

Windsor Park CofE (C) Middle School

Inspection report

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| Unique Reference Number | 124451 |
| Local Authority | Staffordshire |
| Inspection number | 363981 |
| Inspection dates | 6–7 July 2011 |
| Reporting inspector | James McNeillie HMI |

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

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| Type of school | Middle deemed secondary |
| School category | Voluntary controlled |
| Age range of pupils | 9–13 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 427 |
| Appropriate authority | The governing body |
| Chair | Ian Johnstone |
| Headteacher | Chris James |
| Date of previous school inspection | 23 June 2010 |
| School address | Springfield Road Uttoxeter ST14 7JX |
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. They observed teaching and learning in 25 lessons, or parts of lessons, taught by 22 teachers. Meetings were held with staff, pupils, members of the governing body and a representative of the local authority. The inspection team observed the school's work and looked at documentation including safeguarding policies and information, analyses of pupils' achievement and school improvement planning. Responses from 71 parents and carers and those from a sample of pupils and staff were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Are all groups of pupils making expected, or better than expected, progress in English and mathematics between Years 5 and 8?
- Is the quality of teaching good enough to ensure all groups of pupils make the most progress they can?
- How effectively do teachers use assessment information to plan lessons that challenge pupils of all abilities?
- How effective is leadership at all levels of the school in driving school improvement?

Information about the school

Windsor Park is small when compared with the average-sized secondary school. The school is situated in the Diocese of Lichfield. The proportion of pupils known to be eligible for free school meals is lower than the national average. The proportion of pupils with special educational needs and/or disabilities is low, as is the percentage with statements. There are few pupils from minority ethnic backgrounds or those for whom English is an additional language.

The school has achieved National Healthy School status, the International Schools and Sportsmark awards and the Princess Diana award for anti-bullying.

At its last inspection, the school was issued with a notice to improve. Significant improvement was required in relation to the quality of pupils' learning and their progress, particularly of low-attainers and those with special educational needs and/or disabilities, and the quality of teaching, particularly in the use of assessment to support learning.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Effective steps have been taken to ensure that the progress made by pupils, the quality of teaching and use of assessment have improved.

'Until starting here, my son never wanted to go to school in the morning. Now, he has a new found confidence'. This comment from a parent emphasises the outstanding care, guidance and support this rapidly improving school provides for its pupils. As a result of this, they feel very safe.

Pupils make expected progress during their time at school and leave with attainment in line with national averages. There is some variation in the progress made between subjects and year groups, which the school is addressing vigorously. The impact of this can be seen particularly in the rise in standards of English at the end of Year 6 and during Years 7 and 8. The school has rightly focused on improving standards in writing and is now addressing improving pupils' reading skills. Opportunities for pupils to apply their skills across the curriculum in a range of contexts are satisfactory.

Pupils enjoy school. This is clear in their excellent levels of attendance, their positive attitudes to learning and good behaviour. They get on very well with each other, showing particularly strong social, spiritual and moral development, with many taking on responsibilities, such as being peer counsellors. Pupils' excellent understanding of how to live healthy lifestyles is supported through the school's curriculum and enrichment activities as well as, for example, Year 8 pupils promoting healthy eating and exercise.

Teachers have good subject knowledge and use this well to motivate and enthuse pupils. There is an overall improvement in the use of assessment to support learning. In particular, teachers' use of this information to plan lessons to develop the skills of pupils with special educational needs and/or disabilities has developed well. The best teaching includes the assessment of pupils' progress during lessons and proceeds at a brisk pace. However, in too many lessons the degree of challenge for all pupils is satisfactory, as is the extent to which they are actively involved in their own learning.

Leaders have responded quickly to the issues raised in the previous inspection report. Self-evaluation is more accurate and has resulted in structured actions to improve the quality of teaching, and the leadership of both subjects and pupils' progress. Good interventions have tackled underachievement as a result of robust systems to track the progress pupils make. Since the previous inspection, achievement, the quality of teaching, the care and support pupils receive and the effectiveness of leadership across the school have improved, while the better progress being made by pupils in mathematics and

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science has continued. These factors confirm that the school has a good capacity to improve further.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment in all subjects to above national averages and increase rates of progress to good for all pupils by ensuring that:
 - the improving standards in English continue and, in particular, pupils' reading skills
 - gaps in the progress of different year groups are reduced
 - opportunities to apply literacy, numeracy and information, communication and technology skills in a range of relevant contexts are embedded across the curriculum.
- Improve the quality of teaching so that learning is consistently good or better by ensuring that:
 - existing good practice is shared more widely
 - all teachers plan for learning that increases challenge and pace for all
 - all teachers give increasing opportunities for pupils to be actively involved in their own learning
 - the assessment of pupils' progress in lessons is more consistently effective.

Outcomes for individuals and groups of pupils

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Pupils' attainment on entry to the school is broadly average. The progress they make until the end of Year 8 is satisfactory overall and improving; it is accelerating, particularly in Years 7 and 8. Recent improvements have resulted in pupils' attainment in English at the end of Year 6 rising from well below average to broadly average. The work of leaders and teachers to improve pupils' writing skills has had a good impact, and they are now addressing the slower progress in pupils' reading. As a group, pupils with special educational needs and/or disabilities also make expected progress, although some individuals make good and better progress in their academic and personal development. This is as a result of more focused teaching and good levels of individual support.

While the quality of pupils' learning is satisfactory, because of the progress they make, their enjoyment is strong. They are enthusiastic and confident learners and when given the chance to be actively involved, they make good or better progress. This was clearly evident in the way in which Year 5 pupils took part in drama activities that showed their understanding of character in an English lesson. In a Year 6 science lesson, pupils enjoyed being researchers, were excited to try the next task and, as a result, extended their understanding of how microscopes were developed. When working in groups, pupils respond well to each other and there is a strong teamwork ethos in the school. Pupils have a good knowledge of what skills they need in order to be successful in the next stage of their education and beyond, and have learnt valuable insights into the world of work

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from the curriculum as well as from teachers who have prior experience in business. When these factors are taken into account as well as pupils' excellent attendance levels, their good mathematical skills and increasingly effective English skills, it is evident they are being prepared well for their future lives.

Pupils have good spiritual, moral, social and cultural understanding, as shown in their good behaviour, regular and sizeable contributions to local, national and international charity fundraising and the ways in which they were observed describing the decisions and difficult issues they face in life. They have opportunities to influence aspects of their school experience. For example, cheerleading and street dancing options are now included in extra-curricular activities because of requests from pupils. Pupils contribute to local charity fundraising and have good awareness of issues in the local community, such as job losses at a local factory, and their potential impact on the community. There is a wide range of leadership opportunities, including pupils acting as members of the school council and as house captains, to which they can aspire; these are valued by pupils and by parents and carers alike.

These are the grades for pupils' outcomes

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|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: Pupils' attendance ¹ | 1 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is satisfactory overall with an increasing proportion of lessons that are good or better. In the best lessons, learning is brisk and active with pupils being encouraged to be evaluative, analytical and reflective thinkers who are all challenged by the work. This was

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particularly evident in two Year 5 physical education lessons which ended with pupils reflecting skilfully on what they had learned. In a Year 5 mathematics lesson, pupils were able to understand the workings of a compass by physically moving around to find compass points. When teaching is not as strong, there are too many pupils completing the same work, meaning there is less challenge for more-able pupils. In these lessons, pupils are less clear what success looks like and teachers' assessment of progress is not as specific as it could be to help pupils to improve.

The school's curriculum caters satisfactorily for the academic and personal needs of pupils. Some elements ensure pupils experience active learning, with creative and innovative activities, such as in the newly-opened food technology room. However, these approaches to active learning are not fully embedded across the curriculum. Pupils in each year are taught by specialists who have good subject knowledge in each curriculum area and the school utilises specialists from the local high school when they are available. There are many enrichment activities offered and there is considerable take-up of out of school activities. Pupils with special educational needs and/or disabilities take part, for example in the bike-mobility competition.

High quality care is provided for all pupils. Work with external agencies and the excellent levels of in-school support mean that individual pupils have been able to continue making progress in school even when their personal circumstances have made them vulnerable. The school's progress managers and the comprehensive pupil monitoring systems result in pupils being known extremely well. Internal systems and procedures mean that any challenging behaviour is dealt with very well, with punishment being a restorative rather than punitive measure.

These are the grades for the quality of provision

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| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

A clear vision for improvement is articulated by school leaders, including the governing body, and shared by other staff and by pupils. The very large majority of staff who responded to Ofsted's survey commented that they are proud to be a member of the school. This strong sense of purpose is due, in part, to the fact that subject leaders and the school's progress managers feel empowered by the revised leadership structure. Consequently, their leadership and the increasing quality of teaching are having a good impact on raising pupils' achievement. The school sets sufficiently challenging targets and has plans in place to ensure they are achievable. Good quality teacher training and leadership support from local authority officers have contributed well to many aspects of the school's improvement. The school is now well placed to improve further by extending

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the existing systems and sharing good practice more widely. The effective tracking of year groups, classes and individual pupils has resulted in raised achievement for all and the narrowing of gaps between different groups of pupils. This, as well as very low levels of bullying or discrimination, demonstrates the school's good promotion of equality of opportunity. Members of the governing body are intimately involved in the strategic direction of the school; with this comes a higher level of challenge than at the time of the last inspection. For example, the Chair of the Governing Body regularly attends leadership team meetings and has a direct opportunity to question, clarify and support the work of middle and senior leaders.

All safeguarding regulations and duties are met. The school has clear knowledge of which of its pupils are most at risk and, as a result, has been able to intervene and offer high quality support for individuals. Good work with other local middle schools, the town's high school and the local authority, has supported moderation of the standards of pupils' work in English and mathematics. Strong links with local schools, for example through sporting activities, and local charities support positive cohesion with the local community. The school's curriculum and other activities such as assemblies mean that pupils have an understanding of the local community. Pupils are aware of the features of multicultural Britain but there are few opportunities for them to gain first-hand experience of this.

These are the grades for leadership and management

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| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Views of parents and carers

The school had issued a similar questionnaire two weeks before the inspection took place. Most of those who did respond said that they were both happy with their children's experience and that their children enjoyed school. Some written comments reflected the inspection findings about the strength of the care and support pupils receive. Most parents and carers also agreed that the school deals well with unacceptable behaviour, although

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more were dissatisfied with this than any other aspect. Inspectors looked in detail at pupils' behaviour in school and the school's documentation about behavioural incidents and found that behaviour is good, and the school deals well with any challenging behaviour. School leaders, including members of the governing body, continue to develop ways in which they can seek the views of parents and carers and then involve them in acting on any concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Windsor Park CofE (C) Middle School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 71 completed questionnaires by the end of the on-site inspection. In total, there are 427 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 29 | 41 | 40 | 56 | 2 | 3 | 0 | 0 |
| The school keeps my child safe | 33 | 46 | 37 | 52 | 1 | 1 | 0 | 0 |
| My school informs me about my child's progress | 20 | 28 | 41 | 59 | 7 | 10 | 0 | 0 |
| My child is making enough progress at this school | 27 | 38 | 36 | 51 | 5 | 7 | 1 | 1 |
| The teaching is good at this school | 23 | 32 | 40 | 56 | 2 | 3 | 0 | 0 |
| The school helps me to support my child's learning | 18 | 25 | 43 | 61 | 9 | 13 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 23 | 32 | 44 | 62 | 3 | 4 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 20 | 28 | 48 | 68 | 1 | 1 | 0 | 0 |
| The school meets my child's particular needs | 22 | 31 | 41 | 58 | 4 | 6 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 18 | 25 | 39 | 55 | 8 | 11 | 3 | 4 |
| The school takes account of my suggestions and concerns | 12 | 17 | 46 | 65 | 8 | 11 | 1 | 1 |
| The school is led and managed effectively | 18 | 25 | 42 | 59 | 8 | 11 | 1 | 1 |
| Overall, I am happy with my child's experience at this school | 30 | 42 | 36 | 51 | 2 | 3 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 46 | 48 | 6 | 0 |
| Primary schools | 6 | 47 | 40 | 7 |
| Secondary schools | 12 | 39 | 38 | 11 |
| Sixth forms | 13 | 42 | 41 | 3 |
| Special schools | 28 | 49 | 19 | 4 |
| Pupil referral units | 14 | 45 | 31 | 10 |
| All schools | 10 | 46 | 37 | 7 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 July 2011

Dear Pupils

Inspection of Windsor Park CofE (C) Middle School, Uttoxeter, ST14 7JX

Thank you for the welcome and time you gave to me and my colleagues when we visited your school recently.

We have judged that your school is satisfactory overall but rapidly improving. Since inspectors visited your school in June 2010, your achievement, the quality of teaching and the effectiveness of school leadership have all improved. You told us that you enjoy school, feel safe and really value all the help you get. We agree with you and judged that the school provides you with outstanding care, guidance and support. We were pleased to hear how proud you are of Windsor Park and can see that by your good behaviour and the different ways in which you help the school and other pupils, for example in being peer counsellors and team captains. Your attendance is excellent and better than the national average. Well done!

You told us that Mr James and his team are doing a good job and we agree with you. We have asked all the staff to help you make even more progress in every year by improving your standards in English, particularly in reading. Another suggestion we have made is for you to have more opportunities to use your English, mathematics and information communication technology skills in other subjects. We have also asked teachers to make sure that all lessons challenge you to make the most progress, involve you more in your own learning and assess how well you are doing during lessons. You can help by thinking carefully about the skills you are using when doing any work and by continuing to rise to the challenges that your teachers set.

We wish you every success for the future.

Yours sincerely

James McNeillie

Her Majesty's Inspector

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