

<b>TITLE</b>	<b>School Performance and Ofsted Reports</b>
<b>FOR CONSIDERATION BY</b>	Children's Services Overview and Scrutiny Committee on 3 March 2014
<b>WARD</b>	None Specific
<b>DIRECTOR</b>	Judith Ramsden, Director of Children's Services

Summary of Ofsted Reports published since last meeting.

## CHILDREN'S OVERVIEW AND SCRUTINY COMMITTEE

3 MARCH 2014

1. Summary of four schools with Ofsted reports published between January and February 2014

School	Date	Overall Effectiveness	Previous Inspection
Nine Mile Ride Primary	3-4 December	2	3
Shinfield St. Mary's Junior	12-13 December	2	3
Earley St. Peter's Primary	17-18 December	3	3
Robert Piggott Infant	7-8 January	2	1

2. Monitoring visit to St Dominic Savio Primary(10<sup>th</sup> December 2013)

# Nine Mile Ride Primary School

430 Finchampstead Road, Finchampstead, Wokingham, RG40 3RB

**Inspection dates** 3–4 December 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Leadership and management of the school are outstanding. The headteacher, senior leaders and the governing body are exceptionally well organised and set ambitious targets for staff and each pupil.
- Leaders and teachers think about their own practice and are keen to improve their work through reflection on their own performance.
- The quality of teaching has improved across the school because school leaders have raised expectations of teachers and of what pupils can achieve.
- All staff fully understand their part in making the school very effective.
- Behaviour and safety have remained outstanding. Pupils’ behaviour is excellent in and around the school. They have wonderful relationships with adults and each other. Attendance is high because they very much enjoy coming to the school.
- All pupils make at least good progress in writing, mathematics and science and make outstanding progress in reading. This is because teaching is now consistently good and some is outstanding.

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

- There is not enough outstanding teaching to ensure all pupils make excellent progress.
- Standards in writing are not as high as in reading and mathematics, especially for girls.
- There are too few opportunities for pupils to visit different places of cultural interest, including places of worship.

# Shinfield St Mary's C of E VA Junior School

Chestnut Crescent, Shinfield, Reading, RG2 9EJ

**Inspection dates** 12–13 December 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Since the previous inspection, improvements have continued. Teaching is now consistently good and some is outstanding.
- Pupils learn well and all groups make good progress, particularly in reading, writing and more recently in mathematics. Their achievement is good. Standards are slightly above average and continuing to rise.
- The focus on making sure that pupils have secure knowledge of mental mathematics has helped to improve progress in mathematics.
- Teachers share ideas about best practice in teaching, and how to make the topics they cover interesting and engaging for all pupils.
- Marking is a strength of the school and pupils regularly respond to the comments teachers make in their books.
- Pupils behave well and enjoy the work they are given to do. Attendance is above average.
- The good security arrangements and caring adults mean that pupils feel very safe at school. They are well trained about how they can help keep themselves safe.
- The headteacher has developed a strong team of leaders and managers, who share the vision for the school and increasingly take responsibility for bringing about improvements. She leads by example.
- Senior leaders and members of the governing body make sure that statutory requirements are met, particularly for keeping pupils safe.
- Members of the governing body challenge and support the school well because they have an accurate view about the work of the school.

### It is not yet an outstanding school because

- There is not enough outstanding teaching. Not all teachers probe pupils' understanding or adapt the tasks or the explanations they give pupils quickly enough.
- The opportunities for pupils to develop information and communication technology skills within their wider work are limited.
- Pupils sometimes need reminders about how much work they should complete, or to produce their very best work. At times pupils rely too much on the teachers to tell them what they need to do next in their learning.

# Earley St Peter's CofE VA Primary School

Church Road, Reading, Berkshire, RG6 1EY

**Inspection dates** 17–18 December 2013

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

## Summary of key findings for parents and pupils

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

- Teaching is not consistently good over time.
- There is a legacy of underachievement that has not yet been fully overcome. While many pupils make good progress, this is inconsistent, particularly in writing.
- Teachers do not always expect enough of pupils. Some tasks planned for pupils are much too easy for them.
- The most able pupils are not always challenged enough, particularly in their writing tasks.
- Pupils do not always write at the highest levels they can outside their English lessons.
- While pupils enjoy their learning, they are not always determined enough to work at a suitable pace without reminders from teachers. Their behaviour requires improvement.
- At times, pupils rely too much on the adults around them to keep focused on their work, or to know how well they have achieved.

### The school has the following strengths

- Teaching is improving; marking helps reinforce pupils' progress.
- Progress accelerates in Years 5 and 6, particularly in reading and mathematics.
- Disabled pupils and those with special educational needs are well supported so they make good progress.
- Pupils feel the school has improved a lot. They feel they are well cared for and they know how to keep themselves safe.
- The new headteacher has quickly established an accurate view of the issues that need to be addressed and is tackling these effectively. Leadership and management are good.
- The headteacher has worked closely with governors and leaders across the school to improve behaviour, establish high expectations of all teachers, and embed systems to gather and evaluate data about pupils' achievement.
- Governors and senior leaders make sure all statutory requirements are met, and that pupils are kept safe.

# Robert Piggott C of E Infant School

Beverley Gardens, Wargrave, Berkshire, RG10 8ED

**Inspection dates** 7–8 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils from all backgrounds achieve well overall and especially well in reading and mathematics. For the last six years, standards in reading and mathematics have been significantly above the national average by the end of Year 2.
- Reception children get a good start because of the many opportunities they have to talk about their learning. Staff know children and their needs individually and so can plan the right work for them.
- The quality of teaching is typically good throughout the school, and at times better. Teaching assistants make a valuable contribution to pupils' learning in class and when supporting small groups or individuals.
- The school's work to keep pupils safe is outstanding. Pupils feel extremely safe in school and parents overwhelmingly agree.
- Pupils behave well and often better in lessons and around the school. They get on well together and show courtesy and respect towards each other and adults. They enjoy a well-planned curriculum that provides plenty of opportunities to promote their spiritual, moral, social and cultural development well.
- The executive headteacher has a very good understanding of how well the school is doing and what actions are necessary to make it even better. Since the last inspection, leaders have successfully maintained standards and tackled areas for improvement, demonstrating that the school has the capacity to improve further.
- Leaders at all levels are ambitious and have high expectations for staff and pupils. Governors know the school well and use this knowledge to good effect when holding the school to account.

### It is not yet an outstanding school because

- Attainment in writing remains weaker than other areas, although most pupils have achieved well from their starting points.
- Achievement over time is good rather than outstanding as not enough teaching matches the excellent practice seen in some lessons.
- The recently introduced initiative on improved feedback has had too little time to make a positive contribution to pupils' achievement.

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10 December 2013

James Broadbridge  
Headteacher  
St Dominic Savio Catholic Primary School, Woodley  
Western Avenue  
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RG5 3BH

Dear Mr Broadbridge

**Requires improvement: monitoring inspection visit to St Dominic Savio Catholic Primary School, Woodley**

Following my visit to your school on 10 December 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. 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 September 2013. 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:

- strengthen the school development plan by replicating the interim milestones set out for improving teaching for expected pupil outcomes and,
- include evaluations undertaken by the governing body or an independent party
- make use of the Ofsted survey 'School Governance, Learning from the best'.

## **Evidence**

During the visit, meetings were held with you, other senior leaders, members of the Governing Body and a representative of the local authority to discuss the action taken since the last inspection. The school improvement plan was evaluated together with notes of visits from local authority officers, the headteacher's report to governors and documents relating to the performance management of staff. I visited all classes and spent a brief period in each lesson with you and the deputy headteacher.

## **Context**

Since the last inspection two teachers have left the school. A reading manager has been appointed and the leadership team re-structured. The governing body have re-organised their committee structure

## **Main findings**

The decisive steps taken by the headteacher, reported at the time of the last inspection, have continued. The school has used the inspection findings to pursue developments and raise expectations further. New systems to track the performance of pupils are being used by all staff to identify quickly where pupils are falling behind. Performance management procedures are, for the first time, linking targets for the performance of pupils directly to pay awards. Training for middle leaders on undertaking lesson observations and providing effective feedback has sharpened their understanding of what good teaching looks like. This, in turn is generating a higher level of professional dialogue amongst staff about pupils' learning.

More practical approaches to the teaching of mathematics in Key Stage One and Reception are engaging pupils more in their learning. More consistent approaches to lesson planning for English and mathematics are enabling teachers to structure sequences of lessons more carefully. The insistence by the headteacher on using learning objectives is helping teachers to focus more sharply on pupils learning in lessons.

The school development plan is well constructed and used effectively by senior leaders as a key driver for improvement. It articulates clearly who will do what, by when and how actions will be checked to see if they are working. Planned actions are linked directly to the areas for development highlighted in the recent inspection. Termly milestones for improvements to teaching are mapped out precisely. The plan would benefit from a similar mapping out of expected pupil outcomes. External evaluations are also needed for governors so they are not reliant on information provided only from the school.



The new procedure for the teaching of phonics is proving beneficial particularly for lower ability pupils. The appointment of a reading manager is establishing a systematic approach to the teaching of reading for younger pupils. Effective training and visits to outstanding schools are providing leaders with a clear picture of high quality teaching on which to base their monitoring. Short observations of lessons during my visit confirmed these developments are progressing well.

The governing body responded quickly to the inspection findings. By re-organising their committees, governors are now well positioned to make better use of their individual skills. The new data, analysis and leadership committee is now challenging the headteacher with precise and sharply focused questions on the performance of different groups of pupils. Detailed reports from the headteacher, learning walks in school and half termly data analysis are now well established. Governors have a clear picture of the success of actions taken to improve teaching. Attendance at a recent Ofsted seminar, *Getting to Good*, has reinforced to governors the importance of a clear and measureable development plan. Governors recognise that the use of external evaluations would enable them to contribute even more strongly to school improvements.

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**

The support from the local authority prior to the last inspection had started to bring about improvements to teaching and pupils' achievement. This involvement in the school is on-going. School Improvement Officers provide well-targeted support with detailed, evaluative reports. Importantly these reports identify clearly where progress lags behind other areas to bespoke further training. The headteacher has received helpful advice on refining the school improvement plan, in light of the inspection findings.

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

Yours sincerely

Richard Light  
**Her Majesty's Inspector**