

Windsor Community Primary School

Inspection report

Unique Reference Number	104589
Local Authority	Liverpool
Inspection number	324074
Inspection dates	18–19 May 2009
Reporting inspector	Ian Thompson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	173
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Barbara Higgins
Headteacher	Mrs Margaret Elford
Date of previous school inspection	5 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Upper Hill Street Toxteth Liverpool Merseyside L8 8JE

Age group	3–11
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This smaller-than-average size school serves an area of considerable social and economic disadvantage. The proportion of pupils eligible for free school meals is more than three times the national average. The great majority of pupils are from a number of minority ethnic backgrounds. Many are from homes where the first language is not English and almost 20% are at an early stage of learning English. A much greater-than-average proportion of pupils enter or leave the school at other than the usual times. A much greater-than-average proportion of pupils has learning difficulties and/or disabilities, but none has a statement of special educational needs. Early Years Foundation Stage provision is in the Reception and Nursery classes. The school holds the Healthy Schools, Eco and Basic Skills Awards, together with the Activemark and the Liverpool Inclusion Charter Mark.

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 that serves its community well. The strength of the school is the support it provides to enable pupils from diverse backgrounds to overcome barriers to their learning, to participate in all the school has to offer and to achieve well in English, mathematics and science. Consequently, pupils' personal development and well-being is good, with some outstanding features, such as their understanding and appreciation of cultural diversity.

Pupils enter the school with well-below-average standards, many at times other than the usual, some having had breaks in their education, and some with little or no English. They make good progress through the school, so that by the end of Year 6, standards are below average overall, but show a rising trend over the last three years.

The school's efforts to raise standards have had a positive impact, particularly in mathematics, and in reading, where results in national tests at the end of Year 6 in 2008 were close to average. Nevertheless, standards in English remain below average and well below average in writing. Key factors in raising standards and promoting good achievement at the school are good teaching of an effective curriculum that meets pupils' widely differing needs, so that they enjoy learning, and the support provided by skilled learning support assistants. Teachers use a number of methods to help pupils identify how to improve their work, for example, thorough marking, peer assessments, self-assessments and 'pupil conferences'. Targets are set, but they are not always fully understood by the pupils, with the result that pupils do not have a clear enough picture of the small steps they should take next to improve. Nevertheless, there is some good practice in setting targets in the individual education plans produced for pupils with learning difficulties.

This is an inclusive school, where the diversity of pupils' backgrounds is celebrated and pupils are nurtured in a very supportive learning environment, so that their spiritual, moral, social and cultural development is outstanding. Pupils' respond admirably to the school's values and the expectations of staff, so that their contribution to the community of the school and the wider community is excellent. They show respect for others' thoughts and feelings, look after each other and work well together. Behaviour is good throughout the school.

The school, rightly, prides itself on providing the highest levels of care and support for its pupils. When necessary, the school works well to support families where there are difficulties that may affect their children's education. The school's staff are adept at identifying pupils' needs and meeting them. First-class systems for monitoring all aspects of pupils' progress and welfare enable any barriers to learning to be identified quickly, so that action can be taken promptly. The school has formed excellent links with other agencies, to provide additional support when necessary.

Good leadership and management underpin the school's good improvement since the last inspection. Systems noted then were in the early stages of development and are now fully in place and paying dividends. The headteacher has provided exceptionally clear direction for the school and has established a commonality of purpose among its staff that is focused on a real drive for improvement. She is well-supported in doing so by staff who take responsibility for the different aspects of the school's work, for example, in literacy and numeracy. The governing body understands the school's needs very well. Their support has contributed significantly to the exceptionally effective deployment of resources to promote pupils' progress, for example, the increase in learning support staff, and in particular, the development of the accelerated

learning provision. In this way, the school provides first-rate value for money. The improvement since the last inspection and the clarity of its self-evaluation give the school a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children typically join the Nursery with skills well below those expected for their age and for many they are very low, particularly their communication, language, literacy, and social skills. Many are at an early stage of learning English, or from homes where the first language is other than English. Good teaching, with a particular focus on the development of language and social skills, results in good progress in these areas and in mathematical skills. Nevertheless, by the end of Reception, children's overall attainment is still well below the levels expected. As children move through Reception, they give more extended answers to adults' questions, although many still show delays in the development of their speech and a lack of confidence in using language. The Early Years Foundation Stage is led and managed well. The manager sets an excellent example to colleagues in her lively teaching, to which children respond very well, for example, when they are learning about letters and their sounds. Children really enjoy coming to school and there is an air of excitement in their learning. They are encouraged to socialise, such as at snack-time, when they wait upon each other. There is a good mixture of adult- and child-initiated activities. Relationships between staff and children are very good and, in response to the clear expectations of staff, children generally play and get on well together. While there is usually good attention paid to language, occasionally, opportunities to extend children's speaking and listening skills by discussing their chosen activities are missed. All aspects of young children's welfare needs are addressed very well by the caring and knowledgeable staff. Parents are appreciative of the considerable efforts made by staff to involve them in their children's education and to keep them informed of progress.

What the school should do to improve further

- Raise standards in writing.
- Ensure that pupils understand clearly the small steps they must take next, to improve their work.

Achievement and standards

Grade: 2

The school's extensive tracking data and work seen during the inspection confirm that the great majority of pupils make at least the expected progress and most do better and achieve well from low and, in some cases, very low starting points. Pupils make good progress through Key Stage 1. This is particularly the case for pupils whose education in the school is continuous. Results in national tests at the end of Year 6 show a rising trend over three years. In 2008, results in English were below average overall and well below average for the proportion of pupils reaching the higher levels. Nevertheless, this represents good progress for most pupils and very good progress for some who started in the school with little or no English. In mathematics, where there has been the greatest improvement, results were close to average overall, but were also well below average in relation to the higher levels. Challenging targets for the proportion of pupils reaching the expected levels were met in English and exceeded in mathematics. Standards in reading show a steady improvement, as a result of the school's system of targeted help and support for reading, but standards in writing have not improved

at the same rate and remain low, particularly in extended writing for specific audiences. There are no significant differences in the achievement of pupils from different ethnic backgrounds, or between boys and girls. Pupils with learning difficulties and/or disabilities are enabled to make similarly good progress to their classmates by sensitive, well-planned support.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is excellent, as a result of the school's 'we can do it' spirit that encourages them to be the best that they can. The celebration of the diversity of pupils' backgrounds is a keynote of the school that helps pupils to appreciate and value cultures other than their own. Enjoyment and enthusiasm are evident throughout the school, as pupils respond to the strong relationships established with staff and each other. Attendance has improved and is now average, although there are still a few persistent absentees, despite the school's best efforts, whose progress suffers as a consequence. Pupils have a good understanding of healthy lifestyles. They know how to stay safe, as a result of clear guidelines provided by the school, for example, the implementation of a well-designed internet safety policy. Pupils contribute much to the very effective learning atmosphere in the school through their attitudes, care for each other, and the willingness with which they take on responsibilities. They have a confident voice in school matters and are proud to point to changes that they have had a hand in, such as the 'traffic light' initiative to improve punctuality. Pupils' involvement in local community activities, such as the drumming group that performed at the city's Capital of Culture ceremonies, contributes much to their personal development.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good, with some outstanding features, and promotes good progress. Extensive assessment and monitoring of progress means that teachers understand pupils' needs well and usually plan lessons that take account of them. Most lessons are characterised by the very effective, active support for individuals provided by teachers and classroom assistants. The result is that pupils of all levels of ability are enabled to participate fully in learning and are stretched appropriately. Occasionally, the pace of lessons slows and pupils' enthusiasm is not harnessed so well, for example, when opportunities are missed to use available computer technology to focus and reinforce learning. In the best lessons seen, teachers use questions well, to check understanding, to stretch pupils' thinking and to develop learning points. However, in a few lessons, it is not always clear that pupils understand, because questions are not directed well enough to draw out those pupils who are not actively participating in question and answer sessions. Moreover, pupils are not always sure about how to improve their work.

Curriculum and other activities

Grade: 2

The curriculum is based on a thematic approach that promotes good achievement by making effective links between subjects, to help pupils make sense of their learning. Teachers' planning is good and so the thematic approach works well, with attention paid to linking key skills to each activity. A number of initiatives have been tried with the object of improving literacy skills across the curriculum, but these have had more impact on reading than writing. The

implementation of a programme that highlights the social and emotional aspects of learning has had a positive impact on pupils' personal and social development. The curriculum is modified very well, to meet the needs of specific groups of pupils, for example, those at an early stage of learning English, to enable them to make good progress. Such groups are provided with very effective adult support, for example, through the accelerated learning programme. Initiatives such as the 'Aspirations' week reflect the school's desire to raise pupils' expectations of what they can achieve. The curriculum is enriched well by visits, visitors and residential experience.

Care, guidance and support

Grade: 1

The school, rightly, prides itself on providing the highest levels of care and support for its pupils. A strong feature of the school community is the clear sense of the full inclusion of all. The adults' high-quality teamwork spreads to the pupils, resulting in very good relationships throughout. Exemplary monitoring systems track pupils' progress, identify how well they are doing and how they can best be supported. The well-tailored action plans meet the individual needs of pupils with learning difficulties and/or disabilities and those who are at early stages of learning English, and are well understood by pupils. Pupils say that they feel safe in the school and well cared-for by all adults. They feel free from bullying and know how to use the internet responsibly. Procedures for safeguarding and child protection meet current government requirements. The school works well to support families where there are difficulties that may affect their children's education. Extensive links with outside agencies help to provide support for a wide range of pupils' needs.

Leadership and management

Grade: 2

The drive to improve performance in all aspects of its work is at the heart of everything the school does. All who take responsibility for areas of the school's work share the headteacher's determination to raise standards and to provide the best possible support for the school's community. Thoughtful allocation of resources, for example, the recruitment of support staff for the accelerated learning programme, has contributed significantly to improved standards and achievement. There is no complacency and, although much has been achieved since the last inspection, the school's leadership agrees that the process of improvement still has some way to go. Governors support the school well. Many have had long associations with the school and its community. They are well-informed and bring professional expertise to bear in holding the school to account for its performance. The school's contribution to community cohesion is good. A striking example of this is the language work being done with Somali girls from a local high school. Pupils have an excellent appreciation of equality and diversity, through involvement with the community, and have taken part in community events, some with a national dimension. Although the school has contacts with schools abroad, it acknowledges that pupils' understanding of global issues is an area for development, for which there are plans in place. The school makes excellent use of partnerships with other agencies to support its pupils, particularly the most vulnerable.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for the warm welcome you gave to the other inspector and me when we visited your school. We enjoyed talking to so many of you and hearing about your work and life on the school.

I am sure that you will be pleased to know that we agree with you that yours is a good school, where everyone receives great care. You feel safe in school and know that you will get help if you need it. You learn well, because you are taught well. You enjoy learning because your teachers make lessons interesting and fun, with lots of activities. Some of the activities are quite unusual, like making nettle soup, which I hope went down well! Your good attitudes and behaviour help to make the school a good place to learn. It was a pleasure to see how well you get on together and look after each other.

Part of my job is to suggest things that will help to make the school an even better place to learn. I have asked your teachers to do two things. These are, to raise the standards of your writing and to make sure that you know clearly what steps you should take to improve your work. You can help by making sure that you know what you should do to improve and by taking notice of suggestions about how to make your work better.

Thank you again for helping us with our work. I wish you well for the future.