

# Windy Arbor Junior and Infant School

Woodlands Way, Chelmsley Wood, Birmingham, B37 6RN

**Inspection dates** 14–15 May 2014

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good        | 2        |
|                                | This inspection:     | <b>Good</b> | <b>2</b> |
| Achievement of pupils          |                      | Good        | 2        |
| 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 good school.

- Pupils make good progress from starting points that are below those that are typical for their age.
- By the end of Year 6, pupils attain standards that are above average in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs make good progress and achieve well. Their needs are quickly assessed and skilled support is put in place where needed.
- Teaching is good and sometimes outstanding. Teachers plan activities which are relevant and interesting so that pupils enjoy learning.
- The headteacher provides effective leadership. With the support of the staff and governors she is ensuring that teaching and pupils' achievement continue to improve.
- Pupils are proud of their school. They behave well and have a strong sense of right and wrong. They feel very safe in school.
- Governors play an important part in the life of the school. They provide senior leaders with a strong level of support and challenge to help to secure improvements.

### It is not yet an outstanding school because

- Leaders of English and mathematics are still developing their leadership skills. They are not yet checking closely enough the impact of actions taken to increase pupils' rates of progress even further.
- Not all teachers give the more-able pupils work that sufficiently challenges them, particularly in reading.
- There is not enough outstanding teaching. Teachers have too few opportunities to learn from outstanding practice within the school.

## Information about this inspection

- Inspectors observed 23 lessons taught by 15 teachers. Nine of these were jointly observed with the headteacher and deputy headteacher.
- Inspectors also observed the headteacher and deputy headteacher reporting back to teachers on the quality of their teaching.
- In addition to lesson observations, inspectors reviewed pupils' mathematics, topic and writing books. Inspectors heard some pupils read.
- Meetings were held with the Chair of the Governing Body and one other governor, senior leaders, and subject leaders. Inspectors also met with groups of pupils and a representative from the local authority.
- Questionnaire responses from 37 members of staff were reviewed.
- There were 30 responses to the online questionnaire (Parent View) by the end of the inspection. The inspectors took account of these and also spoke with 15 parents and carers as they arrived at school with their children.
- Inspectors looked at a range of documents, including the school's own information on pupils' achievement, minutes of governing body meetings, attendance information, and documents relating to behaviour and safeguarding.

## Inspection team

|                                 |                         |
|---------------------------------|-------------------------|
| Marilyn Mottram, Lead inspector | Her Majesty's Inspector |
| Carol Deakin                    | Additional Inspector    |
| Michael Fox                     | Additional Inspector    |

## Full report

### Information about this school

- Windy Arbor Junior and Infant School is larger than the average sized primary school.
- The large majority of pupils are from a White British background.
- The proportion of disabled pupils and those who have special educational needs supported by school action is below average. The proportion supported by school action plus or with a statement of special educational needs is below average.
- The proportion of pupils who are eligible for the pupil premium, which provides additional funding for pupils in local authority care and those known to be eligible for free school meals, is above average.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.

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

- Increase the effectiveness of leadership by:
  - developing the skills and roles of the English and mathematics leaders through high-quality training
  - ensuring that English and mathematics leaders closely check the impact of different actions taken to increase pupils' rates of progress even further in these subjects.
- Make sure that more teaching is outstanding so that pupils progress at an even faster pace by:
  - ensuring that all teachers consistently provide work that challenges the more-able pupils, particularly in reading, so that these pupils reach their potential in all classes
  - provide more opportunities for teachers to learn from the outstanding practice within the school.

## Inspection judgements

### The achievement of pupils is good

- Children start the Early Years Foundation Stage with skills and knowledge that are below those expected for their age, especially in aspects of language and communication and personal, social and emotional development. Opportunities for learning are planned well and children make good progress.
- There has been a sharp focus on improving the teaching of phonics (linking letters with the sounds that they make) and providing additional teaching sessions for individual pupils and small groups of pupils. Results from last summer's screening check in phonics showed that pupils were above the national average.
- By the time they leave the school in Year 6, attainment in reading, writing and mathematics is above the national average. In 2013, pupils' attainment in spelling, punctuation and grammar was also above the national average. The proportion of pupils attaining higher levels in writing and mathematics was just above the national average. Too few pupils reach the higher levels in reading. This is because teachers do not always provide pupils with enough opportunities to read a wide range of challenging texts. This hinders pupils' progress, particularly for the most-able readers.
- Disabled pupils and those who have special educational needs make good progress and some make rapid progress. This is because teachers and teaching assistants provide pupils with effective support and make sure that pupils have the resources that they need to complete their work.
- Pupils who are eligible for pupil premium funding make good progress and an increasing proportion make outstanding progress. The school has used its funding to provide these pupils with effective one to one focused teaching and additional small group sessions in reading, writing and mathematics. Current information shows that the gap in attainment between eligible pupils and their classmates is reducing, particularly in writing. In 2013, pupils eligible for funding were one year behind other pupils in mathematics and reading and one term behind others in writing.
- The school is using the primary school sports funding to employ sports coaches and to develop in-house coaching for teachers. As a result, more pupils are now participating in activities out of school hours. Pupils value the additional coaching and say that their skill levels are quickly improving. "The coaching sessions have helped us to improve our skills and tactics especially in cricket. We are in a competition and we think that we are in with a chance." Pupils were delighted to tell inspectors that they had won.

### The quality of teaching is good

- Teaching is good overall and sometimes outstanding. Almost all teachers plan lessons that excite and interest pupils. For example, Year 1 pupils were using their mathematical skills to solve problems involving sequenced patterns. All pupils were using skills of prediction to identify the next shape in the patterns. They were closely checking their predictions and using correct mathematical language to explain their ideas. Some pupils began to create their own sequences. As a result, all pupils were engaged and making rapid progress.
- In the Early Years Foundation Stage there is a strong focus on encouraging children to express

their ideas and use language confidently. For example, children were encouraged to re-tell a familiar story and recognise key events and phrases. The teacher successfully extended children's language skills by encouraging them to describe the pictures and use as many different words as possible to talk about what they could see. As a result, all children developed knowledge and skills in listening and speaking confidently.

- Where teaching is most effective, teachers have a clear understanding of what pupils already know and can do. For example, in a Year 4 mathematics session, pupils were challenged to use their knowledge of multiplication tables and place value to tackle different problems. Pupils used displays and resources around the classroom to support their learning. They were clear about what they needed to do to succeed. All pupils were making rapid progress from their starting points.
- Where teaching is not as strong, the work set for the more-able pupils does not provide sufficient challenge for them to reach their potential. Work in pupils' books shows that, in some instances, the more-able pupils are given the same work as others in the class. In some classes, the reading books provided for more-able readers are not challenging enough. This hinders their ability to work at higher levels and reach their potential.
- Younger pupils are provided with lots of opportunities to apply their phonic skills in their writing. As pupils were editing their story writing, the teacher and teaching assistant were consistently prompting them to use their knowledge of phonics to spell. As a result, children are making good links between reading and writing and are becoming confident writers.
- There are good communication systems between teachers and teaching assistants. Consequently, teaching assistants are clear about the skills the pupils have mastered and provide effective advice and guidance during lessons to pupils who need additional support. This means that all pupils are able to contribute well to class discussions and make good progress.

### **The behaviour and safety of pupils are good**

- Pupils' behaviour in lessons and around the school is good. "If you can't be trusted, you don't have privileges" was just one of the pupils' comments about behaviour in school. Pupils know and understand the incentives and rewards for good behaviour and the sanctions if they do not follow the rules. Pupils are polite and courteous to each other and to visitors.
- Pupils all speak positively about how much they enjoy and value being part of the school. They tend and care for the school's small collection of animals and demonstrate a strong sense of responsibility towards their upkeep. This contributes to the caring atmosphere of the school.
- The school uses a good range of strategies to help pupils who find it difficult to behave well at times. Leaders work effectively with external agencies. School records are detailed and show improvement over time for individual pupils.
- The school's work to keep pupils safe and secure is outstanding. All staff understand and use the rigorous systems to identify and report any potential risk. Staff are vigilant in raising pupils' awareness of how to keep safe, including e-safety. Pupils are aware of possible dangers when they are on-line and talk confidently about what actions to take if they ever feel at risk. Comments include, "We talk about safety and e-safety at school - but not just with teachers – the police come and talk to us too."
- Pupils have a good understanding of different types of bullying. They say that there are "just a

few children who don't listen and their behaviour is in-between". Pupils are confident that teachers deal fairly with any problems.

- The majority of parents who spoke to inspectors and those who completed the on-line questionnaire were positive about behaviour. They commented on how well their children were supported in school. "The school does everything it can to help the children to get on together and do well."
- Senior leaders and the inclusion team have worked hard to improve attendance. The current attendance figure is above the figure for the equivalent period in 2013 and is above national average. Pupils are proud of this.
- Where pupils are not sufficiently challenged by the lesson content, they lose concentration and do not take pride in the presentation of their work. As a result, pupils' attitudes to learning deteriorates.

### **The leadership and management** are good

- The headteacher and deputy headteacher work together with a clear vision and commitment to drive continuous improvement. They have an accurate understanding of the school's strengths and areas that require improvement. They are determined to secure even more rapid progress for all groups of pupils.
- Senior leaders have an accurate view of the quality of teaching. They observe lessons, look in books and carefully analyse the results of assessment. Teachers have benefited from clear guidance on how to improve their teaching. However, the school does not make enough use of the existing outstanding practice within the school to improve teaching even further.
- Senior leaders use the information about pupils' achievement effectively to quickly adjust plans and direct additional support for pupils where necessary. However, the subject leaders for English and mathematics have not received sufficient training and support. They are not yet fully involved in this monitoring and therefore are not checking the impact of actions taken to increase pupils' rates of progress in these subjects even further.
- Senior leaders, including governors, are aware that leadership in English and mathematics has needed strengthening. Staff roles and responsibilities have been re-organised to address this. Governors have recently appointed a new member of staff to lead on English and further strengthen this aspect of the school's work.
- Leaders ensure that all staff in school understand that the safety of pupils is of paramount importance. Teachers and teaching assistants work closely with the school's inclusion team and regularly receive excellent training. As a result, all staff, including kitchen staff, are aware of safeguarding issues and respond swiftly and appropriately if any issues arise.
- The curriculum offers pupils a range of interesting topics that are relevant to their lives. For example, pupils have researched and discussed the proposed HS2 railway which will have an impact on the area close to the school. They value the annual 'Take Over' Day when older pupils apply for jobs in the school and in the local community. These experiences provide pupils with a sense of responsibility and prepare them well for the next stage in their education.
- The local authority is knowledgeable about the school and provides effective support to the headteacher and other staff. Local authority advisers work closely with the school to maintain

the high quality systems for safeguarding all pupils.

■ **The governance of the school:**

- Governors are highly committed to continuing to improve the school. They have an accurate understanding of the school's performance and work very closely with the school leaders to ensure that high quality teaching remains at the heart of the school's work. Governors are visible in the school and check that safeguarding meets statutory requirements. They ensure that pupil premium funding and primary school sports funding are used effectively and have an impact on pupils' achievement.

## 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

|                                |          |
|--------------------------------|----------|
| <b>Unique reference number</b> | 104071   |
| <b>Local authority</b>         | Solihull |
| <b>Inspection number</b>       | 427380   |

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

|  |                                    |
|--|------------------------------------|
| <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> | 349                                |
| <b>Appropriate authority</b>               | The governing body                 |
| <b>Chair</b>                               | Glene Baptiste                     |
| <b>Headteacher</b>                         | Jackie Denton                      |
| <b>Date of previous school inspection</b>  | 24 November 2009                   |
| <b>Telephone number</b>                    | 0121 7798080                       |
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