

Tribal Education  
1–4 Portland Square  
Bristol  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 0845 123 6001  
**Direct F** 0845 123 6002  
**Direct email:** rebecca.jackson@tribalgroup.com

17 March 2011

Mrs N Willis  
Headteacher  
Cippenham Primary School  
Elmshott Lane  
Cippenham  
Slough  
Berkshire  
SL1 5RB

Dear Mrs Willis

**Special measures: monitoring inspection of Cippenham Primary School**

Following my visit with Gillian Walley, Additional Inspector, to your school on 15 and 16 March 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in April 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – good.

Progress since previous monitoring inspection – good.

Newly Qualified Teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of the governing body and the Director of Children's Services for Slough.

Yours sincerely

Lorna Brackstone  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in April 2010**

- Rapidly increase the rate of progress in English and mathematics for pupils from all groups by:
  - ensuring that pupils build progressively on their learning as they move through the school
  - setting targets based on pupils' individual attainment levels, and ensuring that pupils make progress towards these targets in each year group.
- Improve the quality of teaching so that it is consistently at least satisfactory across the school by ensuring that teachers:
  - use day-to-day assessment information to plan lessons that are sharply tailored to the needs of differing groups in their classes
  - use their time effectively in lessons to help differing groups of pupils move forwards in their learning
  - harness pupils' good personal development and ensure that they have challenging opportunities to be actively involved in learning and assessment.
- Improve systems for checking school effectiveness, planning for improvement and evaluating success by:
  - ensuring that senior leaders have a clear plan each term to show how they will secure improvement in pupils' attainment and progress across the school
  - analysing termly assessment information rigorously to determine how well all groups are making progress, so as to pinpoint where pupils fall behind
  - carrying out regular and rigorous checks to ensure that the resulting actions taken by the leadership team result in improved outcomes for pupils, particularly in English and mathematics
  - providing accurate information for the governing body so that it can carry out its duties more effectively
  - ensuring that longer-term plans for school improvement focus primarily on raising attainment and increasing pupils' rates of progress, particularly in English and mathematics.

## **Special measures: monitoring of Cippenham Primary School**

### **Report from the second monitoring inspection on 15 and 16 March 2011**

#### **Evidence**

Inspectors observed 13 lessons or part sessions and two group sessions. They scrutinised data exemplifying the progress made by all year groups. Inspectors considered the profiles collected from monitoring the quality of teaching and evaluated school action plans. They met with the headteacher, senior leaders, the chair of governors and a representative from the local authority.

#### **Context**

The number on roll has risen from 547 to 559. The new headteacher joined the school on 1 November 2010.

#### **Pupils' achievement and the extent to which they enjoy their learning**

Data from the most recent teacher assessments indicate that pupil progress is improving at a good rate. Progress in reading is particularly impressive, the success of which can be attributed to a relentless focus on learning letter sounds and specific sessions where pupils are helped to decode the meaning in texts. Good use is made of assessment activities which check what the pupils have understood and how they can be supported in their next learning step. Pupils also enjoy assessing the work of their peers and respond well to the helpful comments made by their teachers. As one pupil explained, 'marking is no longer about ticks and crosses but about how we can improve our work'. Progress in mathematics is gathering momentum because the activities planned are exciting and prepare the pupils well for their future. For example, planning fundraising activities for Red Nose Day enabled Year 6 pupils to understand the principles of profit and loss. By using information from well-known local industries, problem-solving activities are based on realistic situations and this highly motivates the pupils' interest in learning. Reception children are achieving at a faster rate because the newly created outdoor area enables them to enthusiastically develop their early learning skills. For instance, children were observed working out how to build a giant's castle using large wooden bricks. Their vocabulary was increasing as they eagerly chatted with adults and amongst themselves as they searched for golden eggs and magic beans. Pupils in Years 1 and 2 are making improved progress because lessons are carefully planned to meet individual needs. The good range of practical opportunities on offer, including activities in the outdoor area, helps them consolidate their learning. Working with partners promotes their language development and gives them greater confidence to achieve their full potential.

Progress in the areas for improvement since the last monitoring visit:

- Rapidly increase the rate of progress in English and mathematics for pupils from all groups – good.

### **Other relevant pupil outcomes**

Improvement to provision and greater attention to facilities around the school building help to ensure pupils feel valued and enjoy school. They report that the 'school is a place you want to be' and parents endorse this view. Pupils are reflective in their thinking and their strong commitment to charity work exemplifies this well. They are appreciative of the improved organisation of the school and endorse the new behaviour policy. Pupils respond extremely well to the way in which their positive attitudes to school, in both work and play, are rewarded through the 'house system'. The impressive financial guidance provided by the impressive 'money mentors' through fun games ensures that the pupils have good opportunities to learn about different currencies, credit and debit cards and sensible purchasing. Parents and carers explain that the school has greater involvement with the local community. For example, singing at the local confectionary factory, using a small supermarket opposite the school and the planned sharing of a summer fair with the adjoining infant school has raised the pupils' profile within the community.

### **The effectiveness of provision**

There has been a distinct improvement in the quality of teaching. Most noticeable is the sense of urgency in lessons and the increased pupil involvement in the teaching sessions. For example, a good balance of teacher input, discussion and pupil review enabled Year 5 to write a letter to a well-known comedian to persuade him to join in fundraising events for Red Nose Day. In the Early Years Foundation Stage and in Key Stage 1, interesting resources such as emails and video clips from 'The Jolly Postman' and the giant from 'Jack and the Beanstalk' are used well by teachers to engage their pupils and promote learning. In Reception, and in Years 1 and 2, learning support assistants work seamlessly with class teachers to help the children with special educational needs and/or disabilities, and those who use English as an additional language, access the full curriculum. The needs of the youngest children are fully met through the newly created safe and secure outdoor area, which is packed full of interesting activities to explore. In Years 1 and 2 teachers have been supported well by teachers at the neighbouring infant school to develop a better understanding of how youngsters learn. Consequently, lessons now have a better balance between teacher talk and pupil involvement. In Key Stage 2, learning support assistants provide good quality help for individuals and small groups. This is managed through discrete withdrawal sessions where well-planned activities promote a greater understanding of the key skills required in class. For instance, individual 'five minute' sessions provide additional support to those pupils who find linking sounds to letter shapes challenging. A specific focus on using different types of words, such as adjectives or verbs, also helps them develop confidence in their

writing tasks when they return to their classroom. Pupils talk enthusiastically about the improvements made to their learning activities, explaining that the greater use of specialist instructors into school, such as street dancers and sports coaches, have enhanced the curriculum. Greek days and visits to a Victorian school provide good opportunities for the pupils to experience day-to-day life in the past. Trips to museums and stately homes help to make learning real. Those pupils who have a special gift and/or talent are given the opportunity to attend specially organised training sessions which focus on mathematics, science and technology.

Progress since the last monitoring inspection on the areas for improvement:

- Improve the quality of teaching so that it is consistently at least satisfactory across the school – good.

### **The effectiveness of leadership and management**

The incisive leadership, ambition and drive of the headteacher, coupled with the commitment and determination of the deputies, are enabling the school to forge ahead with school improvement. Middle leaders are clear about their role and are eagerly developing and fine-tuning systems to measure the success of the initiatives. Priorities for action are focused with clear systems to evaluate outcomes. Tracking systems to check pupils' progress are being embedded and this is enabling key staff to analyse the data they present. In reading, writing and mathematics the data have been used to identify the progress made by different groups, including those who are vulnerable, thus ensuring that there is equality of opportunity.

Rigorous systems which formally monitor the quality of teaching and learning are being used to accurately identify key strengths and areas requiring further development. Carefully planned professional development is used well to improve teachers' skills and this is reflecting positively on improved pupil progress. Parents and carers are justifiably pleased with the many improvements that have been made to the school during the past few months and refer to 'a cloud being lifted'. They are particularly delighted that senior staff make time for them at the school gate. Parents and carers also appreciate the efforts made by the headteacher when she mingles among them when they come into share class assemblies. The information governors receive is much improved, enabling them to make key decisions which are based on a secure knowledge and understanding of school life.

Progress since the last monitoring visit on the areas for improvement:

- Improve systems for checking school effectiveness, planning for improvement and evaluating success – good.

## **External support**

The local authority has continued to provide effective support to the headteacher and her senior leaders to improve pupil progress and raise the teaching profile across the school. The school improvement partner has provided a good steer and carefully considered support. By creating strong partnerships with a number of local schools, expertise has become readily accessible and effective networks are developing well. Training from independent consultants provides secure access to expertise and advice.