

# Windmill Primary School

## Inspection report

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<b>Unique Reference Number</b>	107947
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	324679
<b>Inspection dates</b>	25–26 September 2008
<b>Reporting inspector</b>	Ralph Higgs

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	300
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mike Tilling
<b>Headteacher</b>	Mrs Sally Sumpner
<b>Date of previous school inspection</b>	19 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Windmill Road Leeds West Yorkshire LS10 3HQ
<b>Telephone number</b>	0113 271 2115
<b>Fax number</b>	0113 276 1807

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This large primary school draws its pupils from an area of high levels of social disadvantage in a major conurbation. A much greater proportion of pupils are eligible for free school meals than is typical in other primary schools. Almost all pupils are of White British background but an increasing number of pupils entering the school are at an early stage of learning English. The proportion of pupils who have learning difficulties and/or disabilities is much greater than the national average. Children enter the school in the second year of the Early Years Foundation Stage (EYFS), most having previously attended the local children's centre. The school hosts a unit for children with autism from a nearby special school. In 2007 the school formed a federation with another primary school with the headteacher taking responsibility for both establishments. This has necessitated changes to the management and organisation of this school.

## 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. The leadership and management are strongly focused on raising achievement and leave no stone unturned in seeking ways to assist pupils in overcoming barriers to learning. Consequently, the care, guidance and support provided for pupils are outstanding. Pupils respond with excellent behaviour and enthusiasm for learning. They understand what is expected of them, know how to improve their work and try hard. As a result, their progress is good. Parents recognise these qualities and the school has a deservedly high reputation in its community. Parents typically thank the school for, 'doing its best to make sure all children have a good education'.

Standards are below average but have been rising steadily since the last inspection. All groups of pupils achieve well from their generally low starting points on entry as there is good quality provision in the EYFS and in Key Stages 1 and 2. The school has robust systems for assessing pupils' needs and keeps a close check on their progress. It uses this information thoughtfully to organise the curriculum appropriately for different ability groups. Teachers know their pupils well and work closely with teaching assistants to ensure that pupils of all abilities get the right level of work and learn well. There is rightly a strong emphasis on learning basic skills and teachers are quick to adopt new methods to help pupils make more rapid progress in these. There has been a successful focus during the past year on improving reading and pupils are now reaching broadly average standards by the end of Year 6. However, despite the school's efforts to improve, the standards in writing are well below average, which is reflected in pupils' performance in national tests.

Pupils enjoy school and eagerly take part in all that is offered. They understand the importance of good attendance and the great majority attend regularly. Pupils know how to lead healthy lifestyles because of the emphasis that the school places on this in the curriculum. The school is a safe and harmonious community: pupils respect one another, follow school rules and willingly accept responsibilities.

Classrooms are bright and welcoming and, as one pupil said, 'teachers provide lots of clues' in displays and in table top resources to help them learn. Teaching has many good qualities and most lessons move along at a demanding pace. A wide range of effective strategies are applied to motivate and involve pupils in their learning. However, many pupils have weak oral skills and the opportunities provided by teachers to develop confidence in speaking and listening are not given enough priority. This hampers pupils' progress in thinking about and discussing new ideas and information.

Leadership and management are good. The headteacher provides excellent strategic leadership which has successfully focused on establishing a culture of continuous improvement. The school knows itself and the needs of its community well. Teachers and support staff are highly motivated by an ethos of high expectations and they work together cooperatively and productively. Opportunities provided by the new federation have been used beneficially for staff development. Consequently, the school has a good capacity to further improve even in those areas where gains are hard to come by due to the nature of the challenging circumstances it faces.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children make a good start to school in the Reception class. They enter with skills that on average are well below those typical of their age group. Many also have learning difficulties and/or disabilities. A well organised curriculum and good teaching ensure that they make good progress across all areas of learning. This results in just over half of the children reaching the learning goals expected by the time they enter Year 1. However, children's skills in the areas of emerging reading and writing are lower than their standards in other learning areas. Staff understand the needs of young children, including those at an early stage of learning English, and plan well tailored and engaging activities which stimulate their curiosity and desire to learn. Progress is assessed systematically and thoroughly, which enables the right level of support or extra challenge to be given. Daily activities provide a good balance between those led by adults and those chosen by the children. Children settle into school quickly and begin to learn confidently because they feel secure and staff are vigilant in helping those who need additional care and guidance. The EYFS is led and managed well. This ensures good team work and effective transition from the children's centre and into Key Stage 1. There is a strong commitment to involving parents in their child's learning but opportunities are sometimes missed to put this into practical effect.

### What the school should do to improve further

- Raise standards in writing.
- Make more effective use of speaking and listening to improve learning.

## Achievement and standards

### Grade: 2

Results in national tests at the end of Key Stage 2 in English, mathematics and science are rising. Although some fluctuations are evident, the 2008 provisional test results confirm this improvement. In particular, the results in reading show a significant rise. However, the gap between pupils' reading and writing standards is much wider than the national average. Outcomes at the end of Key Stage 1, as shown by teacher assessments, have been slower to rise. However, recently introduced initiatives in reading and mathematics are producing improved results. The school makes good use of the evidence it holds on pupils' prior attainment to set them challenging targets. These are largely met so that pupils of all abilities, including those with learning difficulties and/or disabilities, achieve well in comparison with the outcomes expected from their starting points.

## Personal development and well-being

### Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. The school's success in helping to foster pupils' self-esteem and positive attitudes to work underpins their good academic progress. Pupils feel safe in school and say that bullying is not an issue. The school council agreed that, 'There's hardly any trouble and play-times are great!' Pupils are keen to learn and take part in large numbers in activities and clubs outside of normal lessons. Attendance has improved in recent years and is now close to the national average. Pupils take an active part in their community, for example, as befrienders at play-times or by helping pupils from the autistic unit. Pupils are soundly prepared for the

next stage of their education. Although they make good progress in their basic skills, they are only just beginning to experience more opportunities to develop their economic understanding.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The overall quality of teaching is good with some that is outstanding and ensures that pupils learn well throughout the school. Teaching is well informed and, as relationships are also excellent, lessons are productive. Teachers set pupils tasks which usually interest and challenge them to make good progress no matter what their ability. Teachers use computers confidently to stimulate and extend learning. However, not enough attention is given to helping pupils discuss points, or to develop their oral responses, which restricts their learning. Teaching assistants make an effective contribution to lessons: they support and lead the learning of individuals and small groups well. Pupils know their targets and how well they are doing. They receive good guidance on how to do better, through the use, for example, of the 'steps for success'. Teachers consistently emphasise these small steps of improvement in lessons and in their marking to help pupils reach their targets.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good. It is relevant to pupils' needs and promotes their personal development well. Good attention has been given to linking work in the EYFS with that begun in Key Stage 1. Pupils are encouraged to explore the links between subjects through imaginative projects. These sometimes use time flexibly to study topics in depth and visitors are used to stimulate greater interest. This helps make learning easier and more enjoyable. Regular opportunities to learn outside of the classroom provide practical experiences for pupils to build on. Good use is made of coaches to develop skills in sports and external specialists to teach music. An extensive programme of activities and clubs outside of normal lessons adds significantly to pupils' learning. The school is planning to provide pupils with more opportunities to learn about the diverse nature of communities at home and abroad.

### **Care, guidance and support**

#### **Grade: 1**

The school takes exemplary care of its pupils. All the required procedures to safeguard pupils are properly in place and staff are committed to their well-being. The school places high priority on providing support for vulnerable pupils. It works very effectively with parents and outside agencies to provide extra help and to resolve any difficulties. Attendance has risen and the number of pupils who are persistently absent has declined rapidly. The partnership with the autistic unit enables all pupils to benefit from the experience of learning together. Pupils with learning difficulties and/or disabilities, or those at an early stage of learning English, receive effective, targeted support. This enables them to flourish and achieve in line with their peers. The transition to secondary school is very well managed. An outstanding feature is the support given to a small number of vulnerable pupils who stay longer in Year 6 during a phased process of integration to Year 7. The academic guidance given to pupils is good and contributes significantly to their good progress.

## Leadership and management

### Grade: 2

School leaders and the governing body robustly evaluate provision which enables them to plan effectively for future improvements. Challenging targets are set for learners and there are effective systems for monitoring pupil progress and analysing school performance. Good systems of performance management and the opportunities arising from the federation are increasing the capacity of staff at all levels to contribute effectively to school improvement. In particular it is helping new members of the leadership team develop their skills. The leaders of the school are reflective and outward looking and take good account of the views of pupils, parents, other stakeholders and good practice elsewhere. The school's contribution to community cohesion is good. The school itself is a strong community with a justifiable sense of pride in itself. Good links with external agencies and community bodies enable it to tailor its provision well to the needs and interests of its pupils.

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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?	2
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?	1
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

How well do learners achieve?	2
The standards <sup>1</sup> 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

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<sup>1</sup>Grade 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

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
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	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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**

Inspection of Windmill Primary School, Leeds, LS10 3HQ

Thank you for the very friendly welcome you gave to the inspection team when we visited your school recently. We really enjoyed the discussions we had with you and our visits to your lessons. Watching all of you doing 'Wake up! Shake up!' so enthusiastically at the start of each day really showed us how keen you are to get on with work and enjoy school. We found that Windmill school provides you with a good standard of education with some things that are excellent.

We were very impressed by your behaviour which we found to be excellent in classrooms and around the school. You are right to say that you are safe and happy in your school because everyone really gets on together. We noticed how helpful the befrienders are and how you help to look after the pupils from Broomfield. We were pleased to see you are trying very hard to keep up your attendance and how much it has improved. You also know how to keep healthy and how to stay fit judging from the healthy choices you make for lunch and how energetic you are at play-times. You cooperate so well with your teachers and with each other in lessons that you make good progress in your learning. The youngest children make a good start in Reception and do well because they really enjoy exploring all of the different activities.

We saw for ourselves that most lessons are interesting and there are lots of enjoyable things to do in lessons and after school. The study visits you all do each half term also help you to understand your work better. The staff work extremely well in caring for you and supporting you if you need help. Teachers give you good guidance about the 'steps for success' you need to take to improve your work.

The headteacher, staff and governors are working successfully to improve your education. However, we have asked the school to do some things even better and I know you will try hard to help them. We want your teachers to help you improve your writing so that you reach higher standards by the end of Year 6. You are doing well in your reading so we know you can do well in this too. We also have asked them to help you improve your speaking and listening skills so that you can use them more confidently in your work.