

Windsor Community Primary School

Upper Hill Street, Toxteth, Liverpool, Merseyside, L8 8JE

Inspection dates 5–6 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- From very low starting points pupils make very rapid progress and by the end of Year 6, attainment is above average. This represents excellent achievement.
- High-quality teaching ensures that all pupils learn extremely well. Tasks are built around the interests of the pupils and this makes learning relevant to their lives.
- Highly effective systems for checking the progress of each individual pupil enables teachers to plan work that gets the best out of all pupils and ensures they work hard.
- The marking of pupils work is exemplary. Guidance tells pupils what they need to do to make their work better and time is given for pupils to respond. However, the presentation of pupils' work is not always neat and tidy.
- The Early Years Foundation Stage provides a happy and nurturing environment where children are well cared for and make good progress. However, the outdoor area does not always provide a wide enough range of learning activities for them.
- Pupils' behaviour is excellent and so they are able to work without interruption. Pupils are proud of their school and very keen to learn. They say they feel very safe in school.
- Leaders have very high ambitions for the school that are shared by all members of the school community. Leaders' relentless drive has successfully raised the quality of teaching and pupils' attainment. The school is well placed to make further improvement.
- The very active governing body is very committed to the school and holds the school robustly to account for its performance.
- Systems for checking the quality of teaching are extremely thorough, challenging and developmental. There is a 'no excuses' culture within the school
- A rich curriculum provides pupils with a wide variety of excellent opportunities to succeed academically, pursue their own interests and develop their self-confidence. By the end of Year 6 pupils are well prepared for the next stage in their education
- The school leaders and teachers are held in high esteem by the parents.

Information about this inspection

- The inspectors observed 19 lessons including two joint observations with the headteacher and deputy headteacher. In addition, inspectors made short visits to classes and other parts of the school to observe pupils' behaviour and safety and also to hear some pupils read.
- A range of meetings were held with the headteacher. Inspectors also held meetings with senior leaders and middle managers, subject leaders, staff, representatives of the governing body, a local authority representative, a group of parents and two groups of pupils. Inspectors also talked to pupils informally on the playground, in the dining hall and during lessons.
- The inspectors observed the work of the school and looked at a range of documents including: the school's own information about pupils' progress; school-improvement planning; the monitoring of learning and teacher performance; organisation of the curriculum; safeguarding information; and the minutes of governing body meetings. Inspectors also looked at the school's web-site.
- Inspectors took account of 43 responses to the on-line questionnaire (Parent View) and considered the 24 responses to the inspection questionnaire for staff.

Inspection team

Peter Martin, Lead inspector

Additional Inspector

John Shutt

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The vast majority of pupils are from ethnic minority groups, more than three times the national average. The proportion of these pupils for whom English is an additional language is almost four times the national average.
- The proportion of pupils who have disabilities or who have special educational needs supported through school action is above average and those supported at school action plus is broadly at the national level.
- The proportion of pupils known to be eligible for the pupil premium is approximately four times the national average, (This is the additional funding provided by the government for those pupils known to be eligible for free school meals, children from service families and those children who are looked after).
- A significant proportion of pupils join the school at times other than in the beginning of the Reception Year.
- The school has achieved a wide range of awards including the International Schools Award, Inclusion Mark, Healthy School Award, Silver Eco School Award, Dyslexia Friendly School, Bronze School Games, and the NACE Challenge Award (for able children).
- The school exceeds the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Develop pupils' presentation skills to enable them to always complete work that is neat and tidy.
- Develop the outdoor area of the Early Years Foundation Stage so that there is a wider range of activities for children to choose to play and learn from.

Inspection judgements

The achievement of pupils is outstanding

- Children enter the Nursery with understanding and skills that are significantly below those typical for their age. The majority of the children do not speak English as an additional language when they first join the school. In addition, significant numbers of pupils join the school at times other than Nursery or Reception and, in most cases, they are pupils for whom English is an additional language. By the time they leave at the end of Year 6, attainment is above average in reading, writing and mathematics and the proportion of pupils achieving the higher levels is also above average. This represents outstanding progress and achievement over time from pupils' differing starting points
- The Early Years Foundation Stage provides a happy, secure and nurturing environment which helps children develop confidence and independence; consequently they settle quickly to school routines and make good progress. Additional well targeted support for children at an early stage of learning English as an additional language and well thought out routines help them cope well, pick up the English language quickly and begin to learn key basic skills. Well planned activities based on the individual needs of the children enable them to learn quickly and make good progress. By the end of the Early Years Foundation Stage, although still below those typical for their age, children have developed skills that prepare them well for their learning in Key Stage 1.
- Progress in Key Stage 1 continues to be good as it builds upon the firm foundation established in the Early Years Foundation Stage. Pupils are eager to learn and teachers' sharp focus on pupils' individual needs ensures that they all continue to learn quickly. By the end of Key Stage 1 attainment is broadly average in reading, writing and mathematics. Attainment at Key stage 1 has shown continuous improvement in reading, writing and mathematics over the last four years.
- In Key Stage 2 pupils' learning accelerates significantly and they make outstanding progress over time. By the end of year 6, all pupils make at least the expected progress in reading and mathematics and almost all in writing. The large majority of them, more than twice the national average, make very rapid progress.
- The school's records and inspection evidence show that pupils in all year groups across Key Stage 2 make excellent progress and the proportion of pupils on track to exceed the expected progress is much higher than seen nationally.
- Well targeted use of the pupil premium funding ensures that pupils eligible for this funding also make outstanding progress and are approximately one year ahead of similar pupils nationally in all subjects. The proportion of pupils who achieve the higher levels in reading are significantly higher than other pupils nationally. In this school only a few pupils are not supported by the pupil premium and this makes comparisons with national data unreliable. Inspection evidence shows that all pupils achieve equally well. This demonstrates the school's commitment to securing equal opportunities for all groups.
- The most able pupils are suitably challenged because they are provided with work that is sufficiently demanding. This enables them to make at least good and often better progress and to reach their potential; consequently they achieve very well.
- High-quality teaching and well targeted additional support ensures that pupils who have special educational needs or pupils for whom English is an additional language make excellent progress from their very low starting points, so by the end of Year 6 their attainment is much better than similar pupils nationally.
- Pupils phonics knowledge skills (the linking of letters with their sounds) in Year 1 varies from one year to another depending upon the specific groups' language needs. However, the excellent teaching of these skills ensures that by the end of Year 2 the large majority of the pupils achieve the required standard.

The quality of teaching is outstanding

- Teaching ensures that there is a relentless focus on ensuring that each individual pupil makes the best possible progress. Gaps in pupils' knowledge, skills and development are picked up quickly and effective actions are planned to help pupils catch up and close any gaps in learning. Consequently, all pupils are making at least good progress and the large majority of them do better than this.
- Teachers plan their work carefully to make pupils' learning fun and interesting. Tasks for the most able stretch them, so that they fulfil their potential. Activities capture pupils' interest. For example, in a literacy lesson in Year 5, pupils were writing biographies about a character, real, fictional or imaginative. Pupils were exploring the format for this type of writing while writing about something that really interested them. Consequently, they were really focused on the task, thoroughly enjoyed learning and produced some excellent work.
- The teaching of mathematics is very strong. Teachers give pupils tasks that are set in real-life situations so pupils can see the relevance of their work to the real world and this makes it more interesting. For example, in a lesson for the most able pupils in Years 5 and 6 the pupils had to plan a budget for a holiday, research prices and then decide how they could best present a summary of the costs in the form of a diagram. This exercise required them to make decisions, negotiate and cooperate with each other and use the knowledge and skills they had learnt to complete the task. Pupils displayed advanced mathematical skills and produced high-quality work.
- Pupils are routinely given opportunities to work together to share ideas and learn from each other. This was used very effectively in a Year 3 class. Pupils were planning the writing of an explanation. This required them to move around the room and exchange ideas and useful vocabulary. Despite all the movement the lesson ran smoothly because the pupils were totally engrossed in the work and highly motivated to do well.
- Teachers have good subject knowledge. They use questions very effectively to check pupils' understanding and ask further questions to deepen this understanding and develop the pupils' thinking.
- Teachers' marking is exceptionally good. Comments celebrate what the pupils have achieved and guidance tells them what they need to do to correct or improve their work. Pupils are routinely given time to make these improvements. They are also encouraged to assess for themselves how well they and sometimes their fellow pupils are doing. This deepens their understanding of what they are learning and helps them to be aware of their own success and progress.
- Teachers show respect for their pupils and they, in turn, listen carefully to their teachers, respond with enthusiasm in their lessons and work hard. Consequently, they learn quickly.
- Teachers use praise very effectively to encourage pupils to make contributions to class discussions. As a result, pupils are not afraid to answer questions or offer their ideas.
- Teachers set very high expectations of pupils' behaviour and work. Well established routines and the excellent relationships ensure that lessons run smoothly and that little time is wasted. However, although there is a great deal of emphasis placed on the development of pupils' language and mathematical skills the quality of pupils' presentation of their work is not as good as it should be.
- Adults in the Early Years Foundation Stage plan stimulating and fun activities that match the children's needs and interests and so learning is usually brisk. However, the outdoor area does not provide a wide enough range of opportunities for children to learn and play so that they can extend their learning further. Leaders have identified this as an area for improvement and plans are in hand to improve it.
- Learning assistants are used most effectively to support pupils to help them learn and improve. They skilfully help pupils to work things out for themselves rather than just telling them the answers. They contribute much to the learning of the pupils in class and in the well targeted additional support outside the classroom.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Pupils are very proud of their school. They are friendly and welcoming to visitors. They are polite and show excellent manners, such as opening doors for adults without having to be asked.
- Pupils work and play together very well showing respect for each other's ideas and work. When called upon to complete a task together they cooperate with each other and show great maturity in tackling their work independently of their teachers.
- Pupils have a very positive attitude to their learning. They are interested in learning and are eager to do well. They enjoy their lessons because the teachers 'make them fun'. They say they 'get loads of fun activities and special days', which makes their learning exciting. For example, during the inspection they had a dress-up day to celebrate 'World Book Day'.
- Behaviour in lessons is excellent. This ensures that lessons run smoothly without disruption. Behaviour is also very good in and around the school. Lunchtimes are very calm and relaxed. Pupils eat their meals nicely whilst enjoying the company of their friends. Two Key Stage 2 boys were very happy to talk to an inspector while they ate their meal and say how much they liked their school.
- Pupils take on extra responsibilities readily. Year 5 and 6 pupils act as play leaders for the younger children and many have undergone 'advocate training' to help them act as friends on the playground. The school council take their role very seriously and were very proud to tell the inspector how they attend governors' meetings to report on what they had been doing in their role. They are allowed to put their ideas and views forward, which are acted upon by the school. For example the 'WOW' scheme (Walk on Wednesdays) had been introduced on their suggestion. They also organised and raised funds to finance a fun day for their fellow pupils at the end of the year as a reward for everyone having tried so hard in their learning.
- Pupils say that bullying is rare and on the very few occasions it occurs it is always dealt with quickly and effectively by the school. School records confirm this. Pupils have a deep understanding of bullying and the different forms it takes including, for example, cyber bullying.
- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel extremely safe and well cared for by all the adults in the school. Parents agree with them. They speak very highly of the care given to their children and also of the support given to families.
- The school ensures that pupils have an excellent understanding of how to keep themselves safe. Organised activities such as 'Stranger Danger', road safety lessons and 'Bikeability' successfully raise pupils' awareness of the dangers they may face. For example, pupils are fully aware of the possible dangers posed to them by the internet and the school procedures for dealing with it.
- The procedures for child protection in the school are very robust. The welfare of the pupils is at the heart of the school's work. The school also provides excellent support for vulnerable families.
- Attendance is well above the national average and is improving; the proportion of pupils who are persistently absent is very low. This is because leaders monitor attendance very carefully and provide support for families when they need it. This demonstrates the school's strong commitment to providing equal opportunities for all pupils, enabling them to attend as much school as possible so they can succeed and achieve.
- This is a school which very successfully builds pupils' confidence and self-esteem.

The leadership and management are outstanding

- The headteacher is an outstanding leader. Supported by a highly talented and committed deputy headteacher, together they provide a strong sense of purpose and direction for the school. The high ambitions set by the senior leaders are shared by all staff and the wider school community and, as a consequence, the school is constantly improving.
- Leaders have successfully secured improvements in teaching and in pupils' achievement, lifting the school's overall effectiveness from good to outstanding.

- Systems to check the quality of teaching and learning, and teacher performance linked to pay progression are extremely rigorous. Teachers are supported by high-quality additional training to help them enhance their skills. Consequently, teaching is continuously improving and pupils' achievement rising. The staff is very committed to self-improvement and feel very well supported by the school leadership in their professional development.
- Assessment procedures and systems to track pupils' progress are exemplary. Leaders and teachers set very challenging targets for accelerated progress for all its pupils. Regular meetings to discuss pupils' progress are used very effectively to identify those who may be in danger of falling behind. Teachers carefully plan the next steps for these pupils and additional support where necessary. As a result, pupils make outstanding progress over time
- Leaders use the assessment data and monitoring information to assess and gain a very accurate view of the school's performance, to identify its strengths and the areas that need further improvement. They set challenging targets and clear actions for improvement in a detailed school-development plan, which fully reflects their high ambitions.
- Middle managers play a key role in monitoring the quality of teaching and pupils' progress in their areas of responsibility. They are fully aware of the standards in their subjects and plan carefully to make further improvements.
- Parents feel very highly valued and very well supported by the school. They are made to feel welcome and are kept well informed about their children's progress. Communications are 'really good' and the school provides a range of opportunities for parents to be more involved in the school. Regular workshops are organised to enable parents to be better informed about how their children are taught. One parent put it simply, 'I love this school.' The school leadership and its teachers are held in high esteem by the parents.
- Leaders are totally committed to securing equal opportunities for all pupils. The school budget and additional funding are used very skilfully to ensure that all pupils are able to benefit from all the educational advantages the school offers.
- The rich curriculum widens the experience of the pupils and creates many opportunities for them to develop their understanding of their community and the world. The wide range of musical, artistic, sporting and after-school activities, as well as trips and visitors and learning about other cultures and beliefs, contribute much to the excellent spiritual, moral, social and cultural development of the pupils. One pupil said, 'This is a school where everyone respects each other's cultures and religions.'
- The additional sports funding provided by the government has enabled the school to employ a sports specialist to provide additional sporting provision in and after school and provide hands-on training for the staff to develop their expertise. It has also enabled the school to extend the opportunities for competitive sport for the pupils. The numbers of pupils participating in after-school activities has increased as a result, and this is contributing to their general health and well-being.
- The local authority regards the school as one of its leading schools and provides light-touch support only. It recognises the headteacher as an outstanding leader and asks her to act as a mentor for other headteachers in the authority.
- The care of its pupils is at the heart of the school's work and its arrangements for safeguarding are extremely thorough and meet all statutory requirements.
- **The governance of the school:**
 - Governors are fully committed to the school. They share the same drive and passion for the education of its pupils. They are very much involved in the life of the school and great care is taken to recruit members who can provide valuable expertise to help the governing body work effectively. A highly organised programme of checking on the work of the school enables them to have a clear picture of pupils' progress, the quality of teaching and the detailed plans for further improvement. Governing body procedures for checking on teachers' performance are robust with clear links to pay progression. The governing body scrutinises carefully the impact of additional funding for pupil premium and sports provision and ensures effective use of school finances. It provides support and challenge and holds the school robustly to account for its actions.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	104589
Local authority	Liverpool
Inspection number	439517

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Barbara Higgins
Headteacher	Anne Elford
Date of previous school inspection	18 May 2009
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