



# Windermere JMI School

## Inspection Report

**Unique Reference Number** 117217  
**LEA** HERTFORDSHIRE LEA  
**Inspection number** 280016  
**Inspection dates** 3 November 2005 to 4 November 2005  
**Reporting inspector** Mr. David Speakman LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Windermere Avenue
<b>School category</b>	Community		AL1 5QP
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01727853360
<b>Number on roll</b>	153	<b>Fax number</b>	01727 855 878
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr.D Nicholson
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mrs. Rosemary Alexander

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 3 November 2005 - 4 November 2005	<b>Inspection number</b> 280016
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## Introduction

The inspection was carried out by two Additional Inspectors

## Description of the school

Windermere JMI School serves a mixed community. The number of children on free school meals is average. About two thirds of pupils come from a White British background and a fifth are classed as having English as an additional language. A tenth of pupils come from a Traveller background. The proportion of children with special educational needs is a little higher than average. Attainment on entry is average overall, but below in language skills. The school has achieved the Investors in People Award.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 3**

At the last inspection, Windermere School was judged to have serious weaknesses. This is no longer the case. Its overall effectiveness is now satisfactory, a view that is shared by the school, and it has a good capacity to improve further. The school has improved significantly on issues raised at the time of the previous inspection making particularly good progress, in recent months. The school provides satisfactory value for money. Parents think highly of the school, but were rightly concerned about the high level of staff changes, which has now been stabilised through recent permanent staff appointments. The school is currently led by an effective acting headteacher. In a short time, she has led the school into an improving situation and established a secure basis for further improvement. She is supported effectively by the deputy headteacher whose role has significantly improved in recent months. They have built up an enthusiastic and dedicated staff team who have created a feeling of optimism in school. Governors have improved their work, which is now good. There is a clear, shared understanding of what the school does well and what needs to improve. However, the school is aware that leadership roles need to be further developed and their impact consolidated. The effect of improved leadership is already evident in rising standards, following an explainable dip in results this year. The school has been taking part in an Intensive Support Programme with the local authority that is leading to better standards by Year 6. Quality and standards in the Foundation Stage class are good and children make a good start to their education. The impact of teaching is now satisfactory overall, but more good teaching is beginning to raise achievement and standards and establish positive attitudes in the majority of pupils. Older pupils have limited opportunity to take on responsibility. The inspection team agrees with pupils that the buildings have suffered from some neglect and some important areas are in need of refurbishment. The school gives good care and support to pupils. Attendance is below the national average and a number of children are missing important lessons.

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

- Develop further the role of subject leaders in monitoring and improving their subjects.
- Create opportunities for older pupils to play a greater part in the life of the school.
- Work with parents to improve the attendance of pupils in order to provide pupils with more continuous learning.
- Begin a programme of redecoration to improve the school environment for pupils.

## **Achievement and standards**

### **Grade: 3**

The results of Year 6 tests in 2004 showed improvements on the standards reported at the time of the last inspection. Standards in 2004 were average overall, although English was a little better than mathematics. Taking account of pupils' prior attainments, they made satisfactory progress. Results in 2005 were similar and pupils' progress satisfactory. Standards in Years 2 and 6 are currently in line with those

expected for pupils of this age and mathematics in particular is improving. Work in class and the challenging targets set for pupils confirm this. As a result of good teaching in Year 6 standards in both mathematics and English are at least average, with some very good standards seen from the higher attaining pupils. Good standards in literacy are reflected in other subjects such as religious education, history and geography. Standards in information and communication technology (ICT) were criticised in the previous inspection report. These have improved and pupils now have sound computer skills, which are used satisfactorily in other subjects. Pupils with special educational needs, including those with a statement make satisfactory progress and attain the targets set for them in their individual education plans. Those with English as an additional language soon acquire sufficient English to enable them to access the curriculum and achieve their full potential.

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

### **Grade: 3**

Pupils enjoy school and generally work hard in lessons. Attendance has remained below average despite the school's careful monitoring and the work of the education welfare officer. The great majority of pupils have good attendance, but overall figures are skewed by specific groups of pupils. Pupils' behaviour is satisfactory and often good and this is having a positive impact on pupils' concentration and work output in lessons. Very occasionally pupils' learning is disrupted because of poor behaviour management. Pupils are fully aware of procedures to follow in the rare event of bullying or harassment and the great majority see the playground as a safe and enjoyable place. Pupils are well aware of the value of adopting healthy lifestyles through diet and exercise. Links outside school have raised pupils' awareness of the importance of keeping fit. The school council plays an important part in the life of the school and is helping pupils understand the importance of contributing to the community. Raising money for charity is helping them to learn business skills to benefit them in later life. The oldest pupils are mature and are ready to take on more responsibilities in the life of the school. Pupils' personal development is now satisfactory and has improved due to better planning. Links with the local church and assemblies that celebrate cultural diversity effectively promote their spiritual and cultural development. Pupils have a good sense of right and wrong.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The impact of the quality of teaching on pupils' progress is satisfactory. During the inspection the quality of teaching ranged from good to inadequate. In the best lessons, teachers have good relationships with children, high expectations and move pupils' learning on at a good pace. There is generally a consistent approach to behaviour management and the vast majority of lessons are conducted without interruption. However, where teaching was less than satisfactory, there were weaknesses in classroom

management. Staff mostly set clear rules and acknowledge good behaviour. Pupils say they enjoy school and learning. Teaching assistants provide a good level of support, particularly for pupils with special educational needs and those with English as an additional language. They skilfully help children to feel confident to have a go, and this results in them making satisfactory gains in their learning. Effective teaching in the Foundation Stage is ensuring children's good progress and a good start to their education. Teachers plan lessons carefully, using assessment information and marking of work well to ensure pupils are provided with tasks that match their learning targets and help them progress. This includes paying good attention to basic skills, including speaking and listening in the early years. Teachers have recently made improvements to the way they use resources to make teaching and learning lively, especially the newly installed interactive whiteboards. Improved teaching is now clearly showing a positive impact on standards.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and has strengths in literacy and numeracy where curriculum planning is focused on meeting the needs of all pupils. Weaknesses in curriculum have been well addressed and this has been instrumental in raising pupils' attainment in subjects such as geography and history. The identification of cross curricular links that help add relevance and enjoyment to learning is a focus of current development. Planning and support for pupils with special educational needs and those with English as an additional language is effective in enabling them to be fully included in lessons and make the same progress as other pupils. Visits to local places of interest add significantly to the pupils' learning. Through lessons in personal, social and health education, the school is successful in developing pupils' awareness of safety and healthy living. The acting headteacher understandably decided to cut back on the usual wide range of extra-curricular activities for the first part of the term to allow staff time to work and plan together to raise pupils' achievement. Clubs are planned to restart shortly.

## **Care, guidance and support**

### **Grade: 2**

The school's care, guidance and support for pupils is good and has improved since the previous inspection. Children in the Foundation Stage are making a good start to school life because of the good induction and care procedures. Child protection procedures are fully in place and clearly understood. Health and safety checks are carried out regularly. Teaching assistants are sensitive and give good support to the learning and behavioural needs of different groups of pupils. Pupils with learning disabilities also benefit from the expertise of staff in the specific learning difficulties outreach unit linked with the school. Arrangements at lunchtimes and breaks are good at keeping pupils happy and occupied. The support for pupils' academic development is now good. Personal targets are set with pupils in numeracy and literacy and shared with parents. Pupils' work is marked carefully and teachers regularly make them aware

of what they need to do to improve further. Marking in Year 6 is particularly good and evidence from the pupils' books shows clearly how it helps them improve the quality of their work.

## **Leadership and management**

### **Grade: 3**

The impact of leadership and management has been satisfactory overall since the previous inspection, but has recently led to an accelerated pace in school improvement, which is currently good. The acting headteacher has worked hard to empower staff and has created a unified team with a high level of commitment to school improvement and a shared vision for the way forward. The under-developed role of the deputy headteacher was a key issue at the time of the previous inspection. This has been significantly enhanced and he now plays a vital role in the school, carrying several major responsibilities. Subject leader roles are developing well and there is a collaborative approach to curriculum development and school self-evaluation. However, the role of subject leaders is not yet embedded in the school's cycle of review and further work is needed to consolidate their effect on pupils' achievements. Overall, school self-evaluation is securely based on reliable information gathered by the acting headteacher, the Governing Body, staff with responsibility, pupils and parents. Evaluation outcomes are used effectively to establish priorities for school improvement. The work of the Governing Body has improved since the previous inspection and this is now good. They are challenging, ask well focussed questions and are clear about their role in holding the school to account. They have built a good relationship with staff, who have confidence in their support. Governors have been involved in major decision making and have provided a stabilising influence through recent changes, including the high level of staff change, which has been the cause of some anxiety to parents. The governing body has worked hard to establish a stable staff, including the appointment, from January, of a permanent headteacher who has a proven track record of excellent school leadership.

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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>	3	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>	3	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	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	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>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	3	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 being so friendly when we came to visit your school. We were pleased to meet you and we enjoyed the two days we spent with you. Thank you very much for making us feel welcome, talking to us and helping us find out about your school. Your school is improving quickly and we think it will get much better in the future. The headteacher, teachers and all other adults working at Windermere do their very best for you all. They look after you and care for your well-being. Your teachers know each of you well and help you all, whatever level you are working at, to make progress. Your generally good behaviour and the calm atmosphere in class help you to learn effectively. You had good things to say about your school, teachers and friends, and it is obvious that you enjoy being there. We agree with your concerns about some parts of the building. There are some things that could be improved and we are asking your headteacher, the governors and teachers to think about making sure all staff can play a part in the further improvement of your school. They should look at ways to make parts of the building more pleasant for you. They need to give older pupils more responsibility and work with parents to improve some pupils' attendance. I hope you all do well in the future.