

Inspection of a good school: Windmill CofE (VC) Primary School

Upper Batley Lane, Batley, West Yorkshire WF17 0NP

Inspection dates:

7 and 8 June 2022

Outcome

Windmill CofE (VC) Primary School continues to be a good school.

What is it like to attend this school?

This is a school where everyone is valued. A helping hand is never far away at Windmill. Pupils are respectful, polite and well mannered. As one pupil told the inspector, 'This school is very friendly and the people are kind.' This was found to be true during the inspection.

Pupils are happy and keen to learn. They enjoy talking about their school and the wider opportunities offered to them, for example the trip to London, the gardening club and the range of sporting activities offered.

Classrooms and corridors are calm. Good behaviour is commonplace. However, when the high standards are not met, staff are quick to support and deal with incidents. Pupils say bullying is rare and they trust adults to deal with it, should it happen. This was evident to the inspector while in school.

High expectations for all are supported through clear routines in school. This starts in the early years, is developed through the curriculum, and is reinforced by staff.

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

A curriculum is planned and includes a broad range of subjects. Leaders have used the national curriculum as a starting point and then extended it further. In history, pupils learn about significant people from the past, such as Anne Frank. Pupils' understanding of this period is developed further through reading 'Goodnight Mr Tom' and 'Once'.

Leaders have implemented changes which have enriched the curriculum in history and physical education. Teachers work collaboratively to plan and deliver the curriculum. Staff are knowledgeable and apply learning from professional development in their lessons. For example, ensuring knowledge of core concepts is secure through different forms of assessment before moving on. Leaders also use assessment to inform curriculum changes and adaptations.

Reading is a high priority in all classes. Dedicated time to read every day is in place. Must-read books are selected for all year groups. Leaders have chosen books that are diverse and expose pupils to different authors. Pupils spoke with passion about the books they have read, detailing characters and storylines to the inspector. Phonics is taught from the very start of early years. Staff are trained, and there is fidelity to the chosen scheme.

Pupils in early years are given a flying start to their learning. Leaders and staff have created an environment inside and out which stimulates pupils' curiosity. Mathematics is taught in daily sessions to the whole cohort. Content is then woven into the activities pupils choose in free-flow time. Adults engage in positive conversations with pupils frequently. Pupils in early years explained to the inspector what a 'palaeontologist' is and what 'extinct' means. This linked to work pupils had been doing on time and dinosaurs.

Leaders support pupils with special educational needs and/or disabilities (SEND) suitably. Staff are then given information that allows them to address any barriers that pupils may face. This contributes to the inclusive caring environment seen in lessons, at playtime and lunchtime.

Routines and expectations are understood and adhered to by the vast majority of pupils. Staff know the pupils and care about them. They help pupils to understand the choices they have made. Pupils know the standards of behaviour staff insist on, both in class and on the playground. Leaders have invested in facilities and training to help pupils in need of social, emotional and mental health support. This is delivered by a team of dedicated staff. The on-site specially resourced provision for pupils with SEND (specially resourced provision) provides bespoke care for pupils and allows staff to access training support from colleagues which adds to the quality of support staff give pupils.

Pupils in this school take on topical issues and find solutions. This ranges from campaigning for support for refugees to caring for the local community through litter picks. The personal development program in school is broad and wide, educating pupils about the local risks they face. The extra-curricular offer enhances pupils' wider development. Some of the activities on offer are sewing, construction and sports clubs.

Leaders are thoughtful and have galvanised the staff to strengthen the school's offer. Leaders think through actions and consider the impact on staff's workload.

Governors provide support and challenge. They have a strong understanding of the school and actively facilitate change when they are sure it will provide continued improvement.

Safeguarding

The arrangements for safeguarding are effective.

Staff's training is planned and regular. Staff understand their role and responsibility in keeping children safe. The safeguarding team work with external agencies to make referrals. They organise training which is delivered by staff from external agencies.

Pupils learn about keeping safe in school and at home, for example staying safe when using technology or in the case of a fire.

Checks to ensure staff are safe to work with pupils are diligent and kept up to date. Safer recruitment is adhered to when appointing staff.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum plans have been developed recently. This is to improve the consistency of delivery. To ensure improvements have the intended impact, leaders should monitor and review the effectiveness of the curriculum changes.

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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in May 2017.

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 information from Ofsted Parent View 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 the school and 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

Unique reference number	139912
Local authority	Kirklees
Inspection number	10228185
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	418
Appropriate authority	The governing body
Chair of governing body	Ann Midgley
Headteacher	Darren Foulke
Website	www.windmillcofeprimary.co.uk
Date of previous inspection	15 October 2020, under section 8 of the Education Act 2005

Information about this school

- Windmill CofE (VC) Primary School is larger than an average-size primary school.
- The school has a specially resourced provision to support the social, emotional and mental health needs of children.
- The school does not make use of an alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and senior leaders.
- The inspector carried out deep dives in reading, history and physical education. These involved meeting with subject leaders, visiting lessons, looking at pupils' work and talking to pupils and staff.

- The inspector considered a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- The inspector met with the designated safeguarding lead and reviewed the single central record and safeguarding records. The inspector talked with staff about the impact of their safeguarding training and to pupils about how safe they feel in school. The inspector discussed safeguarding with the governors.
- The inspector considered responses to the online survey, Ofsted Parent View, and responses to the free-text service. The inspector also considered the responses to the staff survey and the pupil survey.

Inspection team

Richard Jones, lead inspector

Her Majesty's Inspector

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