

Windmill Hill Primary School

Ash View, Chapelton, Sheffield, South Yorkshire, S35 1ZD

Inspection dates

7–8 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The progress made by all pupils in all key stages is good and compares favourably with national figures.
- The majority of teaching is good, with some that is outstanding.
- As a result of good teaching, standards have improved over a three-year period and are above the national average by the end of Year 6.
- Relationships are very positive in the school which provides a happy, secure place for pupils to learn, where they feel extremely safe and well cared for by all adults.
- Pupils behave well in lessons; they are keen, enthusiastic learners and strive to achieve their targets. Around the school, they are polite and courteous.
- A rich, broad curriculum provides pupils with stimulating learning opportunities which motivate them as learners.
- The headteacher and school leaders have a strong desire to bring about continuous improvement in teaching and learning. They have a clear view about what the school does well and where it could do even better. They drive the quality of teaching, achievement and the school purposely forward. The staff are fully behind leaders and are equally committed to achieving these shared goals.
- The school's leaders actively check on the quality of teaching and pupils' progress, and use the information well to improve achievement.
- The governing body is well informed about the school's work and is extremely supportive of its work. It robustly monitors the work of the school, provides challenge and rigorously holds the school to account.

It is not yet an outstanding school because

- Not enough teaching is outstanding, and a small proportion still requires improvement.
- Attendance is adversely affected by a small proportion of persistent non-attenders.
- Opportunities are missed for pupils to apply their mathematical skills in real-life problem-solving situations.

Information about this inspection

- The inspectors observed 15 lessons taught by 11 teachers, including two joint observations with the headteacher. In addition, the inspectors made a few short visits to observe pupils in small-group support sessions, and heard pupils from Year 2 and Year 6 read. A whole-school assembly was also observed.
- Inspectors held discussions with the headteacher, senior leaders, subject leaders, staff, members of the governing body, a local authority representative and two groups of pupils from Key Stages 1 and 2. Inspectors also visited the breakfast and after-school clubs, and talked with pupils in the dining room and playground.
- The inspectors observed the work of the school and looked at a range of documents including: the school's own information about pupils' progress; planning; the monitoring of learning and teachers' performance; organisation of the curriculum; safeguarding information and the minutes of governing body meetings.
- Inspectors also took account of the 58 responses to the online survey (Parent View), discussions with parents in school and 21 responses to the inspection questionnaire for staff.

Inspection team

Peter Bailey, Lead inspector	Additional Inspector
Vanessa MacDonald	Additional Inspector
John Dunne	Additional Inspector

Full report

Information about this school

- Windmill Hill is larger than the average-sized primary school.
- Almost all pupils are of White British heritage. The proportion of pupils from minority ethnic backgrounds is extremely small.
- The proportion of pupils supported through school action is below the national average.
- The proportion of pupils supported at school action plus or with a statement of special education needs is below average.
- The proportion of pupils known to be eligible for the pupil premium funding, which is additional funding for pupils who are known to be eligible for free school meals, children from service families and those who are looked after by the local authority, is below average. This number has risen over the last three years.
- The proportion of pupils who move into or out of the school other than at the usual times is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has recently taken on the responsibility for the management of the breakfast and after-school clubs, which are included in this inspection.

What does the school need to do to improve further?

- Raise the quality of teaching so that all of it is at least good and more is outstanding throughout the school to further raise pupils' attainment and accelerate their progress by:
 - ensuring that the outstanding teaching is modelled and shared fully throughout the school
 - ensuring that pupils acknowledge teachers' marking and are given sufficient time to consider and respond to it, so that they know exactly what to do to improve
 - providing more opportunities for pupils to apply their mathematical skills in practical and realistic contexts, in order to develop greater understanding of the application of mathematics in everyday life.
- Work more closely with the parents of the small proportion of identified pupils that are persistent non-attenders, in order to improve attendance.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress overall. Assessment data show that children's levels of ability on entry to the Early Years Foundation Stage vary from year to year; the majority of children enter the Reception Year with skills that are below, and some broadly in line with, national expectations for their age. Pupils leave at the end of Key Stage 2 with standards that are above the national average.
- Children make a good start in the Early Years Foundation Stage. They settle quickly and make steady progress. A large majority enter Key Stage 1 with a good level of development, and are ready for the next stage in their education.
- Early reading skills are well taught. By Year 2, pupils use their understanding of letters and sounds (phonics) to build unfamiliar words. The 2013 Year 1 phonics screening test showed that pupils' skills are well above the national average.
- Pupils express an enjoyment in reading. They read daily in school and are encouraged to read widely. The school has implemented a range of activities to develop pupils' reading skills further in Key Stage 2. The school council is organising a school reading competition to further promote enjoyment in reading and to raise standards.
- By the end of Key Stage 1, pupils are securely in line with the national average in reading, writing and mathematics.
- By the end of Key Stage 2, the proportion of pupils who achieved expected levels of progress in all subjects was above the national average. The proportion of pupils who exceeded expected progress was broadly in line in reading, and above the national average in writing and mathematics.
- Attainment at the end of Key Stage 2 has risen for the last three years and is above the national average; it is well above average in writing. From pupils' individual starting points, this represents good progress, including for the most able pupils.
- The school's assessment and tracking data show that pupils supported by the pupil premium make similar progress to their classmates across the age range. The school is ensuring that the additional pupil premium funding is used to provide well-targeted, effective support that may benefit eligible pupils and successfully raise standards. This demonstrates the school's commitment to providing equality of opportunity.
- In 2013, the very small proportion of pupils who were known to be eligible for free school meals attained standards that were a level below those of the other pupils, reflecting the particular ability of this group. Typically, however, this group attains as well and makes the same progress as other pupils in the school.
- Disabled pupils and those who have special educational needs benefit from good pastoral care and make good progress from their individual starting points. This is because teachers and support assistants have a thorough understanding of their needs, and pupils are effectively supported by well-planned teaching that promotes their good learning and progress.
- Through the rigorous checks made, pupils know the levels at which they are working and their learning targets well, and these are recorded in their individual progress files.

The quality of teaching is good

- Most teaching is good and some is outstanding. Evidence from data and the assessment of teaching shows continuous improvement in its quality over the past three years.
- While a small proportion of teaching seen during the inspection required improvement, there were good examples of high quality teaching, promoting rapid learning. The good practice in these lessons is not used sufficiently to support the development of outstanding teaching across the school.

- In the best lessons, activities match pupils' needs, the pace is brisk, teachers' questioning is challenging, pupils are highly involved and they know what they have to do to be successful.
- When teaching is less effective, the pace slows, learning activities do not meet the needs of all pupils and the pupils are not involved in their learning. In these lessons, pupils are not as engaged and their learning slows down.
- A robust system of assessment ensures that teachers know how well pupils are progressing, enabling them to plan precisely to close any gaps in attainment. Based on the good assessment of previous learning, the vast majority of lessons are well planned and organised so that pupils make good progress.
- The management of pupils' behaviour is highly effective and based on good relationships between staff and pupils that create a positive learning environment within the classroom. As a result, pupils behave well, work collaboratively and have good attitudes to learning.
- The special educational needs coordinator makes sure that the achievement of groups or individual pupils with special educational needs is tracked carefully and that such pupils receive good quality support during or outside lessons, leading to their good progress.
- Other adults make a positive contribution to support all pupils' learning, especially those who may need additional help. This effective support builds pupils' confidence and enhances their basic skills, so that they can play a full part in lessons and make good progress.
- The effective teaching of phonics enables pupils to quickly become confident readers. The school has implemented a range of initiatives to promote the enjoyment of reading across the school.
- Overall, there is effective teaching in mathematics which enables pupils to develop a good understanding of basic calculation skills. However, opportunities are missed to apply these skills in solving mathematical problems and to teach pupils that the subject has application in everyday life.
- The introduction of a revised curriculum that the school calls the 'Learning Challenge Curriculum' has greatly enhanced the development of pupils' key skills across other subject areas, in a stimulating and exciting manner. 'Wow days' are a key feature of this. The Reception class had a 'Wow day' about building, when children constructed a house with a design and technology focus. Their families were invited, with a high number of parents attending. Year 2 have a 'Wow day' planned on mechanisms; the challenge is to build a vehicle linked to a character in the class storybook.
- The school has revised its marking policy, which has raised the quality and consistency of marking in terms of the pupils' awareness of how to improve their work further. However, it does not give pupils the opportunity to indicate they have acknowledged the comments, or allow them sufficient time to reflect on their learning and respond to the marking.

The behaviour and safety of pupils are good

- Pupils behave well in school; they are polite and courteous with adults and treat one another with respect. Pupils' behaviour in lessons is good; they are enthusiastic and keen to learn.
- The school has revised its behaviour policy, which is consistently implemented by all staff and fully understood by pupils. Pupils spoke eagerly about earning 'smilies' and how it was 'good to be green'.
- The school has a welcoming atmosphere and all pupils feel valued. Teachers and other adults set good examples of how to respect one another and this contributes to the good relationships between pupils. They are considerate and celebrate one another's achievements and success.
- Pupils interviewed agreed they enjoyed school. They said that most lessons were interesting and teachers help them with their learning. Key Stage 1 pupils spoke enthusiastically about learning to spell and read. The Learning Challenge Curriculum and 'Wow days' were enjoyed by all and pupils commented, 'It makes learning fun.'
- When pupils are playing outside, moving around the school, or interacting with one another and adults, their behaviour is consistently good. They are considerate and have a strong sense of right and wrong. At break time, a group of pupils were selling poppies to the adults on duty.

- Pupils feel extremely safe in school. Incidents of bullying are rare; when bullying does happen, pupils are confident that teachers and other adults will deal with it quickly and effectively. They have a trusting relationship with adults who work at the school and feel they are cared for very well. They have a clear understanding of risk, which is strongly reinforced by the school's input on personal safety. A school assembly, delivered by a visiting ex-community police officer, effectively emphasised how to stay safe in the community.
- The school council is effective in giving pupils a say in a range of matters and members make a strong contribution to the positive ethos of the school.
- Parental responses to the online survey and in discussion with inspectors indicate that parents overwhelmingly agree with their children's views about the good care and behaviour in the school.
- The level of attendance dropped last year and was below the national average. The school has worked cooperatively, along with the outside agencies, to support identified families whose children are persistent non-attenders. Although attendance has improved this year, it is still adversely affected by a small group of pupils who are persistently absent. This less strong aspect of the school's work is the reason why pupils' overall behaviour and safety are judged to be good rather than outstanding.

The leadership and management are good

- The school is extremely well led by the headteacher. He gives clear direction, focus, and commitment in order to sustain the school's continued improvement. This sets the tone for the whole school.
- Senior leaders share the headteacher's commitment to improve the school further. Subject coordinators are now more accountable for pupils' progress, and check on the quality of teaching and its impact on pupils' learning. Data are scrutinised to identify areas for improvement; rigorous plans for improvement are put in place and checked regularly to assess their effectiveness.
- The school improvement plan is detailed and accurately identifies the main priorities to improve the school further.
- The system for performance management is well organised. Staff understand the link between salary progression and pupils' achievement, and more is expected of those teachers on the upper pay scale. Individual targets and professional development are linked to the standards of teaching and pupils' progress. Specific additional support is provided to further improve the standard of teaching where it has been identified as requiring improvement.
- The school provides a rich and varied curriculum. The Learning Challenge Curriculum stimulates interests and enables pupils to practise their reading, writing and mathematical skills in other subjects. It contributes to the pupils' spiritual, moral, social and cultural development by providing a range of opportunities to study other cultures and religions. Pupils in a Year 3 class were engrossed in a lesson about the Jewish religion and the importance of the Torah, and in a Year 5 class studying ancient Egypt, pupils enthusiastically took part in an activity which involved being an estate agent selling a pyramid.
- A wide range of additional activities, including visiting speakers, educational visits and after-school clubs complement the work in the classroom.
- The school has recently taken on the responsibility for the management of the breakfast and after-school clubs in order to increase the level of support offered to families and to sustain the improving level of attendance. These provide a pleasant social, well-resourced and caring environment, which pupils thoroughly enjoy. These clubs have made the hoped-for impact on improving attendance.
- The school works effectively with a number of partner schools to provide and share resources and expertise.
- Good use is being made of the additional Primary School Sport funding, which is making a positive contribution to pupils' physical well-being. It is being used for pupils to participate in a

local sports partnership, to increase the scope of sports activities available to pupils, provide coaching by sports specialists and to develop teachers' expertise. This was seen in a physical education lesson, which all pupils enjoyed and were involved in.

- The school has successfully developed mutually supportive relationships with parents, especially in the Early Years Foundation Stage. The parent and toddler group gives parents the opportunity to become involved with the school prior to their children's entry into the Reception class. Those who responded to Parent View were very happy with how the school was led and managed.
- The school is effectively supported by the local authority, which has made a valuable contribution to the school's improvement.
- The school's arrangements for safeguarding effectively meet all statutory requirements.
- **The governance of the school:**
 - Governors provide strong support for the work of the school. Their energy and insight contribute positively to the school's strategic drive for improvement. Governors make decisions based on a detailed understanding of the school's strengths and areas for development. Their monitoring role, coupled with the comprehensive training they have undertaken, means that governors have a good knowledge of the school's performance and quality of teaching. This allows them to hold the school robustly to account for its improvement, and to ensure that teachers' performance is closely linked to pay progression. Governors also monitor the school's deployment of its resources. As a result, they make well-informed decisions about the use of the pupil premium funding as well as the Primary School Sport funding, and their impact on pupils' achievement.

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

Unique reference number	107103
Local authority	Sheffield
Inspection number	425753

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	303
Appropriate authority	The governing body
Chair	Sheila Killeen
Headteacher	Peter Escott
Date of previous school inspection	28 November 2011
Telephone number	0114 246 8550
Fax number	0114 257 0494
Email address	enquiries@windmillhill.sheffield.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

