

# Lambs Lane Primary School

Back Lane, Spencers Wood, Reading, Berkshire, RG7 1JB

## Inspection dates

4–5 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils do not read as well as they should, because they are not taught a sufficient range of reading strategies. Books and activities are not well enough matched to their needs and interests.
- Teachers do not do enough to ensure pupils develop a love of reading, share their enthusiasm for books and authors with each other and make good use of the school library.
- Over time, pupils, including those that are disadvantaged and the most able, have not made consistently good progress in each subject.
- Too many pupils leave the school at the end of Year 6, without having reached the expected levels in reading, writing and mathematics.
- Pupils are given too few opportunities to work independently. Consequently, they do not develop sufficient resilience to tackle problems confidently without adult support.
- Teachers do not consistently plan activities that will challenge pupils of different abilities and some work in mathematics is too repetitive. This slows the progress pupils make.
- Senior leaders do not analyse patterns of pupils' achievement sufficiently well. This limits their ability to improve teaching and the progress pupils make.
- Leaders at all levels are not consistently ambitious enough about how well pupils can achieve, so actions to improve achievement hitherto have lacked urgency.

### The school has the following strengths

- Pupils are polite, well mannered and keen to learn. They respect their teachers and appreciate all they do to help them.
- Parents are overwhelmingly supportive of the school. They have confidence that their children are kept safe and report they are always keen to come to school.
- Pupils with complex needs, in the resource provision, make good progress due to teaching which is tailored to their individual needs and abilities.
- Children make a good start to their education due to good teaching in the Reception class. They make good progress and are well prepared for entering Year 1.
- The staff team work well together. They strive to meet the needs of the pupils and to develop their own practice.
- Senior leaders and governors are committed to improving the school and are instilling a sense of pride in staff and pupils. Significant strides have been made since the last inspection and there is now no inadequate teaching.

# Shinfield Infant and Nursery School

School Green, Shinfield, Reading, Berkshire, RG2 9EH

## Inspection dates

4–5 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher and her deputy are recognised by staff, governors and parents as strong leaders who are determined to ensure the best education for all pupils. Consequently, the school's capacity for improvement is strong.
- Good teaching ensures that pupils make good progress, achieving well in reading and mathematics and improving in writing.
- By the time they leave the school, pupils are well prepared for the next stage of education; the majority move on to the linked junior school.
- Parents are highly supportive of the school and support their children's learning well. All the parents who responded to the Parent View online survey agreed that they would recommend the school to another parent.
- Adults set excellent standards of conduct; consequently, attitudes to learning are good.
- Governance is strong. Governors challenge and support the school effectively, ensuring that statutory requirements are met and playing an active role in the life of the school.
- Children in the early years enjoy school and in the Reception classes they make good progress from a wide range of starting points.
- Behaviour is of a high standard and the small number of pupils with behavioural difficulties are well supported so that they can focus on their learning.

### It is not yet an outstanding school because

- Standards of writing, although improving, do not yet consistently match national averages for some groups of pupils.
- In the Nursery, although children are well cared for, they do not make rapid progress in developing basic skills.

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25 February 2015

Mrs S Phillips  
Headteacher  
Loddon Primary School  
Silverdale Road  
Earley  
Reading  
RG6 7LR

Dear Mrs Phillips

### **Ofsted 2014–15 subject survey inspection programme: mathematics**

Thank you for your hospitality and cooperation, and that of your staff and pupils, during my visit on 12 February 2015 to look at work in mathematics.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: interviews with staff and pupils; scrutiny of relevant documentation; analysis of pupils' work; and observation of lessons.

**The overall effectiveness of mathematics is good.**

**Leadership and management of mathematics are good.**

- Leaders are highly ambitious and have very high expectations. They have worked successfully to improve mathematics teaching and the quality of pupils' learning following the school's inspection in November 2012.
- Staff training is of good quality. The frequent workshops run by the subject leader have improved teachers' subject skills and knowledge. Staff's enthusiasm for teaching mathematics is high.
- Lesson observations are used to measure improvements in mathematics teaching. Each round has a specific focus and ensures that leaders have a very clear and accurate view of the impact of teaching on pupils' learning. The focus on mathematics when measuring the performance of teachers has made an important contribution to pupils' improved achievement.
- The subject leader has prepared staff well for the new national curriculum, including strategies for including problem solving in all lessons. The

chance to teach some of the 'new' curriculum content in the summer term 2014 raised the expectations of staff and pupils.

- Teachers are shown how to make use of high quality materials from professional bodies to challenge more able pupils to apply their skills.
- The assistant headteacher works well with the subject leader to ensure the Early Years provision complements the focus in the rest of the school on developing mathematical fluency.

### **The curriculum in mathematics is good.**

- The curriculum is planned thoroughly to make sure it meets pupils' needs. The transition towards full implementation of the updated national curriculum has been well organised. The 'talk for mathematics' project that you have embarked upon has the potential to help less able pupils reason mathematically.
- You have woven effectively the most demanding material into the mathematics lessons for all pupils in upper Key Stage 2. This allows pupils equality of access to higher-level thinking.
- The emphasis on problem solving, fluency and reasoning is exemplified well in some lessons and during discussions between pupils. For example, when Reception class children were sharing various items between friends, those children who were grappling with the idea of equal amounts had the opportunity to talk it through with their partners and demonstrate their thinking because practical resources had been provided. In a Year 6 lesson, the challenge to find the tenth term in a sequence demonstrated pupils' high degree of fluency in working with number.
- Lesson objectives are planned to help pupils make connections between mathematical ideas but this is not always well developed in lessons. Some work set for pupils misses opportunities to develop their reasoning skills.
- Robust assessment arrangements are in place, including regular checks to validate the data that is reported on. Partnership working with local schools on assessment helps to maintain the good transition from Year 6 into Year 7.

### **Teaching in mathematics is good.**

- Pupils are highly motivated because the lessons are interesting and challenge them to think. Walking into a Year 5 lesson, it was striking how much deep concentration and purposeful talk was going on as pupils set about solving complex number problems. Pupils demonstrated a secure understanding of the four operations and strong mental arithmetic skills that helped them choose the most efficient methods.
- Pupils report how much they enjoy mathematics lessons. One reason that they value the teaching is because it helps them to get the basics right. They said that, initially, the challenge to solve problems was hard but find the practical ways of working helpful.

- Teachers are skilful at encouraging collaboration. They step in to support the discussions that help pupils to understand the mathematics fully.
- Teachers ensure that pupils of different abilities have the opportunity to master skills and understanding in lessons, through pitching approaches, challenges, resources and support appropriately. Well-trained staff teach additional guided mathematics sessions in key areas, such as place value, for those pupils who need longer to secure their understanding.
- Teachers' written feedback in pupils' books is not always helpful. Marking does not draw pupils' attention to why they are making an error or pose a question that would help pupils understand the mathematics more deeply.

### **Achievement in mathematics is good.**

- Pupils' attainment is well above the national average and has risen in each of the last three years. Fifty per cent of the Year 6 pupils attained Level 5, with 22% attaining the highest standard, Level 6. At the end of Key Stage 1, standards are above average. Progress is good for all groups of pupils.
- The gap between boys' and girls' starting points, which is evident when children start in Year 1, closes rapidly. Boys' progress accelerates in Key Stage 2. Few disadvantaged pupils attend the school, so it is difficult to make comparisons year on year. In 2014, the gaps between the achievement of pupils whose circumstances make them disadvantaged and their peers was negligible.
- The majority of pupils are highly confident and fluent in mathematics. They have a quick recall of number facts and calculate mentally with accuracy. Less-able pupils use efficient methods to solve calculations but lack certainty when connecting ideas such as fractions and division.

### **Areas for improvement, which we discussed, include:**

- ensuring teachers build in more opportunities, including problem-solving and investigative activities, to help pupils apply what they have learnt and connect mathematical concepts
- making sure that teachers' feedback to pupils about their work focuses on what will help pupils secure and deepen their mathematical understanding.

I hope that these observations are useful as you continue to develop mathematics in the school.

As explained previously, this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. A copy of this letter is also being sent to your local authority.

Yours sincerely

**Jonathan Palk**  
Her Majesty's Inspector

# Maiden Erlegh School

Off Silverdale Road, Earley, Reading, RG6 7HS

## Inspection dates

11–12 March 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management	Good		2
Behaviour and safety of pupils	Good		2
Quality of teaching	Good		2
Achievement of pupils	Good		2
Sixth form provision	Good		2

## Summary of key findings for parents and pupils

### This is a good school.

- Leaders have successfully created a learning community where students of different abilities and backgrounds are all able to learn well and make good progress.
- Leaders and governors have made sure that disadvantaged students, disabled students and those with special educational needs receive the teaching and support they need to learn well. As a result, these students typically make good progress.
- Leaders hold teachers to account well and provide them with effective training and support. Teaching is good and continuing to improve.
- Students make good progress across subjects and year groups. All groups of students in Years 7 to 9 make progress well above that seen nationally. Attainment by the end of Year 11 is high.
- Teachers have strong subject knowledge and skilfully impart this to students.
- Teachers have high expectations and make sure work set is suitably challenging for students of differing abilities so all learn equally well.
- Students typically engage well in learning during lessons. Low-level disruption is very rare. Their conduct is exemplary around the school site. Students are polite, respectful, and tolerant of difference.
- Students feel safe and secure. They know how to keep themselves safe in and outside school and online. Incidents of bullying are rare and dealt with effectively.
- Students' achievement in the sixth form is on average above that seen nationally at Level 3. Most students who retake mathematics and English GCSE successfully gained a grade C or higher.
- Students receive helpful and unbiased careers guidance. They are supported well to make the right choices for their next steps in learning and employment. All students who left the school last year went on to further study or training.

### It is not yet an outstanding school because:

- Gaps in achievement between disadvantaged students and others have not closed as well in Year 10 as in other year groups. In Years 10 and 11 boys do noticeably less well than girls.
- Teachers' marking and questioning of students are not always highly effective. At times, they do not play the part they should in helping students to learn really well.
- Opportunities to develop students' mathematical skills in other subjects are not well developed.
- Students in the sixth form have not yet had suitable opportunities to do work experience. They also do not routinely have opportunities to explore in depth issues related to equality, the rule of law and how to protect themselves from exploitation and harm.
- The local advisory board has not considered the impact of the school's work to promote students' spiritual, social, cultural and moral development as well as it has considered other aspects of the school's work.

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24 March 2015

Mrs Jane Barlow  
Bearwood Primary School  
Sindlesham  
Wokingham  
Berkshire  
RG41 5BB

Dear Mrs Barlow

### **Requires improvement: monitoring inspection visit to Bearwood Primary School**

Following my visit to your school on 24 March 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in December 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- sharpen the action plan so it is clear:
  - when actions will take place
  - who will lead on each action
  - who will monitor the effectiveness of each action
  - how success will be measured against outcomes achieved by pupils
  
- ensure that teachers' assessments of pupils' work are accurate
- arrange a full review of governance.

## **Evidence**

During the inspection, I met with you, other senior leaders, the Chair of the Governing Body, and a representative from Wokingham local authority to discuss the action taken since the last inspection. I evaluated the school's action plan. In addition, I scrutinised other school documents, including records of leaders' monitoring of teaching and learning. The single central record was checked. I joined you on a tour of the school and visited every class, taking the opportunity to look at pupils' work.

## **Context**

Since the previous inspection, there have been several changes to staffing. Three class teachers who had been absent have now returned, two on a part-time basis and one full-time. A member of staff has resigned as leader for early years but retains the post of teacher with responsibility for pupils with special educational needs. From April, a different senior leader will become the school's leader for early years. A teacher with responsibility for a class of Year 5 and 6 pupils is absent. Senior leaders are sharing teaching responsibilities for this class.

## **Main findings**

You and the school's leaders have taken on board the recommendations from the previous inspection report. You accept the findings and are using them to galvanise and refocus senior leaders' efforts. Everyone shares your commitment to 'becoming a good school' once again. There is renewed vigour and determination to improve the school.

You are intent on gathering wider evidence on a more regular basis to raise standards. Information about how well pupils are learning is gathered more frequently. Meetings to discuss pupils' progress with teachers take place routinely. Senior leaders have helpfully modelled discussions to ensure that teachers are clear what is expected. As a result, teachers' accountability for how well pupils are learning is strengthening appropriately. Teachers identify more readily pupils in their classes who are not making the progress expected. They plan useful actions to support these pupils' learning more effectively. This is beginning to help pupils make the progress they are capable of. However, leaders now need to make sure that the information they gather is accurate.

Well-judged changes to the way the curriculum is organised and delivered are contributing well to improving standards. For example, leaders acknowledge that altering the timing of numeracy sessions in early years' classes is ensuring children are more responsive to new learning. More children are developing the skills and knowledge that are typical for their age than in the past. Teachers' planning has



strengthened and focuses on helping pupils to acquire new skills. You have ensured that classroom displays are more informative and helpful for pupils. This sharper focus on learning is contributing well to improving pupils' levels of attainment. School information shows that pupils are making greater progress than in the past and are beginning to catch up. More pupils are achieving the levels they are capable of. For example, standards in phonics have continued to rise and more Year 1 pupils are working at the standard expected for their age.

Since the last inspection, leaders have sensibly re-written the action plan to ensure that actions are appropriate to the areas requiring improvement. While the plan describes actions in depth, it is not clear enough what the intended impact is on outcomes for pupils. This makes it difficult to check that actions are making the difference where it matters. Also, it is unclear who is leading certain aspects and when actions will take place. Refining the plan will ensure leaders and governors are able to evaluate, more clearly, the impact of actions on improving teaching and learning.

Governors have recently revised their roles and responsibilities, adjusting their committee structure to align more closely with the school's improvement priorities. The newly-formed data committee is offering greater challenge to school leaders about how well pupils are learning. Governors are committed to monitoring the school's improvement more closely and plan to gather more information first-hand.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

Following the previous inspection, the local authority promptly increased its support for school leaders, initially visiting the school on a weekly basis. These visits have been particularly useful and have included helpful sessions to support teachers in effective lesson planning. Also, an advisor has conducted helpful lesson observations alongside senior leaders. The school has benefitted from regular visits from a consultant for early years and is part of an 'Excellence Working Group'.

A school improvement board, which includes local authority representatives, the headteacher and Chair of the Governing Body, have met once to discuss how well pupils are learning. This is welcome but would be more useful if discussion points were agreed in advance. This would allow leaders to present information more fully and members to offer challenge that is more helpful.

The local authority has brokered useful support for governors. The Chair of the Governing Body has particularly benefited from support from a National Leader of Governance. A date for an external review of governance is yet to be agreed. This

remains a key priority so that governors can use the findings to develop their expertise further.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Wokingham.

Yours sincerely

Elizabeth Farr  
**Her Majesty's Inspector**

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29 April 2015

Mrs Sharon Finn  
Headteacher  
Lambs Lane Primary School  
Back Lane  
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RG7 1JB

Dear Mrs Finn

### **Requires improvement: monitoring inspection visit to Lambs Lane Primary School**

Following my visit to your school on 29 April 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in February 2015. It was carried out under section 8 of the Education Act 2005. At its previous section 5 inspection the school was also judged to require improvement.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure the checks on teaching and progress which leaders make are sharply focused on how well pupils are learning.

### **Evidence**

During the visit, I met with you, three members of the governing body, including the Chair, and a representative from the local authority to discuss the action taken since the last inspection. I evaluated the school's action plan. In addition, I scrutinised other school documentation, including records of leaders' monitoring activities. I

joined you on a tour of the school and visited every class, taking the opportunity to talk to pupils about their learning.

### **Context**

Since the previous inspection the Chair of Governors has left. A National Leader of Governance now chairs the governing body. There are currently three governor vacancies. Plans to fill these are well developed. A teacher with responsibility for a class of Year 3 and 4 pupils is retiring at the end of term. Two other teachers are due to begin planned absences, one at the end of term and one at the beginning of the autumn term. The school is currently advertising these temporary posts.

### **Main findings**

You, your governors and senior leaders have reacted promptly and purposefully to the inspection findings. The improvement plan has clear objectives linked to the right priorities. All staff, governors and local authority officers have contributed helpfully to the development of the plan. You have appropriately balanced the advice you have received to set a clear pathway for improvement. A noticeboard in the staffroom is used effectively to highlight steps to success. This collaborative approach means that all staff are fully involved in improving the school and have the key priorities at the forefront of their work.

You have appropriately revised the school's approach to teaching reading. Guided reading activities are more regular and better matched to pupils' interests and capabilities. During a learning walk, Year 5 and 6 pupils were able to competently use reading skills such as skimming to locate information about polar bears. Pupils say they enjoy reading. In the past, the range of reading materials available has been limited and not always appealing enough. Following responses to a pupil questionnaire and a review of reading materials, the school has updated its stock. It now includes books for Key Stage 1 pupils, class sets of books and computerised reading devices for older pupils. Pupils participate in the Reading Bus project and now read a wider range of literature more frequently. The emphasis on developing pupils' love of reading is seen in the regular posting by the headteacher of 'my book of the moment' on the door to her office.

There is a greater emphasis on improving the quality of teaching. Leaders are clear about their expectations but these are not fully understood by all staff. Leaders' monitoring activities need to focus more specifically on the progress pupils make. Leaders make regular checks to ensure that changes to the way teachers plan for pupils are implemented effectively. Teachers' planning includes activities that offer appropriate challenge for the most able pupils, particularly in mathematics. Pupils in many classes are making greater use of personalised learning targets to hone their skills. Senior leaders regularly scrutinise pupils' books to check that feedback from teachers is helpful. Although there is some improvement, inconsistency prevails.

Newly qualified teachers are well supported with regular opportunities to observe more experienced colleagues.

Governors have recently revised their roles and responsibilities, adjusting their committee structure to align more closely with the school's improvement priorities. Governors provide very useful support to school leaders and are equally ambitious about improving the school. They make valuable comments, challenging senior leaders robustly and ensuring that improvement is clearly documented and validated. Areas requiring improvement are kept under scrutiny to make sure that leaders are held accountable for improving the school rapidly.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

Wokingham Borough Council provides very useful guidance. The school's improvement officer makes regular visits to the school offering well judged support and challenge to make sure no time is lost in moving the school forward. School leaders are receptive. They are involved in the local authority's 'getting to good' training to share good practice and learn from other colleagues. The council has brokered a National Leader of Education to help the school improve. A National Lead of Governance is chairing the school's governing body very effectively. As a result, there is now a greater degree of challenge and scrutiny, which appropriately holds leaders to account for how well children are learning. The local authority has commissioned a full review of pupil premium funding which will take place in June 2015. As a helpful interim measure, a teaching and learning officer has looked closely at how well disadvantaged pupils in Year 6 are achieving compared to their peers.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Wokingham and as below.

Yours sincerely

Elizabeth Farr  
**Her Majesty's Inspector**

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