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| <b>TITLE</b>                | <b>School Performance - Summaries of Recent Ofsted Reports</b>      |
| <b>FOR CONSIDERATION BY</b> | Children's Services Overview and Scrutiny Committee 13 January 2015 |
| <b>WARD</b>                 | None Specific   |
| <b>DIRECTOR</b>             | Judith Ramsden, Director Children's Services                        |

|   |                      |
|---|----------------------|
| <b>Hawkedon Primary School</b>              | Good                 |
| <b>All Saints CE (Aided) Primary School</b> | Requires Improvement |
| <b>Rivermead Primary School</b>             | Good                 |
| <b>Emmbrook Junior School</b>               | Good                 |
| <b>Woodley CE Primary School</b>            | Good                 |

# Hawkedon Primary School

Hawkedon Way, Lower Earley, Reading, RG6 3AP

## Inspection dates

15–16 October 2014

| Overall effectiveness          | 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.

- Hawkedon is a welcoming and caring place. Pupils feel valued and are proud of their school. Pupils' spiritual, moral, social and cultural development is promoted well. They show respect and consideration for others.
- The recently appointed headteacher, together with an enthusiastic and committed governing body, is working effectively to ensure the quality of teaching and the achievement of all pupils continues to improve. Parents are pleased with his approach and have confidence in the school and its staff.
- Pupils make good progress in reading, writing and particularly mathematics. Standards in these subjects are rising.
- A well planned range of subjects, suitably enriched by exciting trips, inspire pupils to work hard. Music and sport are prominent.
- Pupils feel safe, well cared for and valued at school. They like their teachers and enjoy school work. They behave well and attend regularly.
- Teachers have high expectations of their pupils. Lessons are planned to interest and engage pupils. Teaching assistants are skilful in their roles and help the pupils they support to make good progress. Teachers frequently assess pupils' work.
- The Early Years Foundation Stage is well led and managed. Staff ensure the Reception area is safe and children feel secure. Children settle in quickly, developing confidence and good social skills. They make good progress in all areas of learning through well planned and stimulating activities.

### It is not yet an outstanding school because

- Pupils are not consistently provided with clear guidance when teachers mark their written exercises and as a result are not always sure on how to improve their work.
- Assessment information is not always used well enough to plan activities that really stretch pupils.
- Pupils do not make as much progress in writing as they do in reading and mathematics.

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24 October 2014

Ms Jacqui Kearney  
Headteacher  
All Saints CofE (Aided) Primary School  
Norreys Avenue  
Wokingham  
RG40 1UX

Dear Jacqui Kearney

**Requires improvement: monitoring inspection visit to All Saints CofE (Aided) Primary School**

Following my visit to your school on 23 October 2014, 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 July 2014. 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:

- include more specific targets and actions in the school's main plan for improvement, and in the plans for literacy and mathematics, to specify where pupils' progress needs to accelerate this year and how this will be done.

**Evidence**

During the inspection, meetings were held with the headteacher and other senior leaders, members of the governing body, including the Chair, a group of teachers, and a representative of the local authority. All meetings focused on the action taken

since the last inspection. The school's action plan and the plans for literacy and mathematics were evaluated. The inspector visited several classrooms with the headteacher.

### **Context**

The acting headteacher, in post at the time of the last inspection, was appointed as headteacher in the second week of September. The school has a new Chair of Governors, who was formerly Vice-Chair. Leadership of the Early Years Foundation Stage is being covered temporarily by a member of the senior leadership team until a new leader joins the school in January 2015. Two newly qualified teachers started in September 2014.

### **Main findings**

The headteacher and the senior leadership team have focused intently on raising teachers' expectations since the last inspection. Any weaker aspects of teaching, that could hold the school back from being judged good, are known and being tackled. The approach to planning lessons is becoming more consistent. This was evident from visits to some of the classrooms and from discussions with teachers. There is a clear understanding that all teachers must vary what they expect of pupils, based on pupils' differing capabilities and needs, and that teachers will adjust activities accordingly. Key stage and subject leaders scrutinise teachers' plans on a weekly basis and provide helpful, often extremely detailed, feedback for teachers to help them improve their plans further. Teachers who were spoken to were clearly appreciative of the guidance they received from senior leaders. There is clearly a sense of everyone pulling together to make All Saints a good school.

The headteacher and governors have acted promptly to improve the leadership of mathematics. A good deal has been achieved since the inspection. A member of the senior leadership team has taken on responsibility for mathematics and an appropriate plan is in place to improve the weaker aspects identified at the inspection.

Attendance is showing some improvement this term compared to the same period last year. The procedures for encouraging good attendance, and chasing up any pupils who miss school, or who are late, have been tightened up considerably. Parents are now being told, for example, the cumulative effect of lateness and how many hours their children have missed.

Since the inspection, the unvalidated results for 2014 have been released. Year 6 results were much better than those in 2013, with marked improvement in reading, writing and mathematics. Attainment at Year 2 also improved in all three areas and more pupils in Year 1 reached the required standard in the national phonics check

than in 2013. These improvements show the school is certainly moving in the right direction and they provide a good basis on which to build.

The senior leaders know the year groups where pupils need to make better progress but these are not articulated clearly in the school's plans. While the action plan includes all the areas that required improvement, it is not specific enough about where pupils' learning and progress need to pick up. For example, data show that boys' literacy and mathematics skills in Year 1 are particularly weak; boys' knowledge of phonics is much weaker than girls' in Year 2; and, in Year 3, boys' and girls' writing needs significant improvement. In Year 3, pupils from disadvantaged backgrounds, who benefit from additional government funding (pupil premium), are too far behind the pupils from relatively more advantaged backgrounds. Leaders now need to use their knowledge of these weaker areas to pinpoint the specific aspects that need to be strengthened and add these, as priorities, to their plans.

Governors are familiar with the steps taken to improve on the weaknesses from the inspection. They are kept in touch with developments, by the headteacher, and are provided with key information to guide them when questioning leaders. There has been a delay in commissioning the required review of the school's use of the pupil premium while the governors and local authority find the right person, or body, to carry out this review. Time has gone on and it is important the review is commissioned without further delay so that the school has time to act upon the findings of the review, for the benefit of the pupils who the funding supports.

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 school improvement officer and National Leader in Education, both of whom have supported the school previously, have provided appropriately tailored support since the inspection. Helpful coaching has been provided for middle leaders to develop their leadership skills, for example when they visit classrooms to observe learning. The impact of external support work can be seen in teachers' planning, which is becoming more precise and consistent, and, importantly, in pupils' improving achievement.

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

Yours sincerely

Margaret Dickinson  
**Her Majesty's Inspector**

# Rivermead Primary School

Loddon Bridge Road, Woodley, Reading, RG5 4BS



## Inspection dates

5–6 November 2014

| Overall effectiveness          | Previous inspection: | Requires improvement | 3        |
|--------------------------------|----------------------|----------------------|----------|
|                                | 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.

- Pupils achieve well. They make good progress and reach average standards in reading, writing and mathematics by the end of Year 6.
- The headteacher has built a dynamic and effective team who has helped him to improve teaching so that it is now good.
- Teachers give pupils excellent feedback on how well they have done and what they need to do next.
- Pupils enjoy coming to school, as can be seen by their good attendance levels and punctuality.
- Parents have great confidence in the school and its staff. They are unanimous that their children are happy, well looked after and well behaved at school.
- Pupils know how to stay safe in a range of situations, including on the internet.
- Governors have been instrumental in supporting and challenging school leaders to improve the quality of teaching since the previous inspection. This has improved achievement in all phases, including in the Early Years Foundation Stage.
- High quality training for staff and a robust system to manage their performance have helped to raise pupils' standards across the school.
- The curriculum engages pupils and equips them with the skills and knowledge for life in modern Britain.
- The school promotes pupils' spiritual, moral, social and cultural development well.
- Physical well-being is also a high priority and pupils benefit from many opportunities to take part in sporting activities.

### It is not yet an outstanding school because

- Not enough children make rapid progress in the Early Years Foundation Stage because time is not always used effectively. Not all adults use effective questions to promote children's thinking skills.
- More able pupils do not make as much progress as they could in mathematics and so fewer pupils reach the higher levels.

# Emmbrook Junior School

Emmbrook Road, Wokingham, Berkshire, RG41 1JR

## Inspection dates

25–26 November 2014

|                                | Previous inspection: | Requires improvement | 3        |
|--------------------------------|----------------------|----------------------|----------|
| <b>Overall effectiveness</b>   | 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        |

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher has worked very successfully to help the school improve. Very good training and astute new appointments have improved senior and subject leadership considerably.
- Governors have improved their effectiveness exceptionally well. They are very well informed about teaching quality and pupils' achievement. Governors' first-hand monitoring helps ensure the governors challenge and support the school well.
- Very regular, thorough and accurate checking of pupils' progress and attainment by leaders and governors ensures weaknesses are speedily identified and addressed. Current weaknesses, including in writing, are already being tackled. The school is well placed to improve further.
- Checks on, and support for, teaching quality by both leaders and governors are very good. Inadequate teaching has been eradicated. It is now consistently good, with the proportion of outstanding teaching rising.
- The individual specialist support for hearing impaired pupils, those with special educational needs and vulnerable pupils is excellent.
- Pupils achieve well. Their progress since the previous inspection has been good and continues to improve. Outstanding progress was observed in some lessons during the inspection.
- Attainment is rising. Most pupils reach at least the levels expected for their age. The proportion exceeding these is increasing, especially in reading and mathematics.
- The curriculum has been exceptionally well designed to meet pupils' needs and interests. Procedures for assessing and supporting pupils' progress are excellent. Both are used very effectively to help improve progress, although the full effect has yet to be seen.
- Pupils' behaviour is good. Pupils enjoy learning and get on well together. Attendance levels are high.
- Safeguarding procedures are rigorous. Pupils are well looked after and feel safe in school. They are very knowledgeable about how to keep safe.

### It is not yet an outstanding school because

- Teaching is not yet outstanding. In a small minority of lessons the level of challenge for pupils, especially the most able, could be raised further.
- Previously, the school was slow to tackle declining attainment in writing. As a result, pupils' attainment in this subject is not as good as in reading and mathematics.

# Woodley Church of England Primary School

Hurricane Way, Woodley, Reading, Berkshire, RG5 4UX



## Inspection dates

19–20 November 2014

| Overall effectiveness          | 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.

- Teaching is good. All groups of pupils make good progress, often from low starting points. This includes those supported by the pupil premium.
- Pupils' attainment has risen over recent years and continues to improve.
- Leaders have taken effective action to improve the quality of teaching.
- Pupils' behaviour is good. They value learning highly and show respect to one another and to adults.
- The curriculum is creative and engaging.
- The school's provision for pupils' spiritual, moral, social and cultural development is outstanding.
- The headteacher leads the school with an unequivocal commitment to provide the best care and learning for all. Her vision is shared and pursued vigorously by governors and the whole staff team.
- Governors fulfil their duties conscientiously, including holding the headteacher to account. The Chair of the Governing Body leads with determination.
- The school is a very safe place. Overwhelmingly, parents and carers are delighted with the school.
- Pupils in Reception class make good progress because of the good care and teaching provided.

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

- Teaching is not consistently effective in ensuring pupils start work quickly in lessons, that marking is routinely excellent and that teaching assistants make an outstanding impact on learning.
- In Reception class, teachers do not always make full use of information about children's progress when they plan activities and individual next steps.
- Senior leaders' evaluations of how good the school is do not always look closely enough at the achievement of different groups of pupils, and subject leadership is not consistently effective.
- The school's special educational needs policy is not clear enough in how pupils' needs are identified.
- Minutes of meetings do not record well enough the way governors hold the headteacher to account.