



Windmill Primary School

Inspection Report

Unique Reference Number 107947
LEA Leeds
Inspection number 277871
Inspection dates 19 October 2005 to 20 October 2005
Reporting inspector Mr Anthony Anderson CfBT Lead Inspector

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

Type of school	Primary	School address	Windmill Road
School category	Community		Leeds
Age range of pupils	3 to 11		West Yorkshire LS10 3HQ
Gender of pupils	Mixed	Telephone number	0113 271 2115
Number on roll	300	Fax number	0113 276 1807
Appropriate authority	The governing body	Chair of governors	Mr Mike Tilling
Date of previous inspection	6 December 1999	Headteacher	Mrs Sally Sumpner

Age group 3 to 11	Inspection dates 19 October 2005 - 20 October 2005	Inspection number 277871
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a larger than average primary school in a significantly disadvantaged area south of Leeds. Over two-thirds of pupils are entitled to free school meals, which is well above the national average. A third of pupils have significant learning difficulties or disabilities, a much higher proportion than usual. Most children are of white British background and there are very few children who speak English as an additional language. When children start school, their attainment is low in all areas of learning. In the last two and a half years there have been substantial changes in teaching staff, including the appointment of a new headteacher and deputy. The attached Children's Centre and the integral Broomfield Special School Autistic Unit were not inspected.

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 and improving school, which gives outstanding care and support, helping its pupils to lead happy, healthy lives. It gives good value for money. Behaviour is good and most pupils enjoy learning. Although attendance is slightly below national levels, this is an improving picture due to the school's unstinting efforts to encourage regular attendance and punctuality. It does, however, remain an issue for the school. The large number of pupils with considerable learning difficulties and disabilities is reflected in well below average standards at the end of Year 2 and generally below average standards at the end of Year 6, despite some exceptional results in national tests in 2004. Pupils make good progress. This is because of good teaching, good provision for pupils' personal development and an interesting and varied curriculum. The school recognises that pupils make better progress in English than in mathematics and has begun intensive work to raise standards in mathematics though there is still some way to go. Provision for children in the Foundation Stage is good and the recent reorganisation of teaching gives children good opportunities to learn from interesting indoor and outdoor activities. Current levels of attainment in the reception year also show the benefits of the pre-school education offered by the recently established Children's Centre which replaced the school's nursery. Leadership and management are good and governors give effective support to all aspects of school life. The school's self-evaluation is accurate and excellent use is made of it to drive the school forward, as seen in good improvements since the last inspection. The school is well placed to improve further.

What the school should do to improve further

- Raise standards in mathematics by ensuring that pupils build up basic skills progressively and systematically
- Continue to work with parents and pupils to improve the levels of attendance

Achievement and standards

Grade: 2

Progress and achievement are good though overall standards are below average. Children make good progress in the Foundation Stage. Although standards are well below those expected at the start of Year 1, there is noticeable improvement with a quarter of children this year on track to reach expected levels. This has yet to be reflected in results in national tests at the end of Year 2, which have been declining until now. Standards at the end of Year 2 remain well below average in reading, writing and mathematics but the school's decision to extend the Foundation Stage curriculum to Year 1 is accelerating pupils' progress. The large number of pupils with considerable learning difficulties and disabilities make good progress because they are taught well by specialist staff in a Nurture Group in Years 1 and 2 and in special needs groups in Years 3 to 6. Standards are below average by the end of Year 6. The exceptionally good results in the 2004 national tests were partly achieved through excellent

attendance and intensive coaching. Results in 2005 reflect the higher proportion of pupils with learning difficulties as well as poorer attendance. Pupils make good progress, particularly in English and results are consistently better than in mathematics. Effective steps have been taken to reinforce basic skills in mathematics, including additional practice in learning times tables and using practical activities to reinforce basic concepts. As a result, average and higher attaining pupils are beginning to forge ahead to meet challenging targets.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being is fostered well. Their spiritual, moral, social and cultural awareness is good and they have good opportunities to learn about other cultures through links with a nearby school with a high ethnic population, for example. Pupils thrive in the school's inclusive atmosphere, growing increasingly articulate and mature, understanding that actions have consequences. Bullying is not an issue. Year 5 and 6 pupils enjoy taking on responsibilities. They are very proud of what they learn and have ambitious ideas about their future. They have a good sense of economic awareness. For many children, this school is a safe haven and they say that they feel happy and secure. Pupils think the codes of behaviour are effective and like the weekly awards for attendance and good work. As a result, behaviour and attitudes are good though there is occasional challenging behaviour. There has been one fixed-term exclusion recently.

Attendance is below nationally expected levels. Most pupils love coming to school and arrive well in advance of 8.30am when lessons start. Attendance, though, is an issue for some families and some unauthorised absence reflects holidays taken in term time. Pupils like the after-school clubs and appreciate the many sporting activities on offer to them. They are very clear about why they need to eat healthily and are proud that their school has healthy dinners. Pupils declare that the best things about their school are their teachers and going home early on Friday afternoons! Relationships throughout the school are harmonious and pupils with significant disabilities are helped kindly by their friends.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. The outstanding and good teaching far outweighs the small proportion that is inadequate. Teaching in the Year 5/6 classes is outstanding. Strengths in the teaching include excellent behaviour management, good use of technology to inject pace into teaching and good strategies to encourage independent learning. Good teaching in the Foundation Stage gives children ample opportunities to learn from choosing interesting activities. In English, drama is used particularly well to help pupils to use lively vocabulary in their writing and to develop

their speaking and listening skills. Where teaching is inadequate, managing behaviour and lack of challenge are issues but the very effective use of teaching assistants in all classes means pupils nonetheless make progress. Marking is good and pupils know how to improve their work. In an outstanding English lesson, Year 5 pupils worked independently in groups analysing a poem, commenting on the special effects achieved through language, rhythm and rhyme using technical vocabulary.

Curriculum and other activities

Grade: 2

The curriculum, including the rich and varied Foundation Stage curriculum, is good and gives pupils a balanced education. It enables pupils to lead active, healthy and safe lives. While there is a strong emphasis on the basic skills of literacy and numeracy, information and communication technology (ICT) and other subjects are linked in very well to give diversity and breadth as in a topic on 'lighthouses'. Additional time given to reading, including daily individual reading as well as groups, aids pupils' good progress. Similarly, the recent introduction of additional numeracy lessons to reinforce mental calculation strategies is beginning to bear fruit. A strong personal, social, health and citizenship programme effectively extends pupils' awareness of social and economic well-being. Special lessons for gifted and talented pupils or for those who have learning difficulties and disabilities offer suitable challenges. A wide range of visits and visitors to school further enriches the curriculum.

Care, guidance and support

Grade: 1

This is an outstanding feature of the school. A dedicated and very experienced child support team carry out their pastoral and welfare work with the highest degree of efficiency. Child protection and health and safety systems and procedures are in place and understood by staff. Trusting relationships between staff and pupils help to create a happy working environment and pupils are invariably polite and helpful as a result. The school works extremely well with parents and outside agencies to ensure that pupils, including those with learning difficulties and disabilities, make good progress. Inclusion of parents in school life is outstanding. For example, they have opportunities to learn basic ICT skills and the parents' breakfast club is especially popular. The school provides strong support to any vulnerable children. Academic support and guidance for pupils is equally strong. Assessment in the Foundation Stage is exceptionally good and clearly guides what is taught. Clear, relevant targets show pupils in Years 1 to 6 how to improve their work. The school tracks individual progress extremely thoroughly.

Leadership and management

Grade: 2

Leadership and management are good. In a short time, the headteacher and the more recently appointed deputy have put into place a clear plan of action to raise standards and improve the overall quality of education provided by the school. Difficult issues

involving staffing have been tackled both sensitively and rigorously to create a stable staff team with considerable strengths. Extensive use of support staff has mitigated the effects of weaker teaching and means that there are lots of adults in lessons to help pupils with learning difficulties. Weaknesses in management, in mathematics, for example, are being addressed through involvement of the governors and the creation of a curriculum team with overarching responsibilities for the key subjects in school, each being dealt with in turn as the need arises. The success of this approach is seen in English where standards have improved dramatically. Part of the leadership's strategy has been to improve provision at the lower end of the school. Accordingly, the nursery was closed and teaching, learning and management of the Foundation Stage were radically altered. The good liaison between the Foundation Stage and Children's Centre means that reception children get off to a good start. Continuing the Foundation Stage curriculum into Year 1 is also bearing fruit in terms of improved performance. Governors are actively involved in the life of the school and give full support to the fast pace of change.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	4	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

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	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	1	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

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

N/A

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

What we liked most about your school:

- We think that you are taught well and that your teachers use drama and the interactive whiteboards very well to make lessons interesting and fun
- We are pleased that you like the healthy dinners and all the sporting activities
- We think you have an interesting range of extra activities and that there is a lot going on both during and after school
- We think your reading is good and that your writing is coming on well
- Your parents and carers are pleased that you come to this school and they enjoy coming to it as well

What we have asked your school to do now:

- We want your standards in mathematics to be as good as those in English
- We want you to attend school 100% of the time so that you will all get the maximum benefit from learning in this school

We liked meeting you and watching you learn and wish you well for the future.