

# Inspection of Windmill Primary School

Beaconsfield, Brookside, Telford, Shropshire TF3 1LG

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Inspection dates: 13 and 14 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

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

Windmill Primary School is a school that pupils, parents and staff are proud of. Pupils are kind and caring. They recognise and celebrate the different families and cultures they have in their school community. They said that this is what 'makes our school special'. One pupil said, 'Everyone is respected here, as we are all just human beings.'

Pupils said that bullying is very rare, but if it happens, it quickly gets resolved. Pupils also said that they feel safe because staff know them and care about them. Pupils behave well in and around school.

The school's 'deep and diverse experiences' enhance the curriculum. Pupils raise money for charity, visit the theatre and prepare and make meals for themselves. These experiences are really valued by the pupils.

The school's curriculum is ambitious. Leaders want the best for pupils and they rise to these high expectations. Pupils thrive, including those with special educational needs and/or disabilities (SEND). Leaders support pupils to identify and develop their gifts and talents.

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

Leaders have developed a carefully planned and well sequenced curriculum. Pupils remember the knowledge leaders want them to. For example, older pupils have a wealth of geographical knowledge about plate tectonics, and how these impact on earthquakes around the world. Subject leaders ensure that all staff know the key knowledge and skills that pupils need. Teachers have a secure understanding of what pupils already know and what they will learn in the future. This ensures that teachers shape the curriculum to deepen the pupils' knowledge. Pupils achieve well as a result.

Teachers regularly check what pupils know, so they can identify any gaps in pupils' learning. On most occasions, the curriculum is then adapted and misunderstandings are addressed. However, at times, teachers do not use these checks sharply enough to address errors quickly. This means that some misconceptions remain.

Leaders have prioritised professional development for all staff. Staff are well trained and have excellent subject knowledge. There is a consistent approach to developing pupils' vocabulary across the school. As a result, pupils remember important vocabulary and concepts well.

Reading has high importance across the school. A wealth of high-quality books and texts encourage pupils to read and become confident and fluent readers. For example, older pupils choose to read daily newspapers. Leaders have created cosy spots for pupils to enjoy reading. Children in the early years were keen to show

inspectors their outdoor 'reading prism', where they can snuggle down for a story. In the early years, children get off to a good start learning to read. The books they take home to practise reading match the sounds they are learning in lessons. Teachers quickly identify pupils who need extra help to keep up. Teachers use every opportunity throughout the day to reinforce learning. For example, children tip-toed to the toilet, while repeating the 't' sound.

Children in the early years settle into school very quickly. They follow the routines and know the teachers' expectations of them. Children build strong relationships with adults and other children. For example, two nursery children played alongside each other and collected sticks. Neither child spoke the same language. However, they communicated in their own way and laughed together.

Teachers are ambitious for pupils with SEND. These pupils are supported by skilled adults to follow the same curriculum as their classmates. They are fully involved in the life of the school, such as in clubs and extra-curricular activities.

Pupils' behaviour around school is positive. Pupils are well mannered and move around the school in an orderly way. The school rules promote a calm and purposeful environment where pupils are praised when they do things well. There is a consistent approach to managing pupils' behaviour and pupils say this helps them to make the right choices. As a result, pupils' learning is rarely disrupted.

Leaders have created an extensive programme of trips, residential visits and experiences that promote pupils', spiritual, moral, social and cultural development. Pupils have a deep understanding of British values.

Attendance has improved for some pupils. However, too many pupils do not attend school regularly enough. Leaders are determined to improve pupils' attendance. They work closely with families to ensure they understand the importance of being in school. However, there is still work to do with a significant number of families.

Leaders have ensured that the school has gone from strength to strength. Governors are skilled in asking the right questions of leaders to check that the information they receive is accurate. Staff appreciate the support they receive from school leaders to help manage workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are vigilant about all aspects of safeguarding. They receive regular training so they can spot the signs that a child might be at risk from harm. Staff have a very good knowledge of families and the local community. They quickly ensure that families get the help they need. Leaders understand local issues and work closely with external agencies such as the police to ensure pupils understand these risks.

Safeguarding is built into the school's curriculum. For example, pupils are taught how to keep themselves safe online and about healthy eating.

The school's employment checks are detailed. Governors regularly check the school's single central record.

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

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

- At times, teachers do not use assessment sharply enough to identify pupils' misconceptions. This means that there are times when pupils do not always make the progress expected of them. Leaders need to ensure that all staff consistently use checks on pupils' learning, so they identify and address any misunderstandings that pupils may have.
- Too many pupils are regularly absent from school for long periods. This means that they are not learning as much as they should. Leaders should continue to work closely with families to ensure that they understand the importance of regular attendance.

## **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.

## **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>	145745
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10241489
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	360
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Simon Atkins
<b>Headteacher</b>	Mark Gibbons
<b>Website</b>	<a href="http://www.windmillprimaryschool.co.uk">www.windmillprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Leaders do not make use of any alternative provision.
- The school has a breakfast club.
- Windmill Primary School converted to become an academy and joined the Community Academies Trust in April 2018.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, deputy headteacher and other leaders.
- Inspectors carried out deep dives in these subjects: reading, mathematics, geography and science. For each deep dive, inspectors discussed the curriculum

with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors met with the designated safeguarding leader and checked safeguarding documents, including the checks made on staff. They also examined documentation relating to pupils' attendance and behaviour.
- Inspectors spoke with those responsible for governance, including local governors and executive leaders from the multi-academy trust.
- Inspectors spoke with staff and pupils, both formally and informally, throughout the inspection.
- Inspectors considered the responses to Ofsted Parent View, and the views of staff recorded in Ofsted's online survey.

### **Inspection team**

Eve Morris, lead inspector

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