

# Windale Community Primary School

Windale Avenue, Blackbird Leys, Oxford, Oxfordshire OX4 6JD

## Inspection dates

24–25 January 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Requires improvement</b>
Outcomes for pupils	<b>Requires improvement</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Despite improvements in published data in 2016, current pupils are not making enough progress. Progress in writing is especially weak.
- Teaching and assessment, although improved, are not yet consistently effective across key stages 1 and 2. Some teachers do not assess pupils' learning accurately enough.
- Teaching does not sufficiently challenge the most able pupils. Too often, their potential is not realised, especially that of the disadvantaged most able pupils.
- The agreed approaches employed by leaders to manage teachers' performance are not always effective.
- Some subject leaders do not make a strong enough contribution to developing teachers' expertise and raising standards.
- Disadvantaged pupils currently in school, and boys, do not make enough progress in some subjects and year groups.
- The curriculum does not provide pupils with the knowledge, skills and understanding to make a flying start at secondary school.
- Although behaviour overall has improved, in some classes, pupils' learning is disrupted by poor behaviour.
- Over time, trustees and interim executive board (IEB) members have not done enough to ensure the school can keep moving forward.
- Trustees have not been rigorous enough when checking the impact of IEB members' and leaders' decisions about how some funds are spent. Well-planned improvements aimed at tightening up these checks are in their infancy.

### The school has the following strengths

- The new headteacher, ably assisted by senior leaders, has well-considered plans to move the school forward. Changes are built upon firm foundations because senior leaders have improved key areas of the school.
- Better teaching in the last academic year led to pupils achieving above average in 2016 national tests and assessments.
- Teaching in phonics has improved and the proportion of pupils achieving the expected standard in the phonics check has increased.
- The school helps individual pupils to overcome barriers well. They benefit from the additional experiences provided, including trips and clubs. Personal development and welfare are strong.
- The early years are well led. Children make good, and sometimes very good, progress from starting points that are well below what might be expected for their age.
- The school's work to keep children safe is well-embedded and rigorous.

## Full report

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

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

- Improve leadership, including governance, by ensuring that:
  - trustees, working closely with IEB members, do more to mitigate the effects of budgetary constraints on pupils' learning
  - embryonic plans to clarify and develop the way trustees hold the school's IEB and leaders to account, are fully implemented
  - the curriculum provides pupils with the subject knowledge and skills required to make a good start in their secondary education
  - performance management approaches lead more rapidly to improvements
  - all subject leaders make the strong contribution to improving teaching that some do.
- Improve the quality of teaching to be as strong as the best seen in the school by ensuring that:
  - teachers set tasks that are sufficiently challenging and enable pupils to apply skills at a greater depth, especially, but not solely, in mathematics
  - teachers' assessments provide an accurate picture of pupils' progress
  - teachers' questioning is more searching, requires pupils to think hard and provides teachers with a better insight into how well pupils understand topics
  - reading activities enable pupils to experience the pleasure of reading and develop the skills they need to achieve well in the more challenging key stage 2 tests.
- Improve the progress of pupils currently in the school so that:
  - pupils, especially disadvantaged pupils, with the potential to exceed age-related expectations, do so
  - pupils, including disadvantaged pupils, in both key stages, gain the writing skills they need to achieve highly in assessments
  - pupils, including those who need to catch up, make rapid progress so they reach age-related expectations at the end of Year 6 in reading, writing, and in mathematics.
- Ensure that all teachers consistently apply agreed behaviour policies so pupils do not have their learning disrupted by others.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Improvements to the overall quality of education that the school provides have enabled the school to move out of special measures. However, the school is not yet good because teaching is not consistently strong across classes, subjects, and year groups. The high staff turnover since September 2016 has meant that some changes that were set fair to take the school to good, have not delivered the depth of improvement required to achieve this goal.
- The trust-wide strategy for recruiting and retaining staff is more developed than it was but it has not supplied the stability that the school requires. In part, this is because the locality has significant recruitment issues. However, there are other factors at play, such as financial constraints, which limit what the trust can do to retain and recruit staff. The school gives effective support and care to its new staff, including newly qualified teachers.
- The curriculum does not support pupils in gaining the knowledge, skills and understanding across the broad range of subjects required to make a good start at secondary school. In particular, pupils' learning in geography and history is weak. In addition, new approaches to assessment are not always used accurately.
- Not all subject leaders currently in post make a strong enough contribution to sustaining the improvements in teaching made last year. However, in some areas subject leadership is effective, for example, in phonics and science.
- The process of formally managing teachers' performance does not contribute well enough to improving the quality of teaching. The process begins with teachers assessing their own teaching. Some teachers do not do this accurately. There are, therefore, discrepancies between their views and those of senior leaders, which can inhibit rapid development.
- Leaders have sensibly evaluated the impact of additional funding on pupils' outcomes, including through an external review and they have, consequently, made changes. For example, funding designated for yoga lessons has been reassigned to assist targeted pupils in English and mathematics. Until recently, not enough scrutiny was given to ensuring funding, including additional funding for disadvantaged pupils, helped pupils academically, as well as it did pastorally.
- The impact of external support has been mixed. Assistance in mathematics, provided by sponsors, has led to a more consistent approach but it has not contributed to developing pupils' higher-level mathematics skills. Generally, external help has had a more positive effect on nurturing pupils than on more academic aspects. Leaders need to check that pupils with the potential to make rapid progress are well served by external support.
- The new headteacher is the first permanent headteacher since the previous inspection. She is determined to move the school forward and enjoys strong support from the staff. The school has made a tremendous start on its journey to good, because the headteacher has insight, rigour and accuracy when evaluating the school.
- Senior leaders have made a substantial contribution to moving the school forward

because they have improved those areas for which they are responsible very effectively, namely phonics, early years provision, and the way pupils and their families are supported. They have not, however, had enough opportunities to develop their own practice by experiencing good and outstanding teaching beyond the multi-academy trust (MAT).

- Pupils who have special educational needs and/or disabilities are well supported. In particular, bespoke programmes delivered by assistants, either one-to-one or in small groups, have a strong impact because they are carefully monitored by the special needs coordinator. Of note are the positive effects of a range of additional help to nurture targeted pupils. Additional funding is used well.
- The school has successfully prioritised developing positive relationships with parents. In particular, leaders have enhanced parents' confidence in supporting their youngsters at home. Parents' opinions are collected regularly at parents' evenings, with the vast majority responding positively. Parents spoken to on inspection praised the school.
- The school has assiduously and successfully broadened pupils' horizons. Year 6 pupils attend a residential in Whitby to experience the seaside. Additional experiences, such as writing for the school newspaper and performing in plays by Shakespeare, provide pupils with additional skills. These activities also serve to enhance pupils' spiritual, moral, social and cultural learning.
- Leaders have developed pupils' understanding of fundamental British values effectively. These values are fully echoed in the school's own values, 'The Windale Way', and further reinforced in assemblies. Teachers successfully use well-chosen stimuli, including song lyrics, to inspire pupils to debate issues such as free speech.
- The sports premium is now used well. For instance, it funds a project developing teachers' practice led by an external provider. This has enhanced teachers' capabilities across a range of sports. In addition, it buys support from the school's main secondary transition partner. This has opened up opportunities for children to access a range of sports and also aided pupils' transition to secondary school.

### **Governance of the school**

- Governance has improved but it is not yet good. Despite improvements, not enough has been done by trustees, working alongside members of the IEB, to ensure that budgetary constraints do not have a negative impact on pupils' learning and achievement. Financial constraints pose a threat to the capacity of the current headteacher to sustain some of the improvements that have had a positive impact over the past two years.
- Recently, the way in which trustees hold the IEB to account has been developed and clarified. However, this new approach is embryonic.
- At an individual school level, IEB members, some of whom are trustees, have improved the way they hold the school to account. They now analyse the performance of pupils and ask challenging questions about the quality of teaching and the impact of pupil premium spending on outcomes along with pupils' well-being. Close questioning is supported by regular visits to school from the chair of the IEB, who has considerable educational expertise, which he brings to bear on the role.

## Safeguarding

- The arrangements for safeguarding are effective. This is a highly pupil-centred school, where each pupil's welfare is given top priority. Any concerns are carefully logged and regularly scrutinised by all the senior leaders, which makes it easier for leaders to identify patterns and make links. Leaders also brief staff about safeguarding issues on a weekly basis, so staff can support the children in their care properly.
- Leaders collaborate closely with a range of external agencies, including the police, where necessary. The school has a very strong working relationship with the local authority's welfare services. This enables the process of referral to run smoothly. School leaders make very good use of their training, including updates on the 'Prevent' duty to ensure that concerns are referred to the appropriate body.

### Quality of teaching, learning and assessment

### Requires improvement

- Teaching, learning and assessment have improved but are not yet good. There are pockets of strong teaching, as demonstrated by the improvements in published data. However, these improvements are not consistent across the school, mainly, but not solely, due to the high turnover in teaching staff.
- One feature of teaching that is weaker than other aspects is that teachers do not set demanding or interesting enough work for pupils. In addition, in some reading lessons, the texts they provide for pupils are not always challenging enough. Therefore, the progress pupils make as a consequence of completing tasks, including reading tasks, is not as great as some teachers think.
- Teachers do not always ask questions that require pupils to think hard and dig deeper into the topic. In some classes, teachers do not use questions to check pupils' learning. As a result, teachers do not have a sufficiently detailed or accurate view of how pupils are faring in their learning.
- Improvements in pupils' writing are too variable. Sometimes teachers do not place enough emphasis on pupils gaining a secure understanding of the features of good writing. As a result, pupils are not clear enough about how to employ these features to express their ideas and engage readers.
- Teaching in mathematics is mixed. Teachers do not always provide pupils with opportunities to test out their learning and develop mathematical reasoning at a deep level. In classes where mathematics teaching is stronger, equipment is used well to help pupils who are struggling.
- Some teachers have not thought through well enough how to make the best use of their teaching assistants. In some classes teaching assistants do not make a big enough difference.
- A number of teachers have improved their practice due to the support and guidance provided by a combination of internal and external support. In classes where practice is better, work set is carefully sequenced and tasks are linked together well. Pupils are clear about the purpose of the tasks they undertake and consequently make progress.
- In classes where teaching is stronger, pupils follow instructions, carrying out tasks and

discussing ideas in groups. They take careful note of the feedback teachers give them, which helps them improve.

- Pupils respond very well when teachers provide an imaginative setting for their work. For instance, Years 2/3 pupils were stimulated by the notion that a dragon had made a mess in the playground. Their interest was aroused even more when they saw the evidence in a cordoned-off area of the playground. Pupils' belief in the reality of the situation prompted them to discuss a range of issues in depth, mostly relating to science, but also including some ethical questions.
- The teaching of phonics is effective. This has had a positive impact on the proportion of pupils reaching the expected standard in the phonics check. Pupils, and children in Reception, successfully gain the skills they need to decode the shapes of letters and blend sounds.

## Personal development, behaviour and welfare

## Requires improvement

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Ensuring pupils are well cared for, nurtured, and emotionally developed is a focus for all staff. They dedicate themselves to this goal, and, as a consequence, this aspect of the school's work is stronger than others. Of note is the way pupils are given the support they need to cope with the challenges they face, especially those resulting from instability in their home lives.
- Pupils told inspectors that they felt safe in school and that pupils show more care and consideration to their classmates than previously. Pupils purposefully participate in making the school as good as it can be, through an active school council and the discussions they have in class. They successfully learn about how to make the right decisions and show resilience through 'personal power'.
- Pupils are actively involved in deciding upon the school's key values, the main one being kindness. Their teachers model this value in their interactions with pupils, even when applying sanctions. As a result, pupils know what it means to be kind and often go out of their way to show kindness to others.
- No opportunity is missed to reinforce the school's positive ethos, including through praise and rewards, which are effective incentives. Rewards have helped improve attendance and punctuality, including for disadvantaged pupils. Attendance has improved from the last academic year but figures for the year to date show attendance is slightly below average.

### Behaviour

- The behaviour of pupils requires improvement because although it has improved, it varies too much from class to class. This is because some staff do not apply the school's guidelines on managing behaviour well enough. Some pupils commented to inspectors that they were concerned that their learning was being disrupted by the poor behaviour of some pupils.

- On the playground and around school pupils behave mostly well. They are supported in this by the highly visible staff presence, which includes senior leaders. Some pupils do not follow instructions from teaching assistants and new teachers as well as they do from leaders and established teachers.
- The school has worked successfully with one of its three sponsors to develop a whole-school approach to managing behaviour, which includes modelling positive behaviour. As a result, incidents of bullying, and the amount of time pupils spend out of lessons because of their poor behaviour, have reduced.
- Leaders gather information on pupils' behaviour and analyse it carefully. They effectively use their analysis to identify 'hotspots' as well as to build a vivid picture of pupils' sense of well-being. Leaders are particularly attuned to changes in pupils' behaviour and ensure that they fully investigate the reasons behind any fluctuations.

### Outcomes for pupils

### Requires improvement

- Published performance information for 2016 indicates that pupils' outcomes improved due to better teaching. However, improvements have not been sustained and the progress of current pupils is too variable to be good. Leaders predict that pupils will not achieve as well in 2017 in reading, writing and mathematics as they did in 2016.
- Teachers' assessment of pupils' work varies in accuracy, with information for some pupils being more reliable than others. Across the school, current assessment information shows that progress in writing lags behind that of other subjects. However, in some classes pupils' progress in reading is also too slow.
- Reading has been a focus in upper key stage 2, because, although progress in reading was strong in the 2016 national tests, a much lower than average proportion of pupils achieved age-related expectations. Too few pupils have access to challenging texts in reading lessons to ensure that they achieve more highly in 2017. In addition, not enough is done to inspire pupils about the joys of reading.
- In the 2016 national tests and assessments, disadvantaged pupils' progress was stronger than in 2015. However, disadvantaged pupils did not make the rapid progress needed to attain as well as other pupils nationally, especially the most able disadvantaged pupils.
- There is evidence from work in pupils' books, standards reached in lessons and the most recent tracking that disadvantaged pupils' current progress is slower than that of other pupils, especially, but not solely, in upper key stage 2 classes.
- A lower than average proportion of pupils exceeded age-related expectations in key stage one and two tests and assessments. A legacy of weak teaching means few pupils are categorised as most able. However, pupils with the potential to achieve above the expected standard are not always provided with the level of challenge required for them to fulfil their potential.
- In 2016 key stage 2 tests, pupils' progress was significantly above national average in reading, writing and in mathematics. Less-able pupils made particularly strong progress. In key stage 1 tests and assessments, the proportion of pupils reaching age-related expectations was above national expectations in reading and mathematics.



- Better phonics teaching has led to substantial improvements in the proportion of pupils reaching the expected standards in the phonics screening check. This aspect of the school's work is well led and predictions for 2017 indicate that improvements will be sustained.
- Pupils who have special educational needs and/or disabilities are well supported. The 2016 published information shows their progress was strong. Current pupils who have special educational needs and/or disabilities are suitably aided by the additional help they receive from assistants. This is overseen and carefully monitored by the special educational needs coordinator.

## Early years provision

**Good**

- The early years provision is good. Effective leadership and strong teaching means outcomes have steadily improved year-on-year and are set to rise further in 2017.
- In 2016, the proportion of children reaching a good level of development was broadly in line with the national average, despite children joining Reception with levels of development that are significantly below what is expected.
- The proportion of disadvantaged children reaching a good level of development has improved due to a successful strategy. As part of the approach, disadvantaged children were targeted for early additional support in the summer term of Nursery. This approach helped disadvantaged children make a good start in Reception.
- Children's level of development is accurately assessed when they join the setting. This helps staff to provide the additional support needed, including with communication. Activities are carefully planned to ensure that they maximise opportunities for children to talk while they play and use role play. As a result, children enthuse about the rationale behind their play, using appropriate terminology, one commenting, 'I am making a volcano with lava.'
- The outside play area for Reception is about to be refurbished and is not as well set up for children to participate in the full range of learning activities as the one used by nursery children. Nevertheless, both areas provide well-planned opportunities for children to practise mark-making and counting.
- Following training in phonics, adults effectively support children in learning how to read. In addition, in early years phonics lessons, teachers check carefully to ensure that all children make the necessary gains in phonic knowledge. Consequently, children make strong progress in phonics in Reception and are set up well for their phonics learning in Year 1.
- Staff enhance children's learning by asking them questions while they play. Leaders have worked successfully with adults to ensure that they have the wherewithal to pose sufficiently probing questions to children in their care.
- Of note has been the impact of a range of effective approaches to involve parents in their youngsters' learning, which include staff modelling to parents how to play with children constructively.
- The children in the setting play in an orderly and harmonious manner. They are able to follow instructions and cope well with transitions between activities. Leaders ensure



that the setting is safe and children are well versed in spotting potential dangers. The quality of the provision means children are well prepared for the challenges of Year 1.

## School details

Unique reference number	139256
Local authority	Oxfordshire
Inspection number	10020317

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	338
Appropriate authority	Interim executive board
Chair	Mr Chris Scrivener
Headteacher	Ms Katie Geran-Haq
Telephone number	01865 777796
Website	<a href="http://www.windaleprimary.com/">www.windaleprimary.com/</a>
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Date of previous inspection	28–29 January 2015

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- The school is an average-sized school and part of a multi-academy trust with two other neighbouring schools, Orchard Meadow and Pegasus.
- The school has received substantial external support from two of its sponsors, Family Links and The Hamilton Trust.
- The proportion of pupils who are known to be eligible for the pupil premium is well above average, with almost half the pupils eligible.
- The proportion of pupils who receive support because they have special educational needs and/or disabilities is well above average. The proportion who have education,

health and care plans is slightly above national average.

- Since the last inspection, there has been one acting headteacher and one interim headteacher. The current permanent headteacher took up her post at the start of November 2016.
- At the start of the academic year 2016, a number of new staff were appointed, including a new part-time special educational needs coordinator. Further staffing changes were made in January 2017.
- The early years consists of a Nursery class which children attend on a part-time basis, and a full-time Reception class.
- The school shares its site with a separately managed pre-school called 'Two by Two'.
- The school meets the government floor standards for 2016, which set minimum expectations for attainment and progress.

## Information about this inspection

- The inspection started as a short section 8 inspection and then converted to a section 5 full inspection.
- Inspectors made visits to observe learning in all classes, including in early years. They were accompanied by leaders on most visits. Inspectors also observed breaktime behaviour and made three short dips into classes, one to observe behaviour, one to look at the work of teaching assistants and one to look at spiritual, moral, social and cultural provision. In addition, inspectors scrutinised pupils' work.
- Two meetings were held with pupils. One focused on behaviour and well-being and the other on learning and included listening to pupils read. Pupils also accompanied an inspector on a guided tour of the school.
- Inspectors held meetings with the headteacher, senior leaders, subject leaders, and a group of staff, which included support staff and external support providers. Inspectors also met parents informally.
- Inspectors also held meetings with the chair of the IEB and two other IEB members, some of whom were trustees. A meeting was also held with the headteacher of one of the schools in the MAT who chairs the board, which consists of the three headteachers of the schools in the MAT.
- Insufficient responses were made on Parent View to generate a summary. Inspectors reviewed parents' responses to the same questions as Ofsted uses, gathered by the school.
- Documentation and policies, which included the school's own evaluation and development plans, were reviewed. Inspectors scrutinised the school's safeguarding records, including safety checks made when teachers are appointed.

## Inspection team

Sarah Hubbard, lead inspector

Her Majesty's Inspector

Andrew Clark

Ofsted Inspector

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Her Majesty's Inspector

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