

Windmill Primary School

Windmill Road, Leeds, West Yorkshire, LS10 3HQ

Inspection dates 30 September–1 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Senior leaders and governors lead the school well. They have a clear-sighted overview of the strengths of the school and take full advantage of the positive aspects of federation with another school. Their innovative approach to music has impacted very positively upon pupils' learning.
- The headteacher and senior leaders check regularly on the quality of teaching which is consistently at least good across the school.
- The school's own evaluation of its work is accurate.
- All pupils, including the most able, disadvantaged pupils and disabled pupils and those with special educational needs, make good progress overall in reading, writing and mathematics during their time in school.
- Pupils' behaviour is good and pupils have good attitudes to learning. They have confidence in staff to deal with any problems they might have.
- Pupils say they feel safe in school and learn how to keep themselves safe. They enjoy coming to school and attendance is now above average.
- Pupils' spiritual, moral, social and cultural development is good because they are given opportunities to develop skills in music and art, and willingly take on responsibilities which benefit the school community.
- All pupils are treated equally whatever their ability or circumstances. Newcomers to the school are made to feel welcome and settle quickly.

It is not yet an outstanding school because

- The most able pupils are not clearly identified as a separate group in documentation. As a result there is sometimes insufficient challenge in the work set and standards are not as high as they could be.
- Pupils' progress slows when they do not have enough opportunities to use their own words when recording their findings or thoughts.
- The quality of teachers' marking is not as good in mathematics as it is in English.
- There are gaps in some pupils' knowledge of basic skills in mathematics which slow down their progress when problem solving.

Information about this inspection

- Inspectors visited 19 lessons or parts of lessons, one of which was observed jointly with the head of school. They looked at a range of pupils' work and heard a number of pupils from Years 2 and 6 read.
- Meetings took place with the executive headteacher, heads of school, senior leaders, staff and groups of pupils. Inspectors also met with the Chair and other members of the governing body and a representative from the local authority.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress and records relating to pupils' behaviour, attendance and safeguarding.
- Inspectors observed playtimes and lunch breaks, and attended an assembly. Displays around school and also in classrooms were observed.
- Inspectors took into account 10 responses to the online questionnaire, Parent View. They also chatted informally with some parents at the start of the school day. Inspectors took into consideration the results of a questionnaire carried out by the school.
- The views of staff and pupils were also considered.

Inspection team

Christine Millett, Lead inspector	Additional Inspector
Maureen Coleman	Additional Inspector
Rosemary Batty	Additional Inspector

Full report

Information about this school

- Windmill Primary School is in a federated partnership with Low Road Primary School and shares the same governing body, executive headteacher and leadership team.
- It is larger than the average-sized primary school.
- The large majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils, who are therefore eligible for pupil premium funding, is well above that found nationally. The pupil premium is additional funding for those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is well above that found nationally as is the proportion supported at school action plus or through a statement of special educational needs.
- The proportion of pupils who join and leave the school at times other than the normal starting point is above average.
- The school meets the government floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school runs a daily breakfast club for pupils who attend the school.
- The school hosts a unit for up to 16 pupils with autism from a nearby special school.
- A children's centre is located on the school site. This is subject to a separate inspection.
- The school forms part of a local cluster of schools and works in partnership with Opera North and Artforms Leeds.

What does the school need to do to improve further?

- Improve the quality of teaching and of leadership and management from good to outstanding in order to raise standards further by:
 - clearly identifying the most able pupils in all documentation and ensuring work set includes an appropriate level of challenge
 - ensuring consistency in the quality of written feedback when marking pupils' work, particularly in mathematics, making sure pupils use this information to help improve their learning
 - making sure that in most lessons, activities allow pupils to use their own words to record their findings or thoughts.
 - increasing opportunities for pupils to use and apply their mathematical knowledge in problem solving and so speed up their recall of basic skills.

Inspection judgements

The leadership and management are good

- Leadership and management are good because they have secured good teaching and achievement.
- There is a good sense of teamwork within the school and across the federation. Very effective senior and middle leaders drive forward the school's programme of ongoing improvements.
- The school development plan is based on accurate self-evaluation and analysis. It identifies actions to help the school meet the targets it sets itself.
- Leaders check the quality of teaching and pupils' progress regularly during the year through pupil progress meetings. This information is used to set targets to promote faster rates of progress for different groups of pupils. Consequently, any gaps remaining in attainment between disadvantaged pupils and other pupils in school are closing.
- The school has adopted an effective system for managing the performance of teachers. Teachers' pay is clearly linked to how effectively they enable pupils to learn. Staff training is suitably linked to targets set for teachers, as well as current priorities for improving the school.
- Newly qualified teachers are well supported and appreciate the help they are given.
- Pupils' learning experiences across a range of subjects are varied and memorable. The school provides a wide array of enrichment activities, such as the very strong partnership that exists between the school and Opera North. This enables every pupil in school to receive tuition in a stringed instrument and sing in a choir, which contributes strongly to pupils' spiritual, moral, social and cultural development and promotes equality of opportunity.
- The pupil premium funding is used effectively to ensure eligible pupils receive any support needed and have access to the same opportunities as other pupils in school. As a result they achieve at least as well as other pupils in school.
- The school is making good use of additional sport funding. More pupils are participating in a wider range of sporting activities, including the opportunity to play cricket at Lords.
- The local authority has a good relationship with the school, offering light touch support. The school has access to support and training should it be required.
- The overwhelming majority of parents hold positive views of the school. They are encouraged to be involved in their children's learning through information evenings
- **The governance of the school:**
 - The governing body is committed to supporting the school to continue to improve. It receives valuable information from school leaders about the progress of pupils and governors make regular visits to the school to gain accurate and comprehensive first-hand views of the school's work. Governors are involved in the process of checking how well the school is doing compared to other schools as well as discussions around the school development plan. They understand the school's strengths and areas for improvement. Governors understand the performance management of the headteacher and how the performance of other staff links to salary progression. Governors take advantage of training opportunities to develop their expertise and so enable them to fulfil their roles. Governors keep a close eye on the school's budget and are aware of the impact that pupil premium funding has on pupils' progress. Governors make sure that statutory responsibilities, such as safeguarding requirements, are in place and effective.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. School records indicate that the good behaviour seen during the inspection is typical.
- Pupils are confident, demonstrate good attitudes to learning and are keen to talk about their experiences in school. They describe their school as 'fun', 'amazing', 'kind' and 'friendly'.
- Relationships within the school are highly positive. Pupils are polite and courteous and keen to do their best for teachers and teaching assistants. Even in lessons where pupils are less engaged, they are not disruptive.
- Pupils of all ages show genuine respect in listening to each other's ideas and in working together for a variety of purposes. Older pupils talk enthusiastically about helping to look after the younger children at break times.

- Pupils behave well around school. For example, lunchtimes are congenial occasions where friends from other classes meet up and chat about their morning. Pupils are dressed smartly in their school uniform and take pride in their work, which is evident in their neat and well-presented books.
- The atmosphere in the well-attended breakfast club is purposeful and pleasant. It is a very social occasion and gives pupils a good start to the day.
- Pupils are aware of the behaviour policy and were able to explain the systems clearly to inspectors.
- The school's strategies for promoting good attendance have had a positive impact. This has improved and is now good.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils feel safe, and parents have no concerns about safety.
- Pupils have a good awareness of the different forms of bullying. Pupils say bullying is very rare, but that they can turn to any adult in school for help if needed.
- Pupils learn how to keep themselves safe in various situations and understand the dangers of mis-using the internet.
- Effective supervision at playtimes ensures pupils are safe and first aid is available should it be required.

The quality of teaching is good

- Good quality teaching has helped maintain pupils' good achievement over time.
- Teachers plan carefully when setting activities to ensure a close match between tasks and the needs of different groups of pupils. However, the most able pupils are not always as clearly identified as other groups and, as a result, these pupils do not always find their work sufficiently challenging. When work is testing, pupils rise to the challenge, as was seen in a mathematics lesson where pupils were applying their skills in the use of a protractor to measure angles to plot flight plans for an aircraft.
- Teachers know their subjects well which enables them to ask questions skilfully and in ways that give pupils opportunities to extend their knowledge or eliminate misunderstandings. In some lessons, pupils are not given enough opportunities to set out or write out answers for themselves, which limits their progress and the amount of work they produce. Yet in another lesson, pupils discussed, extremely effectively, with their partner, how they were going to record the answers to their task.
- When provided with opportunities to talk with a partner, pupils prompt one another in order to recall relevant prior learning, which helps develop their understanding. Pupils are keen and proud to share their ideas and read out their work. Their classmates listen attentively.
- Teachers have clear expectations of pupils' behaviour. This contributes well to pupils' good progress in lessons.
- Pupils' work is regularly and accurately marked. Teachers provide written comments to help pupils improve their work. However, the quality of the written comments to show where improvement is necessary is much better in English than in mathematics. This sometimes limits pupils' progress in mathematics.
- Teachers work well with teaching assistants who provide a good level of support for pupils. This effective and caring support contributes well to the effective learning of the most vulnerable pupils, and enables them to achieve in line with their peers.
- The work that pupils have completed in their books is very well presented, demonstrating good attitudes towards their learning.
- Homework is age appropriate and set regularly across all classes. Attractive displays of pupils' work are on view throughout all public areas as well as in classrooms, and celebrate pupils' achievements.

The achievement of pupils is good

- There are year-on-year variations in the makeup of classes in the school. An increasing number of pupils have not been in school from the Reception class onwards, so not all have benefited from the good teaching within school. However, from their individual starting points, pupils make good progress during their time in school.
- School data show that in 2013 the proportion of pupils starting Year 1 having reached a good level of development was well below that found nationally. In 2014, as a result of good teaching, this proportion

had increased considerably and was similar to that found nationally.

- The proportion of pupils reaching the required standard in last year's national screening check for Year 1 pupils on phonics (letters and the sounds they make) was lower than the national average. However, school data show there are year-on-year improvements in the Year 1 test and in the recheck which takes place in Year 2.
- Although standards by the end of Year 2 in reading, writing and mathematics are below average, pupils have made good progress over their short time in school and from their very low starting points. Few pupils are reaching the higher levels, but in 2014 there was a slight increase in the proportion of pupils achieving these in mathematics and reading.
- Over the last three years, standards at the end of Key stage 2 have been broadly average in reading and writing and a little below in mathematics. However, the proportion of pupils reaching the higher levels was above average. This dipped slightly in 2014 tests, particularly in mathematics, because some pupils are not adept at recalling mathematical facts quickly and using them to solve problems. However, in its own analysis of the data, the school has identified additional reasons such as the high level of mobility within the year group.
- The levels of progress made by pupils are good. The most recent test results show that from their different starting points, by the end of Year 6, the proportion of pupils making expected progress in reading, writing and mathematics is above that found nationally, as is the proportion making better than expected progress.
- In some classes there is insufficient challenge for the most able because they are not identified as a significant group. This group of pupils are making good progress but standards remain below those found nationally in Key Stage 1 and broadly typical in Key Stage 2. Too few pupils reached the higher levels in Key Stage 1.
- Over time, as a result of the effective use of pupil premium funding, disadvantaged pupils made similar levels of progress as other pupils in school. Results in national tests in 2014 show there is no gap in attainment between disadvantaged pupils and their classmates. However, in 2013, disadvantaged pupils were three terms behind all pupils nationally in mathematics, one and a half terms behind in writing and one term behind in reading.
- Work in pupils' books and the school's own assessments of data show that progress in reading, writing and mathematics, in all classes, is at least as expected and, in many cases, better than expected.
- The proportion of disabled pupils and those with special educational needs varies from class to class as does the complexity of their needs. Even so, this group of pupils are making similar levels of progress as their classmates because of the support they receive. This also illustrates the high regard for equality of opportunity within the school.
- The importance that the school places upon reading is evident in corridors as well as in classrooms. Attractive displays and a wide range of reading materials promote reading throughout the school. As a result, pupils enjoy reading. Those heard to read did so willingly and spoke enthusiastically of the books they had read as well as their favourite authors. Pupils demonstrated a wide range of skills in order to work out new words or ensure understanding of the text.

The early years provision

is good

- Early years is well led and managed. Staff are knowledgeable and well-trained. They work together to plan what is going to be taught and regularly discuss the progress children are making. This ensures children get off to a good start to their education.
- Children make good progress in acquiring basic skills in the different areas of learning so that the proportions reaching a good level of development, typically expected for children of this age, are increasing. However, currently the large majority of children still have some catching up to do to reach a good level of development by the end of Reception. Disabled children and those with special educational needs also make good progress because their needs are quickly identified and they receive well-targeted support from all staff.
- Children settle quickly and are happy to come to school because they are given a wide range of well organised and interesting activities which take into account their interests and excite their curiosity. However, occasionally there is too little challenge for the most able children.
- Children learn in a bright and stimulating environment with access to a spacious outdoor area. Both the indoor and outdoor areas are well resourced which means children can learn and play equally well in either area. The learning areas are safe and enable children to be adventurous and take risks in a safe, secure environment.

- Adults provide support and encouragement when necessary but also allow children to work on their own and discover things for themselves, allowing them to become independent, confident learners.
- Behaviour is good and children cooperate extremely well together. They enjoy the special jobs they are given, such as giving out the fruit and milk, and take these responsibilities very seriously.
- Attractive learning journeys provide evidence of children's achievements. These are enjoyed by parents and children alike. Parents are warmly received by staff and are encouraged to attend weekly 'stay and play' sessions.
- Effective transfer arrangements ensure that learning in Year 1 builds on the good learning and progress begun in the Reception class.

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	107947
Local authority	Leeds
Inspection number	449102

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	379
Appropriate authority	The governing body
Chair	Mike Tilling
Headteacher	Sally Sumpner
Date of previous school inspection	23 April 2012
Telephone number	0113 271 2115
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