

Bearwood Primary School

Inspection report

Unique Reference Number	109836
Local Authority	Wokingham
Inspection number	356638
Inspection dates	1–2 February 2011
Reporting inspector	David Shepherd

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	250
Appropriate authority	The governing body
Chair	Menna Freeman
Headteacher	Jane Barlow
Date of previous school inspection	2 July 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 11 lessons and eight teachers were seen. Meetings were held with senior staff, curriculum teams, all staff in the Early Years Foundation Stage, a group of pupils and the Chair of the Governing Body. Inspectors observed the school's work, looked at safeguarding documentation and the school's analysis of its data. Questionnaires from 92 parents and carers, 25 staff and 108 pupils were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What are the reasons for improved progress being made by pupils in Key Stage 2 during the past two years?
- Why do girls in Year 2 not achieve as highly as boys and their peers in other schools?
- How consistent is good teaching throughout the school?
- What is the impact on progress and attainment of the monitoring carried out by curriculum teams?

Information about the school

This is an average sized school that draws its pupils from the local area. Most pupils are from a White British background. The remainder come from a range of minority backgrounds and a very small minority speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average as is the proportion with a statement of special educational needs. Their main needs are speech, language and communication difficulties and specific learning difficulties. The proportion of pupils known to be eligible for free school meals is average. The Early Years Foundation Stage is made up of one Reception class and two Nursery classes. The school has gained a Healthy Schools award and Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Bearwood Primary School is a good and rapidly improving school where pupils enjoy their education. The care, guidance and support pupils receive are outstanding. As a result, pupils feel extremely safe, behave in an exemplary manner and get on very well together. They lead very healthy lifestyles, make good progress in their learning and play a very important part in enabling the school to run very smoothly. Their knowledge and understanding of a variety of cultures are good for their age. This is because of the excellent links the school has established with partners in the wider community. Links with parents and carers are good.

Children start in the Nursery and Reception classes with skills and abilities that are below those expected for their age. They make good progress and start in Year 1 with attainment just below expected levels in reading, writing and mathematics. Attainment at the end of Years 2 and 6 has been rising rapidly during the past three years and is now broadly average in English and mathematics. This is because of the school's increased focus on the teaching and learning of reading and writing. Although there are some differences from year to year, overall, girls achieve as well as boys in both English and mathematics. Pupils with special educational needs and/or disabilities and those learning English as an additional language make good progress.

Due to the good teaching, pupils are confident learners. Teachers and teaching assistants help pupils learn by explaining the purpose of activities carefully so that they understand and this helps them to make good progress. Adults expect pupils to achieve well and provide them with interesting challenges using a variety of resources, including using computers effectively to support their learning. Although there are some good examples, marking does not always provide enough guidance for pupils about the next steps in their learning in all subjects. Pupils who are working independently in lessons are occasionally left too long before they receive guidance from an adult and this causes them to work too slowly. On a few occasions, presentation in some mathematics' books is untidy and this hinders learning when pupils are working out the value of numbers.

The curriculum is broad and balanced and meets the needs of different groups of pupils. It is enriched by a wide variety of visitors to the school and visits to places of interest. While the overall provision for children in the Early Years Foundation Stage is good, they do not have enough opportunities to develop their learning outdoors.

The headteacher has a clear vision for the school, which is shared by the deputy headteachers and staff. Together, they form a strong team where morale is high. It is not possible to judge the full impact on learning of the curriculum teams because they have only recently been established, but they have made a good start to their roles. The governing body makes a good contribution to the school. Self-evaluation is accurate and effective. This, combined with good teaching and the good progress that pupils make,

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shows there is good capacity to sustain further improvement. As one parent wrote, 'I have nothing but praise for the headteacher and her staff. She runs an excellent school and should be really proud of her staff and what she has achieved.' This view was typical of other comments made by parents and carers.

What does the school need to do to improve further?

- By July 2011, improve teaching from good to outstanding by:
 - ensuring pupils understand what they have to do to improve in all subjects
 - ensuring that when pupils are working independently, they understand how they can improve their work during lessons
 - improving the presentation of pupils' work in mathematics.
- By July 2011, develop the outdoor environment in the Early Years Foundation Stage to enable children to engage in learning activities consistently throughout the day.

Outcomes for individuals and groups of pupils

2

Pupils settle down very quickly to their work and enjoy the challenging tasks set for them. For example, pupils in Year 6 responded eagerly and enthusiastically to their teacher when asked to rearrange clauses in sentences. More-able pupils accepted additional challenges diligently that included using interesting vocabulary and punctuation, such as brackets and dashes, in their clauses. Pupils in Year 2 enjoyed working at the practical activity of identifying and recording the weights of different foods. There are no significant differences between the achievements of different minority ethnic groups. In some year groups, boys outperform girls but that is not the case throughout the school. Pupils' achievement is good.

Pupils know how to keep healthy. They understand which foods are healthy and why this is the case. They feel school lunches are healthy and they organise a healthy tuck shop. This enables older pupils to promote the need for healthy eating to younger ones. They enjoy physical activities in lessons, at playtimes and after school. Most take part in additional sporting activities after school. The excellent impact of the school being granted a Healthy Schools award and the Activemark is evident in the ways all groups of pupils respond positively to adopting healthy lifestyles. Pupils make an outstanding contribution to the school as a community. For example, school councillors have taken the lead in raising funds for a number of worthy causes, such as helping classmates in need, the purchase of water fountains and the maintenance of the adventure playground. Each of these is a way in which pupils have been involved in making decisions that have impacted on the work of the school. Older pupils act as 'reading buddies' for younger pupils and this helps these pupils to improve their reading. From time to time, pupils discuss with the school meals staff how lunches could be improved. Pupils bought stationery to send to a link school in Kenya. They learn about aspects of other cultures and major world religions and this helps them to understand the world around them. Attendance is above average.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Excellent relationships and high levels of respect between pupils and adults are significant features in all classes and these help create a busy and positive learning environment. A strength of teaching is that lessons are organised very effectively with resources to hand so that pupils do not waste time looking for apparatus to help them learn. Teachers direct other adults effectively so that they provide thoughtful guidance and support to individuals and groups of pupils. This helps pupils to make good progress, especially in reading and writing, which are much improved, and in mathematics. Good use is made of individual targets in writing and mathematics and these help pupils to understand the progress they are making. It is factors such as these that have helped to improve teaching and contributed significantly to improved progress and rising levels of attainment. In a few lessons, some activities do not help pupils achieve their target for the lesson. Work in groups is occasionally not shared equally by all members of the group and those not carrying out the task do not make the progress they should. Teaching and learning are good throughout the school, but most effective in Years 2 and 6.

A strength of the curriculum is the good opportunities provided for pupils to consolidate their writing skills in subjects such as science and topic work. This explains in part why progress in writing is good and attainment has risen since the last inspection. Provision to promote pupils' personal development is included effectively throughout the curriculum. There is a high take up of after-school activities such as junior wardens, football and

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netball. These promote pupils' community responsibilities and indicate the impact of the Activemark.

Pupils joining the school settle smoothly because their needs are very quickly identified. As one parent wrote, 'My children's integration into school was handled brilliantly by the school and they settled very quickly.' Pupils with special educational needs and/or disabilities, and those who speak English as an additional language, receive well-targeted support and achieve well. Procedures for maintaining attendance are effective. Transition arrangements are excellent between Reception and Year 1 and between Year 6 and secondary education.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides inspirational leadership for the senior team who, in turn, enthuse other staff through curriculum teams. The positive impact of this can be seen in the considerable improvements in pupils' attainment and progress since the last inspection. Excellent links with the local authority, social services, various health professionals and local schools bring in expertise that supports the personal development and well-being of pupils very effectively. The school places the partnership with parents and carers and the local community at the heart of all its work. As one parent wrote, 'The teaching staff are very good and the headteacher has done a fantastic job in making the school a friendly and happy place of learning.' This results in pupils making good progress in their learning. Teaching in reading, writing and mathematics is monitored and evaluated regularly and appropriate steps taken to improve provision further. However, the monitoring and evaluation of other subjects by the curriculum teams has not had sufficient time to impact fully on pupils' learning. Data analysis is outstanding and this accurately informs teachers' planning to meet the needs of all groups of pupils.

The governing body is very supportive and shows high levels of commitment to the school. It provides challenge to the school that leads to improvements. At the time of the inspection, safeguarding procedures were outstanding. The site is extremely safe and secure. Staff are vetted rigorously and pupils are very well cared for. The school helps to train other local schools in safeguarding procedures. The good relationships with parents and carers are supported by a parent support adviser and a home-school liaison officer. Parents and carers are very supportive of the headteacher and staff. They are kept informed very effectively about what their children are learning.

The school promotes equality of opportunity and tackles discrimination well. As a result, there are no significant differences in the performance of different groups of pupils. No

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incidents of racist behaviour have been noted in recent years. Tolerance and consideration are strengths throughout the school. Community cohesion is good. The good links with parents and carers and the local community promote pupils' knowledge and understanding of local and national communities effectively. While international links are sound, they are not as strong as those locally and nationally.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children receive a good start to their schooling. Children make good progress in the Early Years Foundation Stage, especially in their communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development. In 2010, they left Reception with attainment just below the levels expected for their age.

Children are looked after very well, although on a very few occasions they are sometimes left for too long during child-initiated activities and lose concentration. Overall, they are given good opportunities to chat to adults about what they are doing, to practise the sounds letters make, read, write, count, sing nursery rhymes and to play with toys and other equipment. They develop their keyboard skills well on computers. Behaviour is outstanding and children get on very well with each other and adults. The learning environment is well organised indoors. It provides children with an enjoyable range of activities. Because of the location of the classes, provision outdoors is limited to certain times during the day. It is not set up to encourage children to carry out activities that develop their learning consistently throughout the day. The Early Years Foundation Stage leader is working well with her team and ensuring that all staff are developing their skills. Staff plan together effectively to provide an appropriate balance of the different areas of

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learning. Links with parents and carers are good. Induction procedures are good and children quickly settle into school routines.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The response rate from parents and carers to the questionnaire was above average. About one in four of the questionnaires returned included written comments, most of which were very supportive of the school. In these comments, parents and carers pointed out their children are very happy at school and that teachers care about them. One parent wrote, 'The headteacher and staff are caring, approachable and enthusiastic to get the best for my child.'

A few parents and carers mentioned that there is a lack of attention to reading and spelling. Inspectors found these areas to be improving rapidly. The other issue mentioned is that there is no formal parent?teacher association. The links with parents and carers are judged to be good. It is for the school to determine along with parents and carers whether any more formal relationship should be developed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bearwood Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 92 completed questionnaires by the end of the on-site inspection. In total, there are 250 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	75	20	22	1	1	0	0
The school keeps my child safe	72	78	19	21	1	1	0	0
My school informs me about my child's progress	57	62	29	32	2	2	0	0
My child is making enough progress at this school	57	62	30	33	2	2	0	0
The teaching is good at this school	62	67	29	32	1	1	0	0
The school helps me to support my child's learning	56	61	33	36	0	0	0	0
The school helps my child to have a healthy lifestyle	59	64	32	35	0	0	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	51	55	30	33	1	1	0	0
The school meets my child's particular needs	54	59	34	37	1	1	0	0
The school deals effectively with unacceptable behaviour	52	57	30	33	7	8	0	0
The school takes account of my suggestions and concerns	45	49	39	42	2	2	0	0
The school is led and managed effectively	63	68	26	28	0	0	0	0
Overall, I am happy with my child's experience at this school	67	73	25	27	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



3 February 2011

Dear Pupils

Inspection of Bearwood Primary School, Wokingham RG41 5BB

Thank you for making the inspectors so welcome when we visited your school recently. We enjoyed meeting and talking to you. You go to a good school where adults work hard to prepare you for the future. Here are some of the good things we found.

- You enjoy school and get on well with each other.
- You are working hard and making good progress.
- You like your teachers and teaching assistants and try your best to please them. They teach you well.
- You are extremely well behaved and have lots of very good ideas to improve your school.
- Your teachers and teaching assistants look after you extremely well.

We have asked your headteacher, teachers and the governing body to do two things to make your school even better. These are to:

- improve teaching by making sure that teachers help you to always understand what you have to do to improve in lessons
- develop the outdoor area in the Early Years Foundation Stage to enable children to carry out activities that develop their learning throughout the day.

All of you can help by continuing to work hard and keeping your work tidy.

Yours sincerely

David Shepherd

Lead inspector

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