

# Inspection of a good school: Windmill Primary School

Fernlea Drive, Woosehill, Wokingham, Berkshire RG41 3DR

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Inspection dates:

17–18 December 2019

## **Outcome**

Windmill Primary School continues to be a good school.

## **What is it like to attend this school?**

Windmill Primary School is a very friendly, calm and welcoming school. Pupils behave well and develop positive attitudes to learning. Several parents and carers told me that they are proud to be part of this 'fantastic' school. They especially value the strong 'family' atmosphere.

The executive headteacher's vision is that pupils should learn how to make a positive difference to society. Staff, trustees and governors share this vision. This means that there are high expectations for pupils' personal development and academic learning. Pupils develop good understanding of the cultures that exist within and beyond their own community.

Pupils are adamant that bullying is not tolerated in their school. They are knowledgeable about the different forms of bullying. They said that any form of bullying is 'sorted out very quickly' by staff.

Pupils enjoy coming to school because they feel safe and cared for. Pupils relish the recognition that they receive for working hard or making a positive contribution to school life. They are proud of their leadership roles in school. For example, they help as playground buddies, school librarians, digital leaders, house captains and junior secretaries. Pupils also spoke positively about the many clubs that are available after school.

## **What does the school do well and what does it need to do better?**

Leaders, trustees and governors are passionate about providing the best quality of education for their pupils. The curriculum is organised so that pupils learn the right things in the correct order. The curriculum broadens pupils' ambitions. The school has good links with universities to show pupils what opportunities there are locally. The curriculum develops pupils' pride in their community and Wokingham.

Subject leaders are enthusiastic about their roles. They know their subjects well and make sure teachers know what to teach and when. Teachers make learning exciting. For example, pupils enjoy thinking like mathematicians, writers and scientists through practical activities which require them to explain their ideas. Most teachers use their strong subject knowledge to help pupils build their knowledge and skills step by step. This means that pupils achieve well in most subjects. However, in some subjects, some teachers' subject knowledge is not as strong. Where this is the case, leaders have put additional support in place to ensure that pupils achieve the very best they can.

Reading is a high priority. Phonics is well sequenced and taught in a structured way from early years onwards. Pupils read daily in all classes. Staff have expert training to help them teach phonics effectively. Pupils say that they enjoy reading and being read to. They talk about their favourite books with enthusiasm. Pupils' knowledge and understanding of the different texts they read in the wider curriculum are strong.

In the majority of cases, teachers plan support and use resources well to address individual pupils' needs. Provision for pupils' emotional well-being is a strength of the school. However, for some pupils with special educational needs and/or disabilities (SEND), the support that teachers put in place is not as effective as it could be. Leaders have not evaluated the impact of additional support to make sure it is achieving what they want it to achieve.

In the early years, children are well looked after. Staff are caring and make sure that children feel safe and happy. Staff have high ambitions for children. Teachers check what children already know as soon as they start in the Reception Year. Children begin to learn new letter sounds and numbers quickly. Early reading, writing and mathematics are taught well. Staff make learning meaningful and fun. For example, I saw children carefully count and measure ingredients to make a carrot cake for their class party. Children are well prepared for Year 1.

Pupils are polite and well behaved. Their positive attitudes mean that they and their teachers can get on with their work. Pupils also have many opportunities to learn about how they can help their community. For instance, pupils raise funds and collect food items for local charities. Pupils respect adults and each other. They learn about different faiths and beliefs. Pupils are well prepared for life in modern Britain.

Leaders make good use of the high-quality support, resources and important training offered by the trust. Trustees and local governors understand the curriculum design for each subject. They are aware of the school's strengths and the key next steps for future development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders place the highest priority on keeping children safe. Staff, trustees and governors are all aware that safeguarding is the responsibility of everyone. They access the most up-to-date safeguarding training. Staff understand how to respond if they have any

concerns about a pupil's welfare or safety.

Staff recruited to work and those who volunteer receive the necessary safeguarding checks. Pupils know how to keep themselves safe online and in the local community. They feel confident to share any worries or concerns with staff.

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

### **(Information for the school and appropriate authority)**

- Pupils achieve well in most subjects because leaders have developed a coherent, well-planned and sequenced curriculum. Leaders should ensure that some teachers receive further training and development to improve their subject knowledge. This will help make sure that pupils learn and do well in all subjects.
- In most classes, teachers plan support and use resources well to address individual pupils' needs. However, leaders have not ensured that the planned support for pupils with SEND is consistently well implemented. Leaders should ensure that support is implemented successfully so that it achieves its intended impact.

## **Background**

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 10–11 May 2016.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	139899
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	10111384
<b>Type of school</b>	Primary
<b>School category</b>	Academy
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	178
<b>Appropriate authority</b>	Board of trustees
<b>Chair of local governing body</b>	Mike Stockle
<b>Headteacher</b>	Carl McCarthy
<b>Website</b>	<a href="http://www.windmillschool.org">www.windmillschool.org</a>
<b>Date of previous inspection</b>	10–11 May 2016

## Information about this school

- Windmill Primary school joined the GLF Schools multi academy trust in September 2013.

## Information about this inspection

- I held meetings with the executive headteacher, acting head of school, senior and subject leaders, the chief executive officer for GLF Schools multi academy trust, the trust director of education, the trust education partner, a group of trustees, the chair and vice chair of the local governing body.
- I did deep dives in the following subjects: reading, mathematics and science. In each subject, I met with curriculum leaders, visited lessons, talked to pupils, listened to pupils read, spoke to teachers and looked at pupils' work.
- I considered views of staff from meeting with staff and from the responses of 20 staff to the confidential questionnaire.
- I reviewed safeguarding records, including the central record of recruitment checks on staff.

- I spoke to parents during the inspection and considered the views of 45 parents who responded to Ofsted's parental questionnaire, Ofsted Parent View.
- I visited all classrooms, including in the early years. I observed pupils' behaviour throughout the school day, in the dining hall and as they moved around the school.

### **Inspection team**

Shazia Akram, lead inspector

Her Majesty's Inspector

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