



# Windsor Park CofE (C) Middle School

## Inspection Report

**Unique Reference Number** 124451  
**Local Authority** Staffordshire  
**Inspection number** 293002  
**Inspection dates** 6–7 December 2006  
**Reporting inspector** Nada Trikic HMI

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 address</b>	Springfield Road
<b>School category</b>	Voluntary controlled		Uttoxeter
<b>Age range of pupils</b>	9–13		ST14 7JX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01889 563365
<b>Number on roll (school)</b>	502	<b>Fax number</b>	01889 568150
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	C Hollins
		<b>Headteacher</b>	Christopher James
<b>Date of previous school inspection</b>	14 October 2001		

<b>Age group</b> 9–13	<b>Inspection dates</b> 6–7 December 2006	<b>Inspection number</b> 293002
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

Windsor Park serves the local community and surrounding villages. Almost all pupils are from White British backgrounds. Attainment on entry is broadly average. The number of pupils entitled to free school meals is lower than the average, as is the level of deprivation. The proportion of pupils with a statement of special educational needs is average but overall numbers with special educational needs are below those found nationally.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Windsor Park is a friendly and welcoming school and provides a satisfactory standard of education. The leadership of the school has created a distinctive ethos and positive learning environment in which children thrive. As a result, their personal development, particularly their spiritual, moral, social and cultural development, is outstanding. The excellent care given to pupils and the school's good curriculum make powerful contributions to this. The curriculum provides not only a well-balanced timetable for the National Curriculum across the age range, but also an extensive range of popular enrichment opportunities. School assemblies and tutorials consistently encourage prayer and reflection, and the good partnership with local ministers and clergy strengthens provision. The school uses a strong and very effective house system. Tutor groups have pupils of different ages, and younger pupils are helped by the older pupils who respond well to this responsibility. These positive features contribute to good behaviour, positive attitudes to learning and strong relationships throughout the school.

The school admits pupils covering the full ability range. Standards are in line with national averages, and pupils' achievement is satisfactory. Progress in science is good. However, pupils' writing skills are weaker than their reading skills and the school has already identified writing as an area for improvement. There are insufficient opportunities created to develop extended writing across the curriculum, and the school is tackling this. There is a good programme for personal, social, health and citizenship education, which engages pupils in valuable discussion to develop their knowledge, skills, understanding and attitudes. The many sporting activities and the school's emphasis on healthy eating, combined with teaching and guidance on such topics as drugs and smoking, very effectively help pupils to adopt healthy lifestyles. Pupils make an excellent contribution to the community both in and out of school.

Teaching and learning are satisfactory overall, with examples of good and outstanding practice. Pupils achieve most when they are allowed to take an active part in lessons and where the teacher builds in planned opportunities to assess their learning. Their achievement is only satisfactory when they are required to listen for too long and when lesson plans do not take account of their different abilities. Lessons do not consistently meet the needs of all learners or challenge the most able – teachers are not using assessment and tracking information well enough. This weaker use of assessment information also means tutors are not always monitoring progress effectively, and guidance is not nearly as strong as care or support. However, the school is now providing challenging targets which are increasingly shared with students and their parents. Overall care, support and guidance are satisfactory.

The effectiveness of leadership and management is satisfactory, with good features. Leaders across the school share a strong commitment to the maintenance of the school's caring ethos, and to improvement. The school council has enabled pupils to make their views known and be involved in decision making. The headteacher and senior management team have identified broad priorities for improvement although plans are not always effectively coordinated to form a concerted, whole-school focus

to raise standards. Systems for checking the quality of teaching, learning and progress are not yet providing sufficient information to allow the school to evaluate the effectiveness of its work. Recent changes to roles have led to a greater focus on achievement and standards but the impact is yet to be measured. The school has the capacity to make further improvement. Parents are overwhelmingly supportive of the school and value the caring ethos and confidence it instils in the pupils.

### **What the school should do to improve further**

- Improve the rigour of the self-evaluation process at all levels of leadership to enable the school to monitor its performance more accurately, and to make effective use of outcomes to raise standards and achievement.
- Improve the consistency and quality of teaching and learning to engage pupils more actively in their learning and promote independence.
- Make better use of tracking and assessment information to plan work that provides a better match to pupils' needs.

## **Achievement and standards**

### **Grade: 3**

Attainment on entry to the school varies from year to year but is broadly average. Standards are broadly average and achievement is satisfactory overall. In 2006, national test results at the end of Year 6 showed a dip in mathematics and English, and an increase in science. Assessment information from the first schools is processed efficiently and further tests are given soon after entry to assess pupils' capabilities. However, not all teachers make sufficient use of the data provided to raise standards in the classroom.

Boys and girls achieve similarly in mathematics and science but girls reach higher standards in English, in line with the national picture. Pupils with learning difficulties and/or disabilities, and those with English as an additional language, make similar progress to other pupils.

The setting of challenging targets and the tracking of pupils' progress are at an early stage of development, although individual teachers give their pupils targets to work towards.

## **Personal development and well-being**

### **Grade: 1**

Pupils enjoy coming to school and this is reflected in above average attendance and an exceptionally high level of participation in the wide range of extra-curricular activities. They get on very well with teachers and each other and relish the many opportunities to take on responsibility. Their cultural development has been enriched very successfully since the last inspection by a strong focus on other cultures. For example, in a Year 6 art lesson, the pupils studied examples of Islamic art and created their own designs in that style. Activities such as distributing Harvest parcels and

giving concerts, plus many fundraising activities for charity, reflect a very positive contribution to the local community. The school is effective in helping the pupils to acquire the skills they will need for their future economic well-being through its work in literacy, numeracy, information and communication technology (ICT) and the careers guidance given to Year 7 and 8 pupils.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers foster very good relationships in the classroom so that pupils come to lessons expecting to work hard. In the more successful lessons, teachers draw well on pupils' previous learning and allow pupils to play an active part in their learning, for example in small group work. Questions are used routinely to check what pupils have understood and there are occasions in lessons when the teacher intervenes to assess pupils' progress and correct weaknesses. Good attention is paid to health and safety matters in lessons such as science and food technology. Lessons are less effective when the teacher does not make clear at the beginning what pupils are going to learn and does not involve them to check understanding at the end of the lesson. Questions, although frequent, are not always used to encourage extended answers. In groups with a wide ability range, the work is not always suited to individual needs and this restricts achievement, as the more able are not challenged and the less able struggle to keep up. Marking is inconsistent but in English, comments focus on areas for improvement as well as strengths.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum provides good opportunities for pupils to experience variety across the week, and this contributes very well to their personal development. Educational visits and residential experiences are strong features of the school's provision and stimulate an interest in the wider world. The experience of at least two hours of physical education each week contributes to pupils' positive attitudes towards leading a healthy lifestyle and is a strength of the school. Pupils take advantage of an extensive enrichment programme of activities which they value greatly, as do their parents. The school is starting to develop better opportunities to develop extended writing across the curriculum. The introduction of interactive whiteboards within the school is supporting a greater range of learning opportunities. Pupils enjoy developing their skills and confidence in ICT lessons but there are not enough opportunities to use these skills in other lessons. The school has effective links with first schools and the transfer school to support successful induction, curriculum continuity and progression.

## Care, guidance and support

### Grade: 3

The school has very effective care systems and has won national awards for its anti-bullying policy. Serious incidents are rare and dealt with effectively. The pupils feel safe: all the statutory requirements with regard to health and safety, child protection and racism are in place and strictly observed. There are good links with other agencies. Pupils with special needs are supported and make progress equal to that of other groups of learners.

The use of assessment information is not sharp enough across the school and the monitoring of academic progress is not developed sufficiently to impact on rates of progress.

## Leadership and management

### Grade: 3

School leaders are working hard across the school to make improvements but their work is not sufficiently coordinated to bring about a sustained improvement in standards and achievement. The role of heads of department is underdeveloped and not sufficiently linked with whole-school strategic developments. Heads of department produce satisfactory action plans linked to school priorities but they do not consistently identify the steps needed to improve or evaluate the benefits for learners.

Monitoring of teaching takes place but does not focus strongly enough on evidence of pupils' progress in lessons. The use of information from lesson observation of teaching and learning is not as yet used systematically to support improvement or to evaluate the quality of teaching and learning across the school. Heads of house now have access to progress information and systems are in place but it is too soon to see the impact of this on pupils' progress.

Leadership provided by heads of house and the personal, social, health and citizenship education programme contribute effectively to pupils' well-being and a strong sense of pride and belonging.

The school has made effective progress in the areas raised for improvement since the last inspection. Reports to parents now provide detailed information on attainment, effort and targets. Governors are very supportive of the school and have informal links with departments. However, the governing body needs to be more effective in holding the school to account and increase the level of scrutiny of its work. There is recognition that training is needed for this key role, given the number of new governors.

The school's finances are well managed and there are effective links between improvement plans and the budget. The school has been successful in improving the school environment.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	3

<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.

## Leadership and management

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

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for being so welcoming and helpful when we came to inspect your school recently. Your friendly smiles and cheerful greetings made it a pleasure to be in your school. We very much enjoyed talking to you, watching you work with your teachers and speaking to you about your progress. We were sorry not to meet Year 8 pupils but we did look at some of your work and hear about the exciting activities you were involved in on your residential visit.

We think the school is giving you a sound education. We were impressed with your behaviour, your hard work in lessons and attitudes to school. You told us that you enjoyed school and that your teachers looked after you very well. We agree with you. Your teachers work very hard to make sure that you feel safe, that you become confident, and know how to lead healthy lives. You were very pleased about all the clubs and activities offered by your teachers. The school council was very clear about how it could help to make improvements in the school, and we wish you luck with your projects.

You may have heard that, at the end of our visit, we decided that your school needed to improve certain things in order to make it more successful.

- To check more carefully how the school is doing so that it can find out what to improve to help you make more progress.
- To provide more lessons where you are active in your learning.
- To make better use of assessment information to plan work that is better matched to your needs.

You yourselves can help by thinking about what you are learning in the classroom and what you need to do to improve.

Our best wishes to you for the future.