, and it has achieved Healthy School status.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. It is not yet outstanding because the quality of the teaching of reading is not consistently good. As a result, pupils' progress, particularly the more-able pupils in Years 1 and 2, is inconsistent.
- Achievement is good. From starting points that are well below those expected, attainment by the end of Year 6 is broadly average. This represents good progress. Attainment has been on a rising trend, particularly in writing. Pupils' attainment in reading lags behind writing and mathematics.
- The quality of teaching is good. Teachers make good use of assessments to provide tasks that meet pupils' needs. They ensure pupils are clear about how to make good progress. In reading, children in the Early Years Foundation Stage make good and sometimes outstanding progress. In Years 1 and 2, progress is sometimes hampered because planned activities provided by teachers are not always challenging enough and not all staff are equipped with the skills to teach pupils to read effectively.
- Behaviour is good. Pupils respond well to the strategies to manage behaviour, which are consistently well applied by staff. A calm and orderly learning environment is the result of pupils' considerate, polite and respectful behaviour.
- Leaders ensure pupils' progress is assessed regularly and accurately. They use this information skilfully to pinpoint improvement priorities and variances in achievement between pupil groups, year groups and subjects. The achievement of the more-able pupils is not reviewed as effectively. Leaders monitor the quality of teaching regularly and their evaluations are accurate. The recent priority placed on the professional development of newly qualified staff has been effective in sustaining good quality teaching. Even so, efforts to monitor the quality of the teaching of reading, especially in Years 1 and 2, lack rigour.

What does the school need to do to improve further?

- Raise attainment in reading, especially the proportion of pupils reaching the higher levels of attainment by the end of Year 2 by:
 - making sure staff provide activities that challenge pupils of all abilities, particularly the more-able pupils
 - making sure that all staff involved in teaching pupils to read are equipped with the skills to do so effectively
 - improving the rigour with which leaders monitor the quality of teaching of reading.
- Ensure leaders track and analyse the progress of the more-able pupils more carefully, so they reach their full potential.

Main Report

Achievement of pupils

Achievement is good. Attainment by the end of Year 6 is broadly average. Pupils, including children in the Early Years Foundation Stage and disabled pupils and those who have special educational needs, make good progress. This view is endorsed by all parents and carers in questionnaires. In lessons, pupils behave well and are keen to learn, responding eagerly to teachers' questions. Pupils enjoy their lessons, especially when activities are exciting, challenge their thinking and when they use portable computerised technologies. In an outstanding mathematics lesson, for example, pupils' excitement and engagement were clearly evident as pupils took on roles as 'aviators', calculating very precise angles on a map in order to successfully navigate their flight path. Pupils' concentration occasionally drifts when activities provided are insufficiently challenging or when teachers spend too long going over what pupils already know, for example when more-able pupils learn letters and sounds. Disabled pupils and those who have special educational needs are supported well in lessons because activities are tailored closely to their needs. They receive effective guidance from teachers, support staff and specialist teachers.

The proportion of children in the Early Years Foundation Stage reaching the expected levels of development by the start of Year 1, although below average, is on a rising trend, especially in reading. Attainment at the end of Year 2 is also rising, especially in writing, where attainment is now broadly average. This represents good progress. Although attainment in reading at the end of Year 2 is also rising, the proportion reaching or exceeding the levels expected nationally is below average. A systematic programme to teach pupils to read is in place; however, not all staff are equipped with the skills to deliver this effectively. As a result, pupils' progress, particularly of the more-able pupils, is inconsistent. Nevertheless, a whole-school initiative aimed at improving attainment in reading is underway. Older pupils demonstrate a genuine enjoyment for reading books and text, especially when using computerised technologies. This, along with good opportunities for pupils to practise their reading comprehension skills, contributes to their good and improving achievement. By the time pupils leave school, attainment in reading is broadly average.

Quality of teaching

The quality of teaching is good. All parents and carers agree. They say teachers are 'eager, helpful, welcoming and professional and nothing is ever too much trouble'. Teachers' enthusiasm and positive relationships, coupled with effective management of pupils' behaviour all make a strong contribution to pupils' good progress. The use of support staff contributes effectively to pupils' good progress, particularly of disabled pupils and those who have special educational needs. Similarly, pupils benefit considerably from the specialist teachers on-site from the autism unit.

Teachers assess pupils' progress regularly and accurately. Between Years 3 and 6, this information is used particularly well to divide pupils of similar ability into smaller groups for English and mathematics lessons. As a result, teachers provide activities that closely match pupils' varying needs. Teachers ensure their pupils are clear about what they need to do if they are to make good or outstanding progress. Pupils are eager to rise to these challenges. This, along with ongoing opportunities for pupils to talk about learning together and to work collaboratively, makes a significant contribution to their good spiritual, moral, social and cultural development. Opportunities to inform pupils about how they can improve their work further are sometimes overlooked when teachers mark pupils' work in their books.

Outstanding teaching is characterised by very high expectations, fast-paced, skilful, challenging and well-targeted individualised questioning that keeps pupils on their toes. Furthermore, in such lessons, teachers use an excellent array of computerised technologies. For example, during the start of a Year 6 mathematics lesson, by using a computerised 'brain training' package, pupils' showed great determination to improve on their own previous fastest time for completing a series of mental calculations with 100% accuracy. The teaching of reading, particularly in Years 1 and 2 is not yet consistently good. This is because staff do not always provide activities that are sufficiently challenging, particularly for the more-able pupils.

Behaviour and safety of pupils

All parents and carers and the overwhelming majority of pupils, as indicated in returned questionnaires, agree that there is a good standard of behaviour. This was confirmed by inspection observations. Some exemplary behaviour was also observed in the outstanding lessons and during assembly. Children in the Early Years Foundation Stage behave well. This shows in their ability to listen respectfully to adults and one another. Pupils say that lessons are rarely disrupted by inappropriate behaviour and, if this happens, staff deal with it effectively and quickly. Analysis of school behavioural records indicates that incidents of poor behaviour over time are rare. Pupils are clear about the high expectations of their good behaviour and are keen to rise to this. Pupils, along with those from the autism unit, learn harmoniously together. In the playground, buddies help pupils to feel safe by ensuring everyone always has something or someone to play with. Pupils say that if bullying occurs, it is dealt with very quickly and effectively. The overwhelming majority of parents and carers agree. From a very young age pupils are confident to approach staff with any problems or concerns and feel safe and happy. Older pupils talk impressively about the potential dangers of using the internet. They understand the different forms of bullying that may occur and know who to turn to should this happen. As a result of a

drive to promoting good attendance with pupils, parents and carers, it has improved significantly and is now average. Punctuality is good. Almost one third of the pupils attend the breakfast club which provides an enjoyable, healthy and supportive start to the day so that pupils are ready to learn.

Leadership and management

This caring, safe and supportive school reflects the commitment of everyone to improving pupils' achievement. The school is very well presented, organised and resourced; aspects which are all highly conducive to effective learning. Over time, the headteacher has provided a positive steer, maintaining a very clear vision of precisely where and how to improve achievement. Improved attainment over a sustained period for pupils of all ages, especially in writing, and significantly improved attendance demonstrate the school's commitment to promoting equality of opportunities and to making sure that any gaps in attainment with expectations nationally are successfully eradicated. This also demonstrates that there is a good capacity to improve further.

An accurate evaluation of the school's effectiveness stems from a regular review of pupils' attainment and progress coupled with a good range of monitoring activities undertaken by leaders, managers and the governing body. Collectively, they use the outcomes from such activities astutely to influence improvement planning. Consequently, a concerted effort to boost pupils' attainment in reading is now underway. Even so, efforts to monitor the quality of the teaching in reading, especially in Years 1 and 2, and to carefully track the performance of the more-able pupils are not yet fully effective. Leaders place a very high priority on the professional development of staff, particularly for the high proportion of newly qualified teachers. Leaders continually seek out and provide opportunities for staff to share best teaching practices and develop leadership skills across the federation.

The curriculum is good. Extensive partnerships beyond school, especially resulting from the federation, successfully enrich the curriculum. A wonderful range of trips into the locality, visitors into school and residential visits successfully broaden pupils' horizons. This reflects in pupils' good spiritual, moral, social and cultural development and contributes well to their enjoyment. The curriculum for information and communication technology (ICT) has been extended significantly. Considerable investment in a wide range of portable computerised technologies ensures pupils have ongoing access within their classrooms. In writing, the curriculum provides a good range of stimulating, creative and motivating opportunities to allow pupils to apply their writing skills with a real purpose. Further curriculum adaptations are required to ensure pupils make consistently good progress in reading.

The governing body plays an instrumental role in ensuring the potential benefits from the federation partnership are realised. It uses its links within the locality, for example with a local housing association, to provide additional opportunities for pupils. It effectively supports improvement priorities, such as the development of ICT and has been influential in improving safety around the school site. Effective safeguarding arrangements are in place.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



25 April 2012

Dear Pupils

Inspection of Windmill Primary School, Leeds – LS10 3HQ

Thank you for the very warm welcome you gave the team when we inspected your school. We thoroughly enjoyed our time with you and finding out your views. You were all extremely polite answering our questions. You go to a good school. By Year 6, your attainment is similar to that expected for your age and you make good progress. These are just a few of the things that impressed us:

- your improving attainment, especially in writing
- finding out that many more of you are coming to school every single day
- seeing your good behaviour, how well children of all abilities get along and look after one another
- seeing children in the Reception classes so excited and totally absorbed in the activities, such as when you went on a mini-beast hunt and writing sentences about 'who am I?' when you were pretending to be mini-beasts
- seeing older children confidently using the various portable computerised equipment. It was clear to see how much you enjoy this.

We have asked that some improvements be made. These are to make sure that:

- your attainment in reading improves further, particularly by the end of Year 2
- adults with special responsibilities check more carefully to ensure that those of you who are capable of reaching the higher levels of attainment are always making good progress.

You can help by making sure that you always tell your teacher if you ever find your work too easy and by making sure you all continue to come to school every single day. Of course, you should all continue to try your best in everything you do. I wish you all the best for a very bright and successful future.

Yours sincerely

Kathryn Dodd
Lead inspector

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