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**WOKINGHAM
BOROUGH COUNCIL**

Date 2 July 2014

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To: Members of
Children's Services Overview and Scrutiny Committee

Dear Member

**CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE
AGENDA FOR 7 JULY 2014 - 'TO FOLLOW' ITEM**

I refer to the agenda for the meeting of the Children's Services Overview and Scrutiny Committee, on Monday 7 July 2014, which was circulated on Friday.

I have now received the summaries of the recent Ofsted reports that were marked to follow under **Item 9.00 – School Performance, Improvement and Ofsted Reports**, see attached.

Yours sincerely

A handwritten signature in black ink that reads 'Tricia Harcourt'.

Tricia Harcourt
Senior Democratic Services Officer
Democratic Services

Please contact me if you need this letter in a different format
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Winnersh Primary School

Greenwood Grove, Winnersh, Wokingham, RG41 5LH

Inspection dates 7–8 May 2014

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

Summary of key findings for parents and pupils

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

- Pupils' progress in Key Stage 2, in writing and mathematics, is well below the national average.
- The support for pupils from disadvantaged backgrounds is not targeted accurately. This means that they are not able to catch up with other pupils by the end of Year 6.
- Weaknesses in teaching hold back pupils' progress, particularly in Key Stage 2. Where there are examples of better practice, these are not shared and extended across the school.
- Teaching often does not provide work of an appropriate level of challenge for all the pupils.
- Teachers do not always give enough guidance through marking, which is specific enough for pupils to know how they can improve their work.
- Teachers do not always do enough to check the depth of the pupils' understanding during lessons and adapt tasks and explanations when necessary.
- The frequent changes in the school's leadership, over recent years, have resulted in a lack of clear direction and development for the school.
- The support for pupils with special educational needs is not effectively targeted, because the school does not analyse the information about their progress clearly enough.

The school has the following strengths

- Pupils behave well and have a good attitude to learning. The school has a calm and purposeful atmosphere. Pupils enjoy learning, because in most lessons teachers prepare activities which keep them engaged.
- Safety is good; pupils are well aware of how to keep safe.
- Pupils' attainment at the end of Key Stage 1 is well above average.
- Governors have a good knowledge of the school's strength and weaknesses. They are challenging the school to improve.
- The school has successfully improved pupils' attendance.

Farley Hill Primary School

Church Road, Farley Hill, Reading, Berkshire, RG7 1UB

Inspection dates

12–13 February 2014

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

Summary of key findings for parents and pupils

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

- Pupils' achievement and the quality of teaching over time have not been good enough.
- Some pupils do not make as much progress as they should across the school or reach the higher levels some are capable of, particularly in mathematics and writing.
- The quality of teaching is inconsistent. Sometimes there is too little challenge for pupils because the work is too easy, and pupils are not always clear just what it is they are learning.
- Work in pupils' books shows that some teachers have low expectation of what pupils can do and pupils do not know how they can improve their work.
- In some classes teachers do not consistently express high expectations of pupils' behaviour. Consequently, pupils become restless, take time to settle and chat when they should be working and so their behaviour is not good.
- The support for pupils provided by some teaching assistants does not ensure good progress from the pupils they work with.
- School governors have not held school leaders sufficiently to account for the dip in pupils' progress over recent years or rigorously carried out their statutory duties.
- Leaders', including middle leaders, checks on pupils' progress over time have not been thorough enough and the strategies used to improve all groups of learners' progress have had limited effect.

The school has the following strengths

- Pupils enjoy school and attend school regularly.
- Most parents and carers are positive about the work of the school and say that their children are safe.
- Teaching in some classes is good and pupils achieve well.
- Music is promoted very effectively throughout the school. Large numbers of pupils learn an instrument and enjoy performing.
- The headteacher has a good understanding of the strengths and weaknesses of the school. She has acted swiftly to bring about improvements, sharing her vision for the school with staff, parents and carers.
- Almost all staff and members of the governing body, including some new to their posts, share a focused commitment to raising standards.

Highwood Primary School

Fairwater Drive, Woodley, Reading, RG5 3JE

Inspection dates

5–6 February 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Most pupils make at least good progress in reading, writing and mathematics, including in the Early Years Foundation Stage. This is because teaching is good and some is outstanding. Pupils have strong speaking and listening skills and excellent presentation skills in their written work.
- Teaching is good because pupils are well engaged. Adults have high expectations and teachers make effective use of other adults to support pupils.
- Behaviour and safety are good in class and around the school. The specialist resource base has a good impact on improving pupils' behaviour and achievement. Pupils have positive attitude to their learning and they feel safe. Parents and carers and staff feel that behaviour has improved over time.
- Leadership and management of the school are good. The headteacher, with the support of senior leaders and the governing body, is very hands-on, well organised and has set ambitious targets for staff and for each pupil.

It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure all pupils make excellent progress especially the more able.
- Achievement in reading is not as high as in writing and mathematics.
- Until recently, some pupils have not attended school regularly and this is reflected in their lower than average overall attendance.

Saint Sebastian's Church of England Aided Primary School

Nine Mile Ride, Wokingham, RG40 3AT

Inspection dates 4–5 June 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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 learn well and make good progress throughout the school, being well prepared for secondary education when they leave.
- Disabled pupils and those with special educational needs make good progress.
- Teaching is good. This is because the teachers provide clear guidance when they mark pupils' work, and pupils are eager to learn.
- Pupils' progress in reading is consistently high, due to the good quality teaching of phonics (the sounds letters make) to the younger pupils.
- Behaviour is good. Pupils are willing to help each other learn and behave courteously around the school.
- The curriculum is well matched to the needs and interests of the pupils.
- Attendance and punctuality have improved.
- Governors have a good knowledge of the school and provide appropriate guidance and challenge.

It is not yet an outstanding school because

- Safety requires improvement to meet the higher standards now set. The school has not yet implemented all of its plans to do this.
- The school leaders do not analyse and record information in ways that are sufficiently easy to use when guiding and measuring teaching and school improvement.