

Inspection of Windmill Primary School

Windmill Road, Leeds, West Yorkshire LS10 3HQ

Inspection dates: 20 and 21 February 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Windmill Primary is a warm and nurturing community school. Pupils say they feel happy and safe here. Leaders have high expectations of what pupils will learn and achieve. Their motto, 'excellence through effort and aspiration', is at the heart of this school.

Leaders believe that music has the power to change lives. They have designed an ambitious curriculum, rooted in music, to build pupils' confidence and resilience and to raise aspirations. Pupils are extremely proud to share their musical achievements. They talk enthusiastically about the many opportunities they have had to work with arts professionals. They are very proud of being able to perform in a variety of venues.

Pupils have a positive attitude towards school and their learning. Leaders expect pupils to behave well and treat one another with respect. Pupils live up to these expectations. Pupils know how important it is to care for one another and support each other well. Bullying is not tolerated.

Relationships between adults and children are positive. Adults know pupils extremely well and support them to be the very best that they can be. Pupils appreciate the time adults give to listen and understand them. Pupils leave Windmill Primary School well prepared for the next stage of their education.

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

The school's curriculum is ambitious. It ensures that pupils build their knowledge and skills over time. Teachers understand the content they need to teach. Some subjects, such as computing and music, are taught by specialist teachers. In most subjects, the curriculum identifies the important knowledge and vocabulary that children need to learn. Staff ensure that pupils with special educational needs and/or disabilities (SEND) are fully included in lessons. Leaders access professional guidance and advice to ensure that they support pupils with SEND well.

Pupils talk with confidence about recent learning using subject-specific vocabulary. Year 2 pupils can accurately describe rocks correctly using the words 'igneous' and 'metamorphic' when talking about previous learning in science. Teachers use effective strategies to recap previous learning. This helps pupils remember what they have learned. One pupil said: 'Maths is made easy because we learn methods, practise and then use them to solve equations.' Over time, pupils achieve well. Published outcomes for key stage 2 assessments in reading, writing and mathematics are significantly above the national average.

Reading is a priority at Windmill Primary School. Staff encourage pupils to enjoy books and share stories. Older pupils talk enthusiastically about the books they read in class. Leaders have chosen a phonics curriculum which enables pupils to learn the sounds that they need to know, in an appropriate sequence. The books that pupils

are given to read match the phonics knowledge that they have learned. Most staff have received some training to teach pupils how to read. Pupils who need additional help with reading are identified. However, in phonics lessons and the catch-up sessions to support pupils who find learning to read tricky, there are inconsistencies in the way that teachers teach pupils to read. Some pupils fall behind, requiring additional sessions to catch up. A significant number of these pupils do not achieve the expected standard in the Year 1 phonics screening check.

Recently, leaders have begun to develop the curriculum in the early years. This work is at an early stage. It is important that leaders ensure that the early years curriculum fully prepares children for Year 1, in all subjects. Leaders are aware that outcomes at the end of early years need to improve and have put the necessary steps in place to secure this. These actions will take time to embed and have an impact.

Windmill Primary School pupils attend school regularly. The school works effectively with parents and carers and external agencies to remove any barriers to regular attendance. Pupils show positive attitudes to learning. They help to write class behaviour expectations and contribute to a harmonious working environment. Classrooms, corridors and communal spaces are calm and orderly.

Leaders give careful thought to pupils' personal development. Pupils learn important information, such as online safety and about healthy lifestyles. Pupils attend clubs, such as wildlife, arts and yoga. Visits to museums and outdoor centres are an important part of school life. There are many leadership opportunities for pupils, such as the animal welfare team, who look after the rabbits and chickens. The musical opportunities pupils receive are exceptional. All pupils play an instrument and regularly work with professional musicians. They value the opportunities they have to perform locally and nationally. Pupils talk about how hard they practise to get better. Pupils' perseverance, teamwork and high aspirations are developed through music. Pupils are proud of all they achieve.

Pupils understand equality and that it is important that everybody has the same rights as one another. They live out these values every day. Pupils have a strong respect for others and understand diversity. They have a growing knowledge about different religions and cultures.

Governors and school leaders have a clear vision for the school. They ensure that pupils are kept safe. Staff are proud to work at this school. They feel valued and supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders should continue to develop the ambition of the early years curriculum so that children are further supported to build securely on what they know and can do, while developing the characteristics of effective learning needed for Year 1 and beyond. The recently developed curriculum in early years does not fully identify the important knowledge that children need to learn to prepare them for Year 1. The school should ensure that the early years curriculum builds sequentially across each area of learning, so that children are well prepared for key stage 1 and beyond.
- The teaching of phonics is not consistent. Some pupils are not securing phonics knowledge as quickly and effectively as they could. Leaders should continue to ensure that staff receive the necessary support to develop further skills and confidence in delivering the phonics programme. This needs to be monitored by school leaders to ensure consistency across all aspects of this programme.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	107947
Local authority	Leeds
Inspection number	10297233
Type of school	Primary
School category	Maintained
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	Julie Holmes
Headteacher	Andy Gamble
Website	www.musicfederation.co.uk
Date of previous inspection	10 October 2018, under section 8 of the Education Act 2005

Information about this school

- The school is in a federated partnership with Low Road Primary School and shares the same governing body, executive headteacher and leadership team.
- The school provides a breakfast club and after-school childcare.
- The school does not currently use any alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the senior leadership team, the special educational needs coordinator, curriculum leaders and a range of teaching and

support staff. An inspector spoke with representatives of the local governing body.

- Inspectors evaluated the quality of education by looking closely at the following subjects: early reading, mathematics, music, computing and science. Inspectors met with the curriculum leaders for each subject, visited lessons, looked at pupils' work and spoke to pupils and teachers.
- Inspectors observed pupils' behaviour in lessons and around the school site. Inspectors also met pupils formally and informally to discuss their views on behaviour.
- Inspectors also met with different members of staff and support staff to gauge their views on how well pupils behave and conduct themselves.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors looked at other information about behaviour, attendance and extra-curricular activities that support pupils' personal development.
- Inspectors considered the responses to Ofsted's pupil survey and Ofsted's online questionnaire for staff. Inspectors also considered the views of parents in their responses to the Ofsted Parent View questionnaire, including the free-text responses.

Inspection team

Tracy Duffy, lead inspector	His Majesty's Inspector
Judy Shaw	Ofsted Inspector
James Duncan	His Majesty's Inspector
Lynda Florence	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024