

Windmill Primary School

Beaconsfield, Brookside, Telford, TF3 1LG

Inspection dates 12–13 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- In 2013, pupils in Key Stage 2 did not achieve as well as they could. Standards in reading and mathematics were not as high as they had been in previous years.
- Although improved, achievement from the beginning of Key Stage 2 is not yet reflecting improvement fully due to a legacy of weak teaching in the past.
- More-able pupils did not achieve as well as they should due to work not being demanding enough.
- Pupils are not always clear about how to improve their work because marking does not show them.
- Although individual pupil's achievement is rigorously monitored by senior leaders, school data does not show clearly how achievement in this school compares to that nationally.

The school has the following strengths

- Children get a good start in the Nursery and Reception, where they achieve well in all areas of learning.
- Achievement through Key Stage 1 is consistently good.
- Senior leaders have got to grips with the high number of staff changes since the previous inspection. They have helped improve teaching and pupils' progress at Key Stage 2.
- Pupils behave well in lessons and around the school. They enjoy school and are kept exceptionally safe.
- Good spiritual, moral, social and cultural development contributes well to pupils' positive attitudes and good behaviour.
- Governors have recently reviewed their work and, as a result, provide good support, strong challenge and are involved in school life.

Information about this inspection

- Inspectors observed 14 lessons. Two lessons were observed jointly with the headteacher or the deputy headteacher.
- Inspectors heard pupils read and looked at the work in their books.
- Meetings were held with governors, the senior leadership team, subject leaders, and pupils. An inspector met with a representative of the local authority and a consultant headteacher who works with the school.
- The inspectors looked at a wide range of documentation, including the school's own judgements on its strengths and weaknesses, and the data it collects on pupils' progress.
- Questionnaire responses from 37 members of staff were analysed.
- There were insufficient responses to the online questionnaire, Parent View, for them to be published. The inspectors looked at the results of the school's most recent questionnaire, giving the views of 121 parents.
- An inspector talked to parents at the end of the school day and a discussion was held with the Parents' Forum.

Inspection team

David Speakman, Lead inspector	Additional Inspector
Janet Tibbits	Additional Inspector
Helen Booth	Additional Inspector

Full report

Information about this school

- The school is a larger than the average-sized primary school.
- Most pupils are White British. A few come from a range of minority ethnic backgrounds. A very small minority speak English as an additional language.
- The proportion of pupils supported by the pupil premium is well above average. In this school, the additional funding is for pupils who are known to be eligible for free school meals or in the care of the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the previous inspection there have been significant changes in staffing. There is a new headteacher and deputy headteacher. Seven teachers are new to the school.

What does the school need to do to improve further?

- Improve achievement at Key Stage 2 by:
 - ensuring that more-able pupils are given work that is demanding enough to move them onto higher levels more quickly
 - making sure that pupils can regularly make amendments and improvements to their work following feedback from teachers and other adults.
- Further develop the monitoring pupils' progress to give a clearer picture of how well year groups and key stages are achieving when compared to other primary schools nationally

Inspection judgements

The achievement of pupils requires improvement

- A significant change in teaching staff since the previous inspection, including the headteacher and deputy headteacher led to changes in checking pupils' progress and on how well teachers were doing their jobs. There followed a subsequent dip in achievement at Key Stage 2 in 2013.
- Most recent assessment data show a one-year dip in pupils' achievement in reading, writing and mathematics. Since the school was last inspected, attainment at the end of Year 6 in reading and writing has remained average. It has also been broadly average in mathematics but dipped last year.
- About a quarter of the pupils in last year's Year 6 joined the school during Key Stage 2. The achievement of those pupils who completed the key stage from Year 2 to Year 6 was better than the whole cohort, although it was still not good.
- There was some difference in the achievement of different groups. Disabled pupils and those with special educational needs and those for whom the school receives pupil premium funding, all achieved better than the higher attaining pupils. Too few of the more-able pupils made the progress nationally expected of them, whereas those starting the key stage at the lower levels did better.
- A new cohort of staff has re-invigorated teaching and pupils are currently making good progress. The school's analysis of pupils' progress, scrutiny of pupils books and watching pupils learn in lesson observations all show improved progress. The proportions making expected progress this year or exceeding expected progress in reading, writing and mathematics are good.
- Children join the Nursery and Reception classes with skills and abilities well below those typical for their age. They learn well in the Early Years Foundation Stage. Progress is good in all areas of learning. By the time they join Key Stage 1 the gap with the national average has narrowed considerably and attainment is much closer to average, although typically, still just below.
- Key Stage 1 teachers build well on this good start. Attainment has been in line with the national average in reading, writing and mathematics, apart from 2012, when there was a dip to below average. In 2013 attainment improved and was again average in reading, writing and mathematics.
- The school teaches reading well. The results of the Year 1 phonics (letters and the sounds they make) screening were below average for all groups of pupils, reflecting the low starting points. The pupils who did not reach the required level in 2013 have been given extra support; one-to-one tuition or small group teaching in phonics and those listened to are now much more competent early readers.
- Disabled pupils and those who have special educational needs are making good progress against their individual targets and in reading, writing and mathematics through effective and targeted support. Most are on track to make at least expected progress in reading, writing and mathematics, and a high proportion, more.
- In 2013 pupils for who the school receives the pupil premium funding made better progress than others in mathematics and closed the attainment gap. Achievement was about the same in reading and writing, but it was not good enough to close gaps. These pupils were about a year behind in reading and two terms in writing. Current pupils supported through the pupil premium

funding are making better progress than others. The attainment gap has closed with similar attainment levels in reading, writing and mathematics

- Pupils from minority ethnic groups and those who speak English as an additional language achieve well. Staff from the 'intervention team' help pupils develop their early English language well through intensive support. They quickly access the full range of learning opportunities and make good progress.
- The most able pupils are now making better and often good progress. This has not been the case in the recent past and in 2013, the proportion of high attaining pupils achieving the higher levels was below the national average in reading, writing and mathematics. However, the school's current assessment data show great improvement in their progress and more pupils are set to achieve the higher levels.

The quality of teaching is good

- Using a broad range of inspection evidence; lesson observations, work in pupils' books, assessment data, the school's records of checking the quality of teaching and pupils' and parents' views on teaching, teaching is improving and is now good and has a positive impact on current learning.
- Since the previous inspection there has been a considerable change in the teaching staff. Seven of the fifteen teachers have joined the school. Additionally, the headteacher and a deputy headteacher are new to their roles. These changes have had an impact on pupils' achievement. The local authority survey last year judged teaching to require improvement. Rigorous monitoring by senior leaders, effective support for teachers and new staff have led to improved teaching. In turn, pupils are now making good progress at all stages, including Key Stage 2, where it was weakest.
- Pupils' progress is most rapid where teachers are aware of how well pupils are learning and adjust the levels of challenge accordingly. In a Year 1 mathematics lesson on weighing, more-able pupils were successful in grasping new ideas so the teacher increased the level of challenge, improving the pace of learning and taking them onto very high levels of attainment for their age.
- Teaching in the Nursery and the Reception classes is lively and engages children's interest and enthusiasm. Adults provide a wide range of activities through which children learn across all areas of learning formally in teacher-led activities and through play in activities they choose for themselves. Learning indoors and outside is equally effective. Teachers and teaching assistants talk a lot with children, guiding their work through asking leading questions and helping them gain in confidence. Adults note children's achievements accurately, are fully aware of how well they are doing and carefully plan what they will learn next.
- Teaching assistants support pupils' learning well. They support disabled pupils and those who have special educational needs and other groups of pupils well so they all make good progress. They have good subject knowledge, including for the teaching of reading, particularly to younger pupils. Some are especially skilled in a range of support initiatives to support pupils' emotional well-being. They have a significant impact in such areas.
- Teachers are mostly good at challenging pupils at different levels of attainment. However some samples of pupils' work books show a lack of challenge for more-able pupils and evidence shows

that these pupils do not move onto higher levels quickly enough.

- The marking of pupils' work is not of a consistently high quality across the school. At Key Stage 1, it is good. Work is marked up to date and it is helpful to pupils when improving their work through good quality advice for pupils. Some marking at Key Stage 2 is not of a similar quality. Teachers do not check that areas of weakness identified in marking are followed through. Marking in mathematics is more for accuracy and does not advise pupils how to improve. Not all work is marked up to date.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils of all ages, including children in the Early Years Foundation Stage, have positive attitudes and approach their learning eagerly. They take care over their work and books are presented in a neat and tidy manner.
- Pupils are proud of their school and speak highly of it. This pride underpins their neat and tidy personal appearance, with all pupils from the Reception Year upwards wearing school uniform. They take good care of the buildings and grounds, which are free of any damage, graffiti or litter.
- Pupils say behaviour is generally good. They say there are a few pupils with behaviour issues in class and on the playground, but these are dealt with quickly. They say lessons are very occasionally interrupted by poor behaviour. Behaviour at break times is good. Pupils play cooperatively together. Pupils 'love' the playground because 'there is lots to do'. Playgrounds are well supervised and there are clear rules for the use of each area. Pupils understand these and respond well.
- Pupils enjoy school. They like school because they are expected to work hard and do their best. They feel they are making good progress. Attendance is improving and is now average. Pupils come to school on time.
- The school's work to keep pupils safe and secure is outstanding. A highly qualified and devoted inclusion team make sure that pupils are kept safe in school and get involved in child protection issues, helping keep children safe from harm. Outstanding relationships between pupils and adults have helped build a culture of trust and high quality care.
- Pupils know how to keep themselves safe at school and are confident that any issues that worry them would be dealt with promptly and effectively.
- Pupils are aware of the different forms bullying can take and know what to do if they ever need help. They say bullying happens, but that it is dealt with quickly and effectively.

The leadership and management are good

- Although fairly recently formed, the senior leadership team are already demonstrating they have the capacity to improve the school. Leaders have:
 - introduced new tracking procedures to measure pupils' progress, which show clearly that achievement is improving
 - provided teachers with a range of support which has improved teaching

- conducted an accurate self-evaluation, and action planning to improve the school's effectiveness which has strengthened
 - progress in the areas for improvement since the previous inspection is monitored regularly by the senior leadership team and governing body, leading to improving achievement
 - the governing body has conducted a self-review with the local authority and engaged in relevant training which has placed them in a stronger position to challenge the school and hold the senior leadership team accountable
 - improved attendance through closer, daily checking of absence
 - secured good progress for pupils supported through pupil premium funding and for disabled pupils and those with special educational needs.
- Checks on the quality of teaching and learning are effective. Regular observations take place and draw on a wide range of evidence, observing teaching, detailed scrutiny of pupils' books and talking to pupils about their work. As a result teaching has improved since the settling period after high level of staff mobility. Leaders set rigorous targets for the work of all adults in the school. These have been effective in improving teachers' work.
- Although checking pupils' work gives teachers and school leaders a clear picture of how well individual pupils are doing, it does not provide as detailed an evaluation of how the school is doing in comparison with other schools and how well it is performing against national data.
- Leadership at all levels, including those responsible for subjects and other areas of the school's work, is good. There have been some recent changes in personnel responsible for some areas of leadership but school leaders, including governors have made sure that those taking over are well prepared and skilled to step into their roles.
- Support for disabled pupils and those who have special educational needs is a strength of the school. Effective one-to-one and small group support is well organised and closely matched to the needs of pupils. Progress is carefully checked, not only to ensure pupils make good progress, but also to ensure their safety.
- The curriculum is carefully planned to engage pupils' interest. There is an appropriate emphasis on developing literacy skills and mathematics, from the very earliest age. Careful planning ensures core literacy and numeracy skills are further developed through good links between subjects.
- The curriculum, extra-curricular opportunities and the whole school environment place pupils' spiritual, moral, social and cultural development as key areas of pupils' growth. Pupils' understanding of social and moral aspects is typified by the way pupils of different backgrounds get on well and their good behaviour. Pupils appreciate achievement through their work in lessons and through taking part in a good range of out-of-class activities. The school celebrates a range of cultures, encouraging respect for people from different backgrounds.
- Pupil premium funding is used appropriately to improve the progress of individual qualifying pupils. They are funded to attend school clubs and trips to give equality of opportunity and teaching and non-teaching staff are deployed to provide one-to-one or small group support.
- The school has made effective arrangements for spending the primary sports funding to improve and widen sporting opportunities on offer, including engaging less-active pupils in physical activity. It is directed to providing all staff with good quality professional development to improve their expertise.

■ The local authority has played an important role in helping the school's rapid improvement in the last year. They have led reviews of teaching and learning and worked with school leaders to devise action plans for improvement. They have worked with governors in conducting a self-review and in addressing the training needs identified.

■ **The governance of the school:**

- Through self-evaluation and training, governors are quickly developing their own skills in order to support and strengthen leadership and management. They challenge senior leaders over the effectiveness of the school. They are knowledgeable and able to ask searching questions to hold senior leaders accountable.
- Governors visit school regularly to decide for themselves how well it is doing. They have a good knowledge of how well teachers are doing their jobs through first-hand knowledge and through discussions with senior staff. They check on how the school deals with pupils' behaviour so they have a full picture of how the school works. They fully support the headteacher in dealing with important issues relating to school improvement.
- Governors set clear targets in managing the performance of the headteacher and staff, making sure teachers' pay increases link to competence
- Statutory requirements are met, including those for safeguarding.

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	127090
Local authority	Telford and Wrekin
Inspection number	442636

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	415
Appropriate authority	The governing body
Chair	Jay Perks
Headteacher	Mark Gibbons
Date of previous school inspection	4 July 2011
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