

# Windsor Park CofE (C) Middle School

Springfield Road, Uttoxeter, ST14 7JX

## Inspection dates

12–13 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Not enough pupils make good progress. Some pupils, particularly the less able who do not have special educational needs, make slow progress at times and as a result they do not achieve well.
- Gaps remain between the attainment of those known to be eligible for support through the pupil premium and that of other pupils.
- Teachers do not always use information on pupils' ability levels to plan tasks at the right level of difficulty for individuals. Occasionally, teachers talk too much rather than encouraging pupils to be active and independent learners.
- The school's leaders do not use information on pupils' progress to identify quickly those who may be falling behind.
- Questioning is not always used well to extend pupils' learning. At times, staff do not check pupils' understanding often enough during lessons.
- There has not been enough rapid improvement since the previous inspection, particularly in achievement and teaching. Leaders do not look closely enough at the links between the quality of teaching and pupils' achievement.
- The governing body does not contribute enough to driving the school's improvement. Governors do not provide enough challenge to school leaders, especially in relation to pupils' achievement.

### The school has the following strengths

- Disabled pupils and those who have special educational needs achieve well because of the good support they receive.
- Pupils behave well. They are well mannered and have good attitudes to learning.
- The school cares for its pupils well. As a result, pupils feel safe and secure. They enjoy school and attendance is above average.
- There is a strong emphasis on pupils' personal development. The school offers many opportunities for pupils to take on responsibilities and they respond well to this.
- Pupils benefit from a good range of after-school clubs as well as visits to places of interest.

## Information about this inspection

- The inspectors observed learning in 18 lessons taught by 14 teachers. They also carried out a number of shorter visits to lessons across the school.
- Meetings were held with staff, pupils, three members of the governing body and a representative of the local authority.
- Inspectors took account of the 54 responses to the online Parent View questionnaire to provide evidence on the views of parents and carers.
- Inspectors scrutinised a range of documentation including national published assessment information and the school’s own records, the school’s self-evaluation, improvement plans, minutes of meetings of the governing body, safeguarding records and documents relating to setting targets for teachers to improve their work.

## Inspection team

Julie Price Grimshaw, Lead inspector	Additional Inspector
Robin Fugill	Additional Inspector
Tracey Lecointe	Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized secondary school. Almost all pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium (additional support for looked-after children, pupils known to be eligible for free school meals and pupils with a parent in the armed services) is below average.
- A few pupils attend the Uttoxeter Pupil Referral Unit on a part-time basis.
- The school meets the government's current floor standards for the end of Year 6, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Increase the proportion of teaching that is consistently good or better by:
  - making sure that teachers check pupils' understanding regularly during lessons
  - improving teachers' use of questioning to extend pupils' learning
  - increasing opportunities for pupils to develop their skills of finding things out for themselves
  - making sure that school leaders consider all evidence on how well pupils are doing when checking the quality of teaching.
- Speed up progress, particularly for the less able and those known to be eligible for support through the pupil premium, by making sure that staff use information on pupils' ability levels to set work at the right level of difficulty.
- Improve school leaders' use of the information on pupils' progress so that any potential underachievement can be identified and tackled as quickly as possible.
- Make sure that the governing body takes greater responsibility for driving improvement by challenging the school rigorously, particularly in relation to students' achievement.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Not enough pupils make good progress from their individual starting points. Although some achieve well, particularly in mathematics and science, progress for others is much slower.
- Pupils' attainment when they join the school in Year 5 is broadly in line with typical expectations, although some pupils' skills are less well developed. Standards in English and mathematics by the end of Year 6 have risen over recent years and in 2012 were broadly average, although there was a slight dip when compared to 2011 results.
- By the end of Year 8, pupils' attainment is generally in line with that expected for their age. Achievement is better in mathematics than in English, with some pupils making rapid progress in mathematics. However, there is too much variation in the rates of progress made by different individuals and groups of pupils.
- Pupils who are less able, but do not have special educational needs, often make slower progress than other groups. This is because the work set for them is sometimes too difficult and they are not given clear enough guidance on how to improve. The resources used, particularly in English, are often better suited to the needs of more-able pupils and do not always help the less able to make good progress.
- The gaps between the attainment of those pupils known to be eligible for the pupil premium and their peers are not closing quickly enough, particularly in mathematics. By the end of Year 6 in 2012, those known to be eligible for free school meals were approximately one term behind their peers in English and over two terms behind in mathematics. The school's own information for the current Year 8 shows that these gaps are not narrowing rapidly enough, especially in mathematics. There are too few looked-after children to comment on their attainment.
- Pupils who are at risk of falling behind are not always identified quickly so that they then can be given the right support. This is because leaders do not always use information on pupils' progress to focus sharply enough on the achievement of individuals.
- Disabled pupils and those who have special educational needs usually achieve well in relation to their starting points. This is because the progress of individual pupils is tracked closely and targeted support is given to them. Pupils who attend alternative provision also make good progress over time and the school checks to make sure that pupils benefit from this support.

### The quality of teaching

### requires improvement

- The overall quality of teaching is not yet good enough to ensure that pupils make consistently good progress over time. Teachers do not always make good use of information on pupils' progress and attainment when planning their lessons. Consequently, work is sometimes at the wrong level for individual pupils, especially the less able, and this slows their progress.
- Teachers sometimes explain tasks and activities but do not make sure that pupils fully understand what they are being asked to do. Occasionally, staff do not check pupils' learning regularly during lessons and some make slow progress as a result.
- Staff do not always use questioning to extend pupils' learning so that they make more rapid progress. For example, if a pupil is unable to answer a question, some teachers immediately

move on to another pupil rather than adopting different approaches to help the pupil succeed. Sometimes, opportunities are missed to question pupils further to encourage them to develop their thinking skills.

- Where teaching is good or better, staff ask probing questions to extend and reinforce pupils' understanding. There is a good climate for learning and staff give good quality support and advice to pupils throughout the lesson.
- In an excellent history lesson observed during the inspection, pupils made outstanding progress because the teacher had high expectations and had planned a series of interesting tasks that motivated the pupils. They took responsibility for their own learning, working exceptionally well together and taking advantage of the opportunity to practise their writing skills. Where teaching is less effective, teachers talk too much during lessons and there are few opportunities for pupils to contribute their own ideas or take an active role in their own learning.

### **The behaviour and safety of pupils are good**

- Pupils are polite and courteous. They are welcoming to visitors and are proud of their school, which they describe as 'really friendly.'
- Pupils have good attitudes to learning and behave well in lessons. Occasionally, when they are not given the opportunity to take an active role in their learning, a few lose focus and their progress slows.
- There are many opportunities for pupils to take on responsibilities, for example as 'young leaders' in sport. They take their roles seriously and benefit greatly from this. Pupils are active in raising funds for various charities. The school's strong emphasis on personal development helps to raise pupils' self-esteem and encourages them to be sensitive to the needs of others.
- The school's caring and nurturing environment helps pupils to feel safe and secure in school. They have a good awareness of the different forms of bullying, including prejudice-based harassment and cyber-bullying. They feel that bullying is very rare and dealt with well by staff. Successful work with a theatre company has helped to raise pupils' awareness of internet safety.
- The very large majority of parents who responded to the Parent View questionnaire believe that the school makes sure its pupils are well behaved. Pupils themselves are positive about the standards of behaviour, saying that although a few people are occasionally 'a bit silly', almost everyone is friendly and kind to each other.
- Good care and attention is given to making sure that those pupils attending the alternative provision are safe at all times.
- Attendance is consistently above average, reflecting pupils' enjoyment of school

### **The leadership and management requires improvement**

- Since the last inspection, the school's leaders and governors have not secured the improvements needed to raise pupils' achievement to good. Although pupils do not underachieve and the general trend in attainment over the last three years has been upwards, not enough has been done to make sure that all individuals and groups make at least good progress.

- The school tracks pupils' progress in all subjects but, when analysing this information, leaders do not focus closely enough on the progress of individuals. This means that pupils who are at risk of falling behind are not always identified quickly enough to enable the school to give the support necessary to speed up their progress.
- Leaders observe lessons on a regular basis but do not take full account of other evidence on teaching, including information on pupils' progress. As a result, the school's own judgements on the quality of teaching and its impact over time are too generous.
- The school has recently introduced a new system for managing staff performance. Targets are set for teachers to help improve the quality of their work and this is beginning to raise awareness of the strengths and areas for development for each member of staff. There are clear links between staff performance and pay progression. However, it is too early to see the impact of this work on the quality of teaching.
- The school offers a good range of subjects and activities that appeal to pupils' interests. The variety of after-school clubs and activities is particularly good. There are many opportunities for pupils to take part in sporting and musical activities. The school makes sure that all pupils have equal access to this wide range of opportunities. Discrimination of any kind is not tolerated.
- The school has a 'house' system and pupils enjoy representing their house in competitions. Spiritual, moral, social and cultural development is promoted well.
- The pupil premium is used to fund additional adult support as well as music tuition, information and communication technology resources and pastoral support provided by an external agency. The school is beginning to check on the impact of this work on the achievement of looked-after children and pupils eligible for free school meals. The gaps between the attainment of these pupils and others are not yet closing quickly enough. This is largely because the work set for these pupils is not always suitable for them, sometimes being too easy or too difficult.
- The local authority has an accurate view on the quality of the school's work. A local authority adviser visits the school on a regular basis and offers helpful advice and support to the school's leaders.
- **The governance of the school:**
  - The governing body is supportive and committed but does not provide enough challenge to the school. Governors rely too much on information provided by school leaders on pupils' achievement and the quality of teaching and there is little evidence of them asking searching questions on these aspects. The governing body does not currently take an active enough role in checking, and making judgements on, the quality of the school's work and therefore does not have a detailed enough understanding of the school's strengths and priorities for development. Governors are now beginning to increase their involvement in discussions about teachers' pay awards and the management of staff performance. They are aware of how the pupil premium funding is being spent but their understanding of its impact on the achievement of these pupils is less well developed. The governing body is now conscious of the steps it needs to take, including engaging with further training, to make sure that its members have the skills and knowledge necessary to help drive school improvement.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	124451
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	406246

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

<b>Type of school</b>	Middle deemed secondary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	9–13
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	390
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Johnstone
<b>Headteacher</b>	Chris James
<b>Date of previous school inspection</b>	6 July 2011
<b>Telephone number</b>	01889 563365
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