



# Windhill Primary School

## Inspection Report

**Unique Reference Number** 106726  
**LEA** Doncaster  
**Inspection number** 277613  
**Inspection dates** 8 February 2006 to 9 February 2006  
**Reporting inspector** Mr Robert Robinson CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Hollingworth Close
<b>School category</b>	Community		Mexborough
<b>Age range of pupils</b>	3 to 11		South Yorkshire S64 0PQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01709 586 949
<b>Number on roll</b>	277	<b>Fax number</b>	01709 584 514
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Michael Sayles
<b>Date of previous inspection</b>	13 November 2000	<b>Headteacher</b>	Mr Andrew Buxton

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 8 February 2006 - 9 February 2006	<b>Inspection number</b> 277613
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This is a larger than average-sized primary school. Almost all children are of white British heritage. There is a very small minority of refugees or asylum seekers, some of whom are at an early stage of learning English. The socio-economic circumstances of the area are below average, as is attainment on entry to the nursery. The proportion of children with learning difficulties and/or disabilities is about average. Since the last inspection, the school has been through a turbulent time, with some significant disruptions to staffing, including at leadership level. The current headteacher has been in post for two and a half years.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school which provides good value for money. The school's judgement of satisfactory effectiveness was too modest because of the developments in all aspects of its provision that have led to rapid improvements in standards and pupils' progress. Strengths in leadership and management have turned the school around during the last 18 months. Progress is good and is reflected in the significant rise in the 2005 test results for Years 2 and 6. Standards in the current Year 2 and Year 6 are broadly average and represent good achievement. The headteacher and deputy have worked diligently to improve the quality of teaching and curriculum provision, both of which are now good. In response to this children's progress and standards have improved. Provision in the Foundation Stage is good. Throughout the school, children's personal development is good. Children enjoy school and respond well to the good care and guidance they receive. Attendance is above average. Since the last inspection there was some decline in standards at a time of significant turbulence in leadership, but this has been halted due to effective leadership and management. The school has a very clear understanding of its strengths and weaknesses and knows precisely what needs to be done to continue its improvement. These include continuing to raise standards in writing, especially for higher attainers in Years 3 to 6, and providing more opportunities for middle managers to monitor children's work and promote good practice in their areas of responsibility. Dynamic leadership and management from the headteacher and deputy have spurred significant improvements and indicate clearly that the school has a good capacity to continue to improve further.

### **What the school should do to improve further**

The school knows what needs to be done. In particular, it should focus on:

- raising standards in writing, particularly of higher attainers, by continuing with current developments and improving the consistency of marking so that children have a clearer view of how they can improve
- extending the roles of middle managers to include more responsibility for monitoring and improving standards and the quality of provision in their areas of responsibility.

## **Achievement and standards**

### **Grade: 2**

Achievement is good and standards attained are broadly average. Children enter the Foundation Stage with skills that are below those expected for their age. They make good progress relative to their starting point to reach the expected levels by the end of the Reception year. Progress in Years 1 and 2 is good, as reflected in the most recent Year 2 test results. This is especially noticeable in mathematics and writing where an above average proportion of children achieved the higher levels.

In the Year 6 tests in 2005, children attained broadly average standards in English, mathematics and science. The 2005 test results were a significant improvement on previous years. Challenging targets were met because of good teaching. However, in English, standards in writing lagged behind those in reading. This difference has narrowed because of the action the school has taken to improve the quality of writing throughout school. Very challenging targets have been set for writing in the 2006 tests. The school's data indicates these are likely to be achieved because of the good teaching and progress children are making. In the current Year 6 standards are broadly average and this represents good achievement over time.

Girls and boys achieve equally well. Children with learning difficulties and/or disabilities are well supported and make good progress in response to high quality support from teachers and other staff. Children from refugees and asylum seeker families, and those who are learning English as an additional language, have made rapid progress in a short time because of the intense level of support they have received from the school and outside agencies. Many are working at levels that are just below national expectations.

## **Personal development and well-being**

### **Grade: 2**

Children's personal development and well-being are good. Children behave well and clearly enjoy coming to school. 'I like the lessons because the work is really fun to do' commented one child. Children are keen to learn and respond well to the positive environment. Attendance rates are above average and good attendance is celebrated.

Children's spiritual, moral, social and cultural development is good. Children gain life skills such as listening to others, working as a team, and problem solving. They are keen to accept responsibilities, such as school councillors and playground 'buddies'. Increasingly the school is broadening the opportunities for children to explore the beliefs of faiths and cultures different to their own; for example, children visited a mosque whilst studying Islam. Children have contributed to the wider community through charity fund raising events and have recently raised money for an international charity through a 'non-uniform day'.

Children are learning the importance of a healthy lifestyle through the school's active promotion of this aspect and their work towards gaining the Healthy School Award. Children are encouraged to eat healthy lunches and they enjoy taking part in the variety of extra-curricular sporting clubs, such as basketball, football and rugby.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good and reflects the significant work done by staff and the school's leadership during the last 18 months to strengthen this aspect of provision. The school's view that teaching is satisfactory is too modest. In almost

all lessons the teaching was good or better and impacts well on the progress pupils make.

In the best lessons, teaching develops effectively basic skills in literacy, numeracy and information and communication technology (ICT). The teaching provides a wide range of learning opportunities to interest children. Teachers' enthusiasm engages the children well resulting in a brisk pace and excitement in learning. Good questioning encourages children to think for themselves and clear explanations help children to understand new concepts and develop good attitudes to learning. Teachers manage children well and, as a result, behaviour is good. Relationships between staff and children are amicable. In satisfactory lessons, weaknesses in organisation of activities slowed the pace of learning and, on occasions, children become restless when teaching is not sufficiently challenging for them.

The marking of children's work is satisfactory. They are provided with individual targets for improvement and teachers celebrate children's successes. However, the information children receive on how they might improve their work is inconsistent.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It matches the interests of all children well. The focus given to developing skills in literacy, numeracy and ICT through detailed planning of topics adds interest and enjoyment to learning as well as raising standards and achievement.

Children are given a very good start to their education in the Foundation Stage where there is good planning to address all areas of learning. The school provides well for children with learning difficulties and/or disabilities. The needs of children from asylum seeking and refugee families and those learning English as an additional language are met effectively. Visits and visitors are used well to enliven children's learning; for example, a trip to a national space centre museum and opportunities to learn Indian dances added interest and excitement. Children appreciate the good range of out-of-school activities. Increasingly, children are gaining a better understanding of healthy lifestyles, keeping safe and contributing to the community through personal, social, health and citizenship education.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. From an early age children are encouraged to have positive attitudes to their learning, do their best and work towards challenging targets. Children's performance is monitored rigorously and care is taken to support those who need extra help to improve their work further.

Staff are highly committed to ensuring children's well-being and develop good relationships with those in their care. Children feel they can talk to someone if they have a problem. The school is successful in its aim to 'create a caring atmosphere in which every child feels happy, safe, secure, valued, and develops confidence.' Child protection arrangements are robust and regularly reviewed. Effective strategies are

in place to help children with learning difficulties and/or disabilities, with good support from outside agencies.

The school is preparing children for the future through good teaching and the high priority it gives to the development of basic skills in literacy, numeracy and ICT, as well as interpersonal skills.

## **Leadership and management**

### **Grade: 2**

The headteacher and deputy provide strong leadership. Much has been achieved since their appointments. Whole school initiatives have improved provision and raised standards across school. The school has a good awareness of its strengths and weaknesses, continually reflecting on and accurately evaluating what has been achieved and what still needs to be improved. Raising attainment and promoting the personal development and well-being of children remains at the heart of this school's work. High quality teamwork at all levels is a key feature of Windhill Primary and is underpinning the improvements that are being made. The senior leadership team is effective in bringing about improvements. The ICT and English subject leaders have provided particularly strong leadership in improving standards and achievement. Good improvements have been made to the curriculum that help raise children's achievement.

The school is keen to develop further the role of middle managers and their contribution to school improvement particularly in monitoring standards and the quality of teaching and learning.

Governors are very knowledgeable about the school. They are committed and challenge and support the school well. Parents are very supportive of the school. 'My child loves coming to school and learning', commented one parent. Parents' views are sought and acted upon wherever possible, for example the school has made changes to children's reports and established an additional parents' evening in response to a questionnaire that was sent out to parents.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school and being so polite and friendly. We enjoyed our visit and we want to share with you what we thought about your school.

What we liked most about your school.

- We are pleased that you behave well and work hard in lessons and all get on so well together.
- We are glad that you are taught well so that you are making good progress in your learning.
- The headteacher, staff and governors look after you well and know how to make your school better.
- We are pleased that your attendance is good.

What we have asked your school to do now.

- We want you to work with your teachers to improve further the standards in your writing.
- We have asked your teachers to help each other so that lessons continue to improve and are good or better throughout the school.

We appreciated talking to you about your work and watching you learn, we wish you well for the future.