

# Windale Community Primary School

Windale Avenue, Blackbird Leys, Oxford, OX4 6JD

**Inspection dates** 28–29 January 2015

| <b>Overall effectiveness</b>   | Previous inspection: | Not previously inspected | n/a      |
|--------------------------------|----------------------|--------------------------|----------|
|                                | This inspection:     | <b>Inadequate</b>        | <b>4</b> |
| Leadership and management      |                      | Inadequate               | 4        |
| Behaviour and safety of pupils |                      | Inadequate               | 4        |
| Quality of teaching            |                      | Inadequate               | 4        |
| Achievement of pupils          |                      | Inadequate               | 4        |
| Early years provision          |                      | Inadequate               | 4        |

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Leaders, including the trustees, have not done enough to make sure that the school has improved since becoming an academy. They do not routinely check that actions have had the required impact and they have not improved the quality of teaching or pupils' achievement.
- Leaders do not make sure that teachers and teaching assistants use information about pupils' reading, writing and mathematics skills, including in the early years, to plan effectively for the learning of all groups of pupils. Progress is, therefore, inadequate.
- Leaders do not check that staff apply the behaviour policy consistently across the school. As a result, some pupils misbehave in their lessons and lack self-discipline.
- Typically, teaching does not help pupils to understand their work. For some pupils, learning is too easy. As a result, pupils often become bored or give up because they do not understand. They do not consistently have time to respond to teachers' comments in their marking; therefore, they do not make as much progress as they could.
- Teachers do not routinely plan activities that interest pupils, including the most able, or enable them to make enough progress in lessons.
- Achievement is inadequate. Pupils are not making enough progress in reading, writing and mathematics from their low starting points. This means that they are not prepared for the next stage in their education.
- Pupils do not master key mathematical operations and, in writing, they lack basic skills in English grammar, punctuation and spelling. As a result, standards in reading, writing and in mathematics are low in almost all classes across the school.
- There is no consistent approach to the teaching of phonics (the sounds that letters make). As a result, pupils, including children in the early years, do not make enough progress in reading.
- Pupils do not have sufficient opportunities across all subjects to practise and apply their skills in reading, writing and mathematics. This slows their progress.

### The school has the following strengths

- Pupils' progress is beginning to accelerate in Year 6.
- The most vulnerable pupils are well supported and their progress is good.
- New senior leaders who recently joined the school are starting to help staff to raise standards.
- Pupils enjoy and benefit from the range of trips, visits and visitors that the school organises for them.
- The school's safeguarding procedures are secure.

## Information about this inspection

- Inspectors observed teaching and learning in 15 lessons, five of them jointly with the senior leaders.
- Meetings were held with the school’s senior and other leaders, groups of pupils and with five members of the Blackbird Academy Trust who represented the school’s sponsors and the governance of the school.
- Inspectors observed the school’s work and looked at a range of evidence including the school’s documents for self-evaluation, planning and safeguarding. They studied standards in pupils’ workbooks and the school’s own assessment information. They also listened to pupils read.
- There were not enough responses to the online questionnaire, Parent View, for inspectors to view them. Inspectors obtained parents’ views informally at the start and end of the school day.
- Staff questionnaires were checked.

## Inspection team

|                                |                      |
|--------------------------------|----------------------|
| Beverley Perin, Lead inspector | Additional Inspector |
| Richard Johnson                | Additional Inspector |
| Alwyne Jolly                   | Additional Inspector |

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

### Information about this school

- Windale Community Primary School first opened as an academy in August 2013 under a funding agreement issued by the Department for Education. It is sponsored by the Blackbird Academy Trust, which comprises three local primary schools, including Windale Community Primary School.
- There is an advisory board for each of the three local primary schools in the academy trust. The Chair and Vice-Chair of the Windale Primary School Advisory Board recently resigned.
- The responsibility of governance resides with the trustees of the Blackbird Academy Trust. The board of trustees is made up of 12 directors. These are the chairs of each of the three school advisory boards, one local authority representative and eight directors who represent the three academy sponsors: the Dragon School Trust Ltd, the Hamilton Trust and Family Links.
- This school is larger than the average-sized primary school.
- In the early years provision, children attend part time in the Nursery and full time in Reception.
- The pupil premium (additional government funding, which, in this school, supports pupils known to be eligible for free school meals) provides support for just over six out of 10 pupils. This is well above the national average.
- The proportion of disabled pupils and those who have special educational needs is just over one in three, which is over twice the national average.
- The proportion of pupils from a range of minority ethnic backgrounds is higher than average. The proportion of pupils who speak English as an additional language is about average.
- The school is not fully staffed at present. Several members of the school's senior and middle leadership teams and teaching staff have been appointed this academic year, including as recently as the week before this inspection. The executive headteacher of the three primary schools in the academy trust was appointed as the acting head of school in October 2014 following the departure of the substantive head of school.
- There is a separately managed and very recently established pre-school called 'Two by Two' for two-year-olds, which is open daily on the school site. This provision has separate inspection arrangements and is not inspected under this section 5 inspection.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' achievement and progress in reading, writing and mathematics at the end of Year 6.

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

- Improve teaching so that it is always good by making sure that:
  - expectations of what pupils can achieve are raised and work set is more challenging to help them make faster progress
  - pupils are given work that motivates them to learn well and make good progress
  - pupils have time to respond to marking and improve or finish their work, so that they are helped to make better progress.
- Improve the impact of leadership and management by ensuring that:
  - leaders, including trustees, regularly make sure that all agreed actions are having the required impact on the achievement of different groups of pupils, on improving the quality of teaching and on pupils'

behaviour

- trustees use their skills to challenge school leaders effectively and to hold the school to account for improving standards
- assessment information about pupils' different starting points and the progress they have made is used by all teachers and teaching assistants to plan pupils' learning across the school, including in the early years
- training and development is given to new and existing subject leaders so that they secure good-quality teaching and pupil achievement in their areas of responsibility.

■ Increase achievement in reading, writing and mathematics by:

- ensuring that there is a consistent approach to the teaching of phonics (the sounds that letters make) throughout the school, including in the early years
- checking frequently that pupils understand the key mathematical operations and that they build on their knowledge and skills to make more rapid progress
- ensuring that pupils are taught the basic skills of English grammar, punctuation and spelling to improve their writing skills
- making sure that pupils are provided with planned opportunities to practise and use their basic skills of reading, writing and mathematics across all subjects.

■ Improve pupils' behaviour and safety by ensuring that the school's behaviour management policies and practices are consistently applied and have a positive impact on improving pupils' behaviour.

An external review of governance and of the school's use of the pupil premium should be undertaken in order to assess how these aspects of leadership and management may be improved.

## Inspection judgements

### The leadership and management are inadequate

- Leaders have not created a culture of good teaching and behaviour. As a result, pupils' achievement is inadequate.
- Leaders do not ensure that teachers and teaching assistants consistently apply the behaviour policy across the school. As a result, too frequently, pupils misbehave in lessons and lack self-discipline. This slows their progress.
- Leaders are not targeting pupil premium funding effectively to increase the achievement of eligible pupils. The school's processes for checking the impact of different actions on the achievement of these pupils are not precise enough.
- Leaders have not ensured all pupils are treated equally because progress varies within the school and attainment levels are lower than in most schools. Weaknesses in applying the behaviour policy means that insufficient work is done to foster good relations and tackle discrimination.
- The development of middle leaders in the school is at an early stage, with positions being very recently appointed or still unfilled. As a result, the impact of middle leaders over time is inadequate.
- A number of teachers have left the school recently. There are not enough examples of good and outstanding teaching in the school from which newly qualified teachers can learn.
- Inspectors strongly recommend that the school should not seek to appoint newly qualified teachers.
- Leaders have recently begun to check on and improve the quality of teaching by observing learning, and coaching teachers. It is too early to see any impact of this on the quality of pupils' achievement.
- The primary school sport funding has been used to give training and development to teachers and has increased the range of fitness activities on offer to the pupils. The school has plans to involve any groups of pupils who do not yet benefit from these additional opportunities.
- The curriculum has plentiful opportunities for learning across a range of subjects. It is organised around themes for each year group and is beginning to have an impact on preparing pupils for life in modern Britain. However, there are not enough planned opportunities for pupils to apply their mathematics and English skills across other subjects to support their progress in these key areas.
- Pupils' understanding of British values and their personal development are strengthened and promoted by the broad range of trips and visits organised by the school and the Trust, including residential visits to Whitby and Youlbury, and the 'Living Nativity' which took place at Christmas.
- Safeguarding arrangements are in place, including staff checks, child protection policies and training.
- Pupils say they are intolerant of racist comments. The school celebrates different cultures in assembly and visits are arranged to places of worship. This reinforces the messages of tolerance and respect for others. The school is working to foster good relations with parents and carers through regular newsletters, one-to-one meetings about their children's progress and special activities, such as the Windale Christmas bazaar.
- The Blackbird Academy Trust has given some effective support to the school, such as in using other schools in the Trust to provide support for the new curriculum and in providing coaching for new senior leaders. However, the Trust did not take prompt action to address the weaknesses in the school last year. They rapidly increased their actions from October 2014 when the Trust appointed the executive headteacher as acting head of school in addition to her substantive role across the Trust. The impact of these changes is not yet evident in improving the quality of teaching and pupils' achievement.
- Inspectors strongly recommend that the school should not seek to appoint newly qualified teachers.
- **The governance of the school:**
  - Trustees have not been effective in securing the school's improvement since it became a sponsored academy. They have not challenged the low standards that pupils reach across all key stages with enough urgency and have not ensured that the spending of pupil premium funding has made a measurable difference to the standards achieved by those pupils eligible for the support.
  - Trustees understand the weaknesses in pupils' achievement and know how this compares with other pupils nationally. However, they have not placed enough focus on checking the achievement of different groups of pupils, including in the early years.
  - Trustees are not routinely involved in the school's self-evaluation processes and they have not checked the appropriateness or impact of the school's actions for improvement. They have a good understanding of how the performance of teachers and leaders is managed and are determined to put things right.
  - Trustees understand that the quality of teaching has not had the required impact on pupils' learning over time and they are working hard to recruit staff to vacant positions.

- Trustees have a broad range of skills and expertise. They are committed to providing a good education and enrichment opportunities for the pupils in the school. This vision has not translated into raising the standards of pupils' achievement or ensuring that their behaviour is good in lessons.
- The current structure of governance does not promote clear lines of accountability at all levels.

## The behaviour and safety of pupils

are inadequate

### Behaviour

- The behaviour of pupils is inadequate.
- Pupils and staff say that poor behaviour and disruption occurs in lessons and around the school, although they say that high-level disruption has decreased since last year.
- Inspectors observed incidents of poor behaviour by pupils in lessons. Behaviour deteriorates when pupils do not know what is expected of them and when they find their work is too easy or too hard. When pupils become bored or frustrated, they distract others and stop taking part in the lesson.
- Pupils' poor behaviour often goes unchecked by teachers or teaching assistants. Leaders record incidents of poor behaviour; however they do not robustly check that the behaviour management policy is applied consistently by all staff or that actions taken to improve pupils' behaviour are having the desired impact.
- Pupils show respect to the executive headteacher and senior leaders. They appreciate the care that is shown to them about their well-being. In Year 6, pupils are especially appreciative of the efforts to help them raise their achievement. In Year 5, pupils value the lunchtime opportunities to improve and practise their reading with the executive headteacher. Pupils across the school especially value the input and impact of Winston, the dog, who helps them be calm and encourages respectful and caring attitudes.

### Safety

- The school's work to keep pupils safe and secure requires improvement.
- Leaders have made sure that the school is secure. Pupils say that they feel safe and are confident that there is someone in the school to whom they can speak if they have worries or are upset. They understand and can talk about the dangers of the internet. Pupils know how to avoid danger when they use online systems.
- Pupils say that there is hardly ever any 'real' bullying, but they do say that 'teasing' and 'name-calling' goes on in the school. They say that such incidents are usually dealt with promptly by the teachers.
- However, pupils' well-being is not being fully supported fully because unacceptable behaviour occurs.

## The quality of teaching

is inadequate

- Teaching does not ensure that pupils, including the most-able pupils, make sufficient progress from their I starting points in literacy, reading and mathematics. Pupils are often over-reliant on adults or are required to complete unchallenging worksheets.
- Teachers and teaching assistants do not have high expectations of all pupils and do not always plan activities that interest pupils or groups of pupils, or enable them to reach the levels of which they are capable.
- In mathematics lessons, expectations are too low, resulting in low rates of progress. This is because, too often, the work is not tailored to the needs of the pupils, many of whom lack basic mathematical skills or understanding.
- The teaching of phonics is variable through the school and pupils are unable to apply independent strategies to spell or read words. Leaders do not regularly or routinely check reading levels and so they do not always know if pupils or groups of pupils are making adequate progress. Pupils in Years 5 and 6 are becoming better readers because they have more opportunities to practise reading. Guided reading sessions have been introduced across the school but it is too soon to see evidence of good progress in reading.
- In writing, pupils do not have enough opportunities to write for extended periods and teaching is not consistently improving pupils' skills in spelling, grammar and punctuation. In summary, teaching is not having an adequate impact on improving pupils' writing or closing the gap between standards in the school and those found nationally. Sometimes, pupils take pride in their written work, especially in Year 6, but this is not always the case, and inspectors saw instances of poorly presented work and limited opportunities for writing in both key stages.

- Teachers' marking and feedback usually identifies what needs to be improved in pupils' work. However, pupils are not provided with sufficient opportunities to correct past errors or to respond to the teachers' comments. Leaders are taking action on this, but it is too early to see the impact in pupils' achievement.
- Pupils are sometimes given opportunities to be actively involved in their learning and understand what is expected of them. For example, in one lesson, a group of older pupils were researching aspects of the Second World War and recording their findings in writing. Pupils were gaining the confidence and ability to write in longer sentences because they had developed their ideas through reading, speaking and listening before they wrote. In a literacy lesson, the teacher skilfully explored pupils' understanding and asked effective questions to develop their grammatical understanding.
- The individual support for vulnerable pupils is good and, as a result, these pupils make good progress.

### The achievement of pupils

#### is inadequate

- At the end of Year 2 and Year 6 in 2014, standards in reading, writing and mathematics were significantly below the national average and too few pupils reached the higher levels.
- The proportion of pupils achieving the expected standard in the Year 1 reading check in 2014 was exceptionally low for all groups of pupils. Only three out of the 57 pupils reached the expected standard.
- Pupils, including the most able, are not making progress quickly enough and there is widespread underachievement across the school in all key stages and in all subjects. For example, pupils in Years 2 and 3 started the year with skills in reading that were well below average. They have not made sufficient progress to begin closing the gap.
- The school's records indicate that disadvantaged pupils make slower progress than other pupils in the school, although this is improving, especially in Year 5. The school does not have accurate records of the difference that particular programmes are making to disadvantaged pupils' achievement.
- In 2014, disadvantaged pupils in Year 6 were, on average, one term behind their classmates in mathematics and in writing, and reached almost the same standard as their classmates in reading. Compared to other pupils nationally, they were six terms behind in reading, five and a half terms behind in writing and five terms behind in mathematics.
- The achievement of disabled pupils and those who have special educational needs ranges from inadequate to good. The most vulnerable pupils receive very targeted help and, as a result, they make good progress from their starting points.
- Other pupils with special educational needs do not make adequate progress because teaching does not help them overcome their difficulties or master basic skills, including in reading, writing and mathematics. Leaders have not used effective systems for identifying these pupils' learning needs and for checking how much difference is being made to their progress. As a result, they are not doing as well as they should.
- There are some positive signs of improving standards in Year 6 as a result of the additional teaching they have received this year. Although pupils' attainment is low, they are beginning to catch up and pupils are proud of their progress this year. Pupils are motivated by their work and value the extra help that they are getting from their teachers and the executive headteacher. Pupils in Year 6 are starting to make better progress in their reading, writing and mathematics, and show a keenness to extend their learning through some imaginative homework opportunities.

### The early years provision

#### is inadequate

- Many of the children start school with skills below what is typical, particularly in language, communication and literacy. Leaders have only recently started to gather and analyse information on precisely what children can do and what they know when they begin their schooling.
- Children are not well prepared to start Year 1, particularly in their reading, writing and number work. Children's progress across the early years is not fast enough. As a result, by the end of their Reception Year, too few children develop the breadth of knowledge and level of skills necessary to make a smooth transition to Year 1.
- Too few opportunities are provided to enable children to develop their reading, writing and number skills when working independently. Sometimes, children wander off from an activity and lose interest in their learning. This goes unchecked by the adults in the room and means that children's progress is slowed.
- There is no consistent approach to the teaching of phonics in the early years. This means that when children enter Year 1, many do not have the skills to help them make good progress in reading. This has a negative impact on their reading standards, which continue to be low, as they move up the school.

- Children do not have enough opportunities to practise their writing, including in their learning journals, so they do not gain the necessary confidence and skills in their early writing.
- Children have positive relationships with their teachers and feel happy and safe. However, leadership has been inadequate. Information gained from checking how well children are doing has not been used systematically to help staff move learning on and help children make progress. The newly appointed leader of the early years has a clear vision, and is being supported by a senior leader to improve the setting. The early years leader is keen and enthusiastic. However, it is much too early to see the impact of her leadership on the progress children make.



## 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> | 139256      |
| <b>Local authority</b>         | Oxfordshire |
| <b>Inspection number</b>       | 449882      |

This inspection of the school was carried out under section 5 of the Education Act 2005.

|                                            |                                           |
|--------------------------------------------|-------------------------------------------|
| <b>Type of school</b>                      | Primary                                   |
| <b>School category</b>                     | Academy sponsor-led                       |
| <b>Age range of pupils</b>                 | 3–11                                      |
| <b>Gender of pupils</b>                    | Mixed                                     |
| <b>Number of pupils on the school roll</b> | 383                                       |
| <b>Appropriate authority</b>               | Blackbird Academy Trust                   |
| <b>Chair</b>                               | Chris Jones                               |
| <b>Headteacher</b>                         | Jill Hudson                               |
| <b>Date of previous school inspection</b>  | Not previously inspected                  |
| <b>Telephone number</b>                    | 01865 777796                              |
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