

Bearwood Primary School

Bearwood Road, Sindlesham, Wokingham, Berkshire RG41 5BB

Inspection dates

22–23 September 2016

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Year 6 pupils in the past did not make the progress expected of them and too many did not reach the expected standards in mathematics by the time they left the school.
- The quality of teaching is not consistently good. For example, in mathematics, some pupils do not benefit from problem-solving opportunities frequently enough to develop their ability to reason.
- The most able pupils are not challenged well enough. Sometimes they do not get on with their work quickly enough and they wait for teachers to help other pupils.
- Leaders of mathematics do not evaluate the impact of their training effectively and do not check that teaching is improving.
- Leaders’ plans do not always help them to check pupils’ progress across the school or identify what actions they need to take.
- Governors have not implemented the recommendations of their external review quickly enough to be able to make a full contribution to the leadership of the school.

The school has the following strengths

- The school is a harmonious community. Pupils behave well and care for each other. Pupils like school and the vast majority say that they feel safe and happy.
- Children in the Nursery and Reception classes thrive. More children attain well at the end of the Reception class than the level seen nationally. Standards are higher than in the past. Most children are well prepared for Year 1.
- Year 1 pupils attain well in the phonics check. Pupils benefit from their teachers’ good subject knowledge so that they build their fluency in reading quickly.
- Teaching is improving throughout the school in English. Teachers guide pupils well when helping them to write and they provide regular feedback, which pupils appreciate.
- Leaders spend funding wisely to ensure that disadvantaged pupils’ attainment is improving at the end of key stage 1. At key stage 2 more disadvantaged pupils are catching up with their classmates than in the past.

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