



# Developmental Review Of Windhill21 Primary Academy

Headteacher: Philippa Moore  
Lead reviewer: Jim Alexander

**12<sup>th</sup> to 13<sup>th</sup> January 2017**



B11 Education is a limited company registered in England and Wales  
Company Number: 7306700.  
Tel. 08455 195 811 email: [enquiries@b11.co](mailto:enquiries@b11.co) website: [www.b11.co](http://www.b11.co)

## Information about this review

This review has been commissioned by school leaders for Windhill21 Primary Academy. Before the review, the academy's 2016 RAISEOnline was analysed, along with academy's self-evaluation summary and school's website. The B11 Education consultant observed learning and behaviour in 24 lesson, from the nursery class to Year 6, with members of the school's senior leadership team. The consultant conducted a number of activities jointly with the headteacher, deputy headteacher and senior leaders, including looking at work in pupils' books. The consultant spoke with pupils about their views on behaviour and how the school keeps them safe. The consultant also discussed with pupils their learning and together looked at work in their books. Pupils' behaviour was also observed at lunchtime, break time and around the school. Meetings were held with senior leaders, school staff and members of the governing body, including the chair of governors. The consultant observed the school's work and looked at a number of documents, including the school's own information on pupils' current progress, planning and monitoring, records of behaviour and attendance and documents relating to safeguarding.

## School Context

Windhill21 Primary Academy is a larger than average-sized primary with currently 486 pupils on roll. The proportion of disadvantaged pupils is similar to average. The proportion of pupils who are from minority ethnic groups is slightly above average. The percentage of pupils who speak English as an additional language is above average. In school, the proportion of disabled pupils or those who have special educational needs is above average. When the predecessor school was last inspected by Ofsted, in February 2013, it was judged to be good.

### Key to review grades:

**1 = outstanding; 2a = strongly good with outstanding elements; 2b = securely good; 2c = good but not secure; 3a = requires improvement but with good elements; 3b = requires improvement; 3c requires improvement and not secure; 4a = inadequate (SW likely); and 4b = inadequate (SM likely)**

## **Main findings**

### **Overall effectiveness – Grade: 2a**

#### **Strengths:**

- Since the last review (February 2016), leaders have continued to drive forward significant improvement to provision and outcomes.
- The highly skilled headteacher has effectively developed the role of senior and middle leaders. Together, they share the vision that children will leave Year 6 as well-rounded, articulate and caring individuals with a love for learning.
- The newly appointed SENCO has wasted no time in assessing needs and developing plans for further improvement.
- Leaders have developed effective procedures to monitor the work of the school. Self-evaluation is reliable and informs priorities in the school development plan.
- Leaders have developed a reliable system to measure pupils' progress and plot their attainment against the requirements of the National Curriculum.
- Great strides have been made by leaders to embed the opportunity for all to succeed. Pupils have a clear understanding of equality and celebrate diversity. Pupils in Year 6 say, 'this is one of the best things that has improved this year'.
- The quality of teaching, learning and assessment is securely good and some now outstanding. The vast majority of teachers plan lessons and activities which are fun and engaging.
- Pupils display very positive attitudes to their work and attend regularly. Attendance has improved since the time of the last review at a much faster rate than nationally.
- Pupils show a great respect for their teachers and are keen to work well together.
- Leaders have effectively reshaped provision at lunchtime for pupils to enjoy. Incidents of unacceptable behaviour are rare and well managed. Pupils say 'this is a very lovely school'.
- Early years provision has also improved considerably and is now highly effective. Skilled staff make sure that activities (both inside and outdoors) meet the range of children's needs and interests very well.
- Standards in reading are high and progress is very strong. Pupils say that the Accelerated Reader scheme 'encourages us and we really enjoy reading now'.

- The proportion of pupils who reach expected or above standards in writing are above average and progress is good.
- The proportion of pupils who reach expected or above standards in mathematics is above average and progress is also very good for the majority of pupils.

### **Areas for improvement:**

Further improve the strong leadership, by:

- providing opportunity for subject leaders to have a better understanding of possible questions posed by RAISEOnline.

Further improve the quality of teaching, learning and assessment, by:

- accelerating the pace in some lessons
- having clear expectations about what should be achieved in each lesson, particularly in science.

Further improve outcomes for pupils, by:

- making sure that the progress made by the most able pupils in mathematics matches that of the middle and low prior attaining pupils
- accelerating progress in writing still further so standards match those of reading by the end of Key Stage 2
- helping the higher ability and low prior attaining disadvantaged pupils do even better in mathematics by the end of Key Stage 2
- continuing to close the gap in disadvantaged pupils' attainment in Key Stage 1.

### **Leadership and management – Grade: 1**

- Leaders at all levels have a strong sense of purpose. Together they work very effectively. The highly skilled headteacher has established very positive relationships across the school. This ensures high expectations for pupils are a shared vision for the school.
- The early years leader has made sure that provision has improved significantly. This means that children make an excellent start to school life.
- The system which has been developed to plot pupils' attainment and measure their progress is providing leaders with reliable information. They use this to make sure that pupils make at least good progress from their starting point.

Leaders recognise that the next step is to differentiate between what represents good progress and what represents outstanding progress.

- Subject leadership has also improved since the time of the last review. Leaders have a good understanding of strengths and areas for development in their particular subjects. They would now benefit from a better understanding of the issues identified by the RAISEOnline.
- Staff are very willing to support leaders by taking on extra roles and responsibilities. For example, while the current mathematics leader is on maternity leave, other staff have stepped in to lead improvements, for example the use of 'manipulatives' to enrich provision for the most able.
- Support for pupils who have special educational needs and/or disabilities is strong. The recently appointed new coordinator is already using her previous experience to plan further improvements within school.
- Leaders regularly monitor the quality of teaching. The effective use of a wide range of evidence, including work in pupils' books, assessment information and lesson observations. Leaders then provide high quality bespoke training, so that everyone has the right skills to raise standards.
- Teachers who are relatively new to the profession receive effective support to develop their skills. The school ensures that they are able to draw upon the expertise of more experienced staff. Leaders are also active in supporting other local schools.
- The school's curriculum enables pupils to develop skills that prepare them well for secondary school.
- Governors are well informed and use their experience to challenge and encourage leaders in equal measure. They are regular visitors to school and undertake a wide range of monitoring activities. The recently appointed new chair of governors has brought further strength to this effective team.
- The arrangements for safeguarding are effective. The school's single central record meets requirements. Leaders acted swiftly, following a local authority review, to address the few recommendations which were made.

### **What does the academy need to consider for leadership and management?**

- Provide opportunity for subject leaders to have a better understanding of possible questions posed by RAISEOnline.

## **The quality of teaching, learning and assessment – Grade: 2a**

- Leaders' high expectations are evident in the very good quality teaching. Teachers know their pupils very well and plan lessons to capture the imagination of their class.
- Pupils make strong progress in lessons and over time, because teachers are skills at adapting tasks during the lesson, so pupils do not spend too long doing work which is too easy for them.
- Teachers and support staff use questions well to consolidate understanding and extend learning very well.
- Classroom routines are well established and support pupils' learning well. In the vast majority of lessons, effective modelling and explanations ensure that lessons move along at a good pace and pupils are clear about what they are expected to achieve. Occasionally, a few lessons lack pace and pupils are less clear about what is expected of them. This slows their progress and pupils do not use their time well.
- Leaders are being effective in raising the quality of teaching, learning and assessment in lower Key Stage 2, recognising there is still a little more to do in Year 3.

## **What does the academy need to consider to secure a stronger grade of good for the quality of teaching, learning and assessment?**

- Make sure that all teaching in lower Key Stage 2, particularly in Year 3, is as good as the best in promoting engagement in learning.
- Make sure time is used well in all lessons and pupils are always clear about what is expected of them.

## **Personal development, behaviour and welfare – Grade: 1**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The school is very successful in developing pupils' curiosity as learners. Consequently, pupils are very confident. They have excellent social skills and are chatty, personable and interesting to talk to.

- Pupils respond to the effective guidance teachers give them. Their attitude to their work is exemplary. This is a result of the way the school develops the character of each child as an individual.
- Relationships are extremely strong across the school. Pupils look after each other and show that they care for each other in their work and play. Incidents of bullying are very rare and pupils are very confident that staff will look after them extremely well.
- Pupils recognise that the school keeps them extremely safe. They are able to take calculated risks and know how to challenge unfamiliar people appropriately.

### Behaviour

- The behaviour of pupils is outstanding. Pupils show impeccable conduct both inside and outside the classroom. They know how to behave very well with each other.
- The older pupils support younger children in the playground. They are able to regulate their behaviour and use equipment safely. They say bullying is very rare and that staff deal swiftly with any concerns.
- Classrooms are extremely well-organised learning environments. Pupils respond very well to the very effective school behaviour system. Consequently, pupils' positive attitudes mean that behaviour rarely disrupts lessons.
- Staff have established very good systems that ensure that the school day runs smoothly. Pupils move around the school calmly. They show respect to adults and hold open doors for each other and staff. Pupils always give visitors a warm welcome to their classrooms.
- Excellent behaviour for learning leads to a positive impact on pupil progress. They are very proud to be pupils at Windhill21. The quality of their work demonstrates this pride and they enjoy sharing this with visitors.
- The school's incentives to improve attendance have been successful. The latest figures show that absence has reduced significantly and overall attendance is now growing at a faster rate than the national average.

### **Outcomes for children – Grade: 2a**

- Most children typically start school with skills that are below those expected for their age. By the end of their time in the early years, the majority of children have reached a good level of development and are very well prepared to start Year 1.

- The proportion of pupils to reach the expected standard in their Year 1 phonics screening check has been improving year on year and in 2016 was well above the national average.
- By the end of Key Stage 1, standards in reading are close to average for the majority of pupils, but remain below average for the disadvantaged pupils. Standards in writing are above average for the majority of pupils, but also remain below average for the disadvantaged pupils. Standards in mathematics are close to average for the majority of pupils, but again remain below average for the disadvantaged pupils.
- By the end of Key Stage 2, the proportion of pupils who reach 'expected or above' standards in reading, writing and mathematics is above average. The proportion of pupils reaching a higher standard is also above average in reading and mathematics, but below average in writing.
- By the time pupils leave Year 6:
  - pupils' progress in reading is in the top 10% of all schools, representing outstanding progress from their starting points.
  - pupils' progress in writing is above average, representing good progress from their starting points
  - pupils' progress in mathematics, for the majority of pupils, is significantly above average. However, disadvantaged pupils' progress is not so high, particularly for the most able pupils and those with low prior attainment.
- School based assessment information demonstrates that generally pupils make good progress and for some it is outstanding. This is helping, for example, disadvantaged pupils catch up with others in school and all pupils nationally.

**What does the academy need to consider to secure a stronger grade of good for outcomes?**

- Make sure that the progress made by the low prior attaining pupils and the most able pupils in mathematics matches that of the middle ability pupils.
- Make sure that the disadvantaged pupils reach higher standards by the end of Key Stage 2, particularly in mathematics.
- Raise still further the higher standards in writing.

## **Early Years provision – Grade: 1**

- The early years is exceptionally well led and teaching is very strong. Senior leaders have a good understanding of the progress children make.
- Effective use of additional funding in early years ensures that all children, including disadvantaged pupils, make excellent progress.
- Current standards are above national averages and improving year-on-year.
- Well-prepared children are ready for the transition to Year 1.
- All staff contribute to the high achievement children make. Assessments are accurate and lead to high-quality learning for children.
- Early identification of needs means pupil support is effective. Children are able to sustain interest in the well-planned activities. As a result, all groups of children develop positive attitudes to their learning.
- The well-planned outdoor provision offers children very good opportunities for physical development of their gross motor skills. Staff ensure that children use the area to enhance their learning.
- The children's social skills are well developed. This is reflected in the emerging strong relationships children forge with each other and with staff.
- Safeguarding procedures are effective and risk assessments kept up to date. This ensures that children are safe and well cared for.