



Windmill Hill Primary School

Inspection Report

Unique Reference Number 107103
LEA Sheffield
Inspection number 277706
Inspection dates 5 July 2006 to 6 July 2006
Reporting inspector Ms Joyce Taylor CfBT Lead Inspector

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

Type of school	Primary	School address	Ash View
School category	Community		Chapelton
Age range of pupils	5 to 11		Sheffield, South Yorkshire S35 1ZD
Gender of pupils	Mixed	Telephone number	0114 2468550
Number on roll	358	Fax number	0114 2570494
Appropriate authority	The governing body	Chair of governors	Mr Howard Mee
Date of previous inspection	22 May 2000	Headteacher	Mr A Williams

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large school takes 30% of its pupils from outside the local area and come from mixed backgrounds. Very few are from minority ethnic heritages. Almost all speak English as their first language and none are at the early stage of learning English. The proportion of pupils eligible for free school meals is lower than average. An average proportion of pupils have learning difficulties and/or disabilities and fewer than average have statements of special educational need. A new deputy headteacher has been at the school for almost three terms. The school has gained the Activemark Gold award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Windmill Hill Primary School provides an overall satisfactory standard of education, with some good and a few outstanding features. The school provides satisfactory value for money. Currently in Year 2 and 6 standards are broadly average. However, this year standards in reading and writing in Year 2 and in mathematics in Year 6 have fallen below their previous levels. Across the school pupils' progress is satisfactory overall, although some of the more able pupils could make faster progress.

Leadership and management are satisfactory. Senior managers provide clear direction and well thought out improvements are under way. Pupils' personal development is good and behaviour is outstanding. The curricular provision for literacy and numeracy is satisfactory and is beginning to offer pupils more stimulating practical experiences to reinforce their learning. The quality of care, guidance and support pupils receive is satisfactory. There are outstanding opportunities for physical development, both through lessons and the extremely well attended clubs. Provision and standards for children in the Foundation Stage are satisfactory and improving.

The school has made sound progress since the last inspection, with strong developments during the past year. There is a sound capacity for further improvement. The school based its judgements of effectiveness on last year's standards which were higher than now, so some inspection judgements differ from those of the school.

What the school should do to improve further

- Raise standards in reading and writing by the end of Year 2 and in mathematics by the end of Year 6.
- Implement assessment systems that will clearly show the standards pupils reach and their rate of progress so staff can better identify what pupils need to learn next.
- Make sure all more able learners make sufficient progress.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory overall. The school judged achievement to be good because of the higher standards reached at the end of Year 6 in previous years. When children arrive in Reception their standards are broadly average and for the most part they make steady progress through the school. Most pupils meet the targets that are set for them but these are not always challenging enough, particularly for the more able learners in Years 1 to 6. In Reception, more able children make satisfactory progress. Over several years standards have risen steadily at the end of Year 6. However, this year standards have fallen. This is due in part to a high proportion of less able pupils, pupils being in large mixed-age classes in the past, interruptions in pupils' learning caused by staff absences during earlier years and insufficient monitoring of standards and progress over time to ensure they are achieving as well as they could.

As a result, pupils' skills, in calculating, for example, are not sufficiently developed. In Year 2, standards are broadly average but too few pupils read fluently or write confidently with clear understandings of spelling, punctuation and grammar. Standards are well above average in physical education across the school.

Pupils with learning difficulties and/or disabilities achieve well, as do those identified as having particular gifts or talents associated with music and sport. Vulnerable pupils are given effective support and make good progress.

Personal development and well-being

Grade: 2

Pupils' personal development is a strength of the school. There is good provision for their spiritual, moral, social and cultural development. Pupils have a voice in the school through their school council and as a result, there have been developments in the playground, which they say 'everyone loves'. Pupils willingly accept responsibility which contributes well to them becoming good young citizens. For example, they efficiently run the school's 'healthy tuck shop'. Parents say pupils enjoy coming to school and particularly value the range of activities offered to them. Pupils say that their lessons are fun, especially when they use the interactive whiteboards, and that teachers are kind. Attendance is satisfactory. Behaviour is outstanding and pupils are courteous and friendly. They know how to keep safe. Pupils appreciate the principles of healthy eating and take good advantage of the outstanding sports programme to ensure regular exercise. Pupils understand some of the qualities required for the world of work such as good punctuality and teamwork.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall with good features. These good features led the school into judging teaching to be good overall. Strengths are in the good relationships that exist between staff and pupils and in some imaginative and creative lessons that capture pupils' interest and enthusiasm. An example of this was observed in a Year 3 lesson where pupils entered into the thoughts and feelings of characters through drama and improvisation. In those lessons where teaching is satisfactory, they sometimes lack sufficient challenge for more able pupils and tasks are not always matched well enough to pupils' different needs.

The school has reviewed assessment procedures and is introducing new strategies to help teachers check that pupils make appropriate progress and to enable them to intervene promptly if progress falters. In classes where pupils learn well, assessment is thorough and the school is seeking to spread this good practice throughout all classes. Assessments of how well pupils in Reception progress are considerably improved, giving teachers a clear knowledge of what these young pupils need to learn next. Highly skilled teaching assistants, who work closely with the special educational

needs coordinator, provide good support for pupils with learning difficulties and/or disabilities.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory rather than good, as the school judges. This is because despite there being overall sound provision to promote pupils' basic skills, there are relative weaknesses in provision for aspects of literacy and numeracy and for the more able pupils. However, the school's provision for sport and for educating pupils about healthy living is outstanding. Recent changes to ensure pupils' tasks are more exciting and enjoyable have improved the curriculum for English and mathematics. As a result, pupils are beginning to use their basic skills to better effect. Stimulating learning occurs when subjects are combined. For example, on a school visit, Year 1 and 2 pupils became Victorian servants, wrote diaries and cooked a meal. The outstanding range of sporting activities provided by lessons, clubs and through links with other local schools contribute extremely well to pupils' very good physical development. The school has been very successful in a range of local tournaments and festivals. The school emphasises the performing arts through music, song, dance and drama as a means of raising pupils' confidence levels and helping develop good communication skills.

Care, guidance and support

Grade: 3

Care, guidance and support for pupils are satisfactory. There are proper arrangements in place for child protection and to assess risks relating to visits and school activities. Not all procedures for safeguarding pupils are currently up to date and these contribute to the inspection judgement being lower than the school's assessment of 'good'. However, governors are dealing with these areas for improvement as a matter of urgency. Good pastoral care and guidance are provided, for instance, by allowing pupils the opportunity for quiet reflection about their relationships with others and pupils show consideration for each other. Parents have confidence in the school. They appreciate the efforts made to ensure pupils are happy. Those with learning difficulties and/or disabilities receive good support and there is good care for vulnerable pupils who are monitored and supported well. Systems to track pupils' progress are in place but do not currently ensure that all pupils make sufficient progress; the schools new systems of assessment are designed to resolve this concern. The development of Reception children is assessed appropriately and staff ensure these young children are settled and secure.

Leadership and management

Grade: 3

Leadership and management are satisfactory. There are strengths that are driving improvement. The school judges leadership and management to be good. However,

although school leaders set clear direction for improvement, standards and achievement are not yet as good as they should be. The school leadership ensures pupils' personal development is good. It has rightly identified the need for the curriculum to fully meet the needs of all pupils.

Senior staff have a generally accurate picture of the school and have responded energetically to recently identified weaknesses. Much time has been taken up with managing extended staff absence and coping with difficulties in the accommodation. Despite this, the headteacher and his deputy headteacher are effectively developing the curriculum and steering improvements in assessment. Their support has ensured that staff are confidently implementing new initiatives.

Key staff have helped move the school forward, by checking on standards, and setting strong examples of practice in physical development and assessment. Effective leadership, to support vulnerable pupils and those with learning difficulties and/or disabilities, ensures they make good progress. The Foundation Stage coordinator has developed clear strategies to improve provision. Governance is satisfactory. Strengths are in financial management and in the strong support provided for senior managers. However, they are only just beginning to question and seek reasons for pupils' lower standards and achievement. Governors use their own professional skills and contacts to enrich the pupils' curriculum.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	No
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for your help when we visited your school earlier this month.

We very much enjoyed watching you work and talking to you in the classrooms and around the school. We think that your school provides you with some interesting things to do especially in sport. Your headteacher and deputy headteacher know what needs to be done to make the school better. We noticed how much you enjoyed your lessons and we were impressed with the way you are growing in confidence. You also told us that you feel happy in school and that your teachers are friendly and helpful. In the Reception classes, your teachers are helping you try hard in your work.

We have asked your headteacher and staff to carry on with their good work and we have suggested that they look at three areas to make things even better:

- to help your teachers provide work that gives you the chance to do really well, particularly in your English and mathematics
- to be clearer on how well you are doing and how quickly you are learning
- to help some of you work at more difficult tasks than the rest of the class.

You are enthusiastic about your school and we hope you carry on enjoying lessons and helping your teachers make Windmill Hill Primary School a happy and successful place to learn.