

# Pippins School

## Inspection report

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<b>Unique Reference Number</b>	110095
<b>Local Authority</b>	Slough
<b>Inspection number</b>	378052
<b>Inspection dates</b>	20–21 September 2011
<b>Reporting inspector</b>	Andrew Saunders

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jon Harvey
<b>Headteacher</b>	Lucy Barnes
<b>Date of previous school inspection</b>	27–28 April 2009
<b>School address</b>	Raymond Close Colnbrook Slough SL3 0PR
<b>Telephone number</b>	01753 682937
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	20–21 September 2011
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 18 lessons taught by 11 teachers. Meetings were held with senior leaders, groups of pupils, staff and members of the governing body, and inspectors spoke to pupils and parents and carers informally. They looked at pupils' work, the school's systems to track pupils' progress, school policies and procedures and records of school leaders' monitoring of teaching and learning. They also reviewed minutes from meetings, the school improvement priorities and questionnaires received from 53 parents and carers, as well as responses from staff and pupils.

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

- How effective has the school been in raising attainment, particularly in writing, and at Key Stage 1?
- What is the impact of the school's strategies to improve attendance?
- How consistently are agreed strategies used to improve teaching and match work to the needs of pupils?
- How effectively do leaders at all levels work together, to identify and implement appropriate improvements, and ensure the vision for the school is shared?

## Information about the school

This is an average sized school located in an urban area of Colnbrook, close to a major airport. The proportion of pupils known to be eligible for free school meals is below average. Pupils come from a wide range of heritages, with the largest groups from White British and Indian backgrounds. There are an increasing number of pupils from Eastern European backgrounds. The proportion of pupils who speak English as an additional language is well-above average; a small minority of these are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is average. These pupils have a broad spectrum of needs, including behavioural, emotional and social difficulties; the school runs a nurture group to support these pupils in their personal development and learning. The Early Years Foundation Stage comprises a Nursery class which is open in the mornings, and a Reception class. The school has achieved the Healthy School award, and the Bike-It award.

**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

This is a good school. The strong leadership of the headteacher and senior leaders has provided a clear vision to raise attainment, and encouraged, trained and enthused staff to improve teaching. Pupils are very proud of their school, enjoy learning and they make good progress in lessons. The leadership team has developed well since the last inspection and responsibility for bringing about improvements is widely shared.

- Attainment has risen steadily and is now average at the end of Key Stage 2 in both English and mathematics. Attainment is higher in reading and mathematics than it is in writing.
- Strategies to improve writing are beginning to take effect and both boys and girls enjoy opportunities for extended writing around the topics they study.
- Good progress from their starting points means that the achievement of pupils is good.
- There is well-structured support for pupils with special educational needs and/or disabilities. Their individual needs are carefully considered and appropriate resources, including external partnerships, are found to ensure these needs are met. As a result, these pupils also make good progress.
- The progress of appropriate groups of pupils is closely monitored; where differences have been identified, the school responds to tackle this. For example, the progress of White British boys has been a focus; they now make similar progress to their peers.
- Pupils arriving from Eastern Europe and pupils at the early stages of learning English make good progress because of the support they receive to develop language and communication skills.
- The school has worked hard to promote the importance of being at school regularly and takes appropriate steps to help pupils and their families to do so. As a result, attendance has improved considerably. It is now broadly average and improving further. Pupils say they do not want to miss school because they enjoy being there.
- There has been considerable focus on improving teaching, with clear strategies adopted and implemented; most teaching is now good. In the best lessons, more-able pupils are stretched by challenging tasks, but this is not yet consistent across the school.
- Pupils are given suitable targets in English and mathematics, and these help to focus them on the tasks planned for them. However, the helpful written comments teachers make about pupils' work are not always effective, because

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pupils do not get enough opportunities to respond and thereby consolidate their understanding, which constrains their progress.

- Teachers have done much work on planning a creative curriculum which is appropriately adapted to meet the needs of the pupils. As a result, pupils find the work interesting and have good opportunities to develop their skills, including in information and communication technology (ICT).
- Pupils, parents and carers said that behaviour has improved noticeably. It is now at least good. This helps pupils to maintain their focus in lessons and supports their progress. Through the responsibilities they take on, pupils make a strong contribution towards making the school a caring, friendly place.
- Pupils expressed their appreciation for the opportunities they have. In the words of one pupil, 'They get the best out of you; I've learnt so much. They're like a family – very close.' Parents and carers made similar positive comments, saying that they find the staff very approachable; the headteacher was felt to be effective and helpful in dealing with any issues quickly.

The key issues raised at the last inspection have been rigorously addressed. The accurate evaluation by leaders across the school, the rise in achievement and attendance, alongside the support of the members of the governing body, show that the school has good capacity to bring about further improvements.

**What does the school need to do to improve further?**

- Raise attainment, particularly in writing, by July 2012, by:
  - ensuring that more-able pupils are challenged and encouraged to develop their independence in all lessons
  - giving pupils opportunities to respond to the helpful comments in their books.

**Outcomes for individuals and groups of pupils****2**

When children join the Early Years Foundation Stage in the Nursery class, their skills and knowledge are often lower than those expected for their age, particularly in communication, language and literacy. Good resources, well-established routines and focused activities mean that they develop good skills as learners. Progress increases as they go through Reception and by the time they enter Key Stage 1 they have made up ground.

Although progress had been slower during Key Stage 1 for some cohorts in recent years, this has now improved. By the end of Year 6, all groups of pupils have made good progress from their starting points. Teachers work hard to ensure that work is usually well focused on pupils' particular needs and engages different groups. For example, pupils showed sensitivity when exploring their feelings through their writing about a boy's life during the Second World War. Other pupils made good progress in their understanding of electrical circuits and worked with interest and enthusiasm because of the practical approach adopted. Occasionally more-able pupils are not

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stretched as much as they could be or are expected to sit through explanations they already understand. However, they are given challenging opportunities outside of normal lessons, for example in a partnership with another school where they are highly motivated and fully engaged in their learning. Pupils have positive attitudes to their work and are keen to help each other. Those with special educational needs and/or disabilities are supported by well-trained and dedicated adults, and their progress is closely monitored and evaluated to help them make up ground. As a result, they make good progress and some make exceptional progress.

Pupils spoke confidently about feeling safe at school and said there is always someone they can talk to if they are worried. In the words of one pupil, 'If anything gets out of hand, the teachers sort it out in the click of a finger.' They said that bullying no longer happens at all. Older pupils show impressive care for younger pupils, for example helping them with their lunch or on the playground. Those who find it more difficult to remain well behaved are sensitively supported, both by the adults and by their peers. As a result, they are helped to change their behaviour and play a positive role within the school community. The work of the nurture group is particularly effective in this respect and the rate of progress for some pupils in the group has increased considerably.

Pupils are very clear about what they can do to stay healthy and they are keen to do so, helping to develop and support the school's rules about healthy snacks, or growing their own herbs, fruit and vegetables. They are also keen to promote healthy, environmentally-friendly ways of getting to school. This helped the school to achieve the Healthy School and the Bike-It awards. Pupils have good opportunities to take on responsibilities, for example as buddies or peer mediators who are well regarded.

The school council makes a good contribution to improving the school environment. Pupils readily participate in community events, for example helping to improve the local park or the 'litter bugs' who help keep the area clean and tidy. They are thoughtful during opportunities to reflect and show respect for the diversity of lifestyles and beliefs represented in the school, as well as taking pride in their own cultures and common values. Pupils are well aware of the need to make good choices, and contribute readily to support charities. They enjoy the chance to interact with other pupils from different backgrounds, including those in other countries via letters and e-mails.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2

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

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

## How effective is the provision?

Teachers are increasingly adept at assessing how well pupils understand their work during the lesson and are developing their confidence by adapting expectations and explanations. Lessons proceed at a good pace, with a good variety of tasks and practical experiences. For example, teachers used role play to develop pupils' ideas about the characters from a story. Systems to track the progress of pupils are well established and used by subject leaders and teachers to inform their planning. High expectations are increasing, although tasks do not always give the most-able pupils the chance to develop their independence or challenge themselves. While teachers give pupils regular, helpful feedback in their books, pupils are not always expected to respond to this, and miss opportunities to consolidate their progress.

Well-informed teaching assistants and other adults provide sensitive support to those who find learning or behaviour more difficult. The topic approach to the curriculum is working well, and is being further refined as subject leaders reflect on the needs of the pupils. There are extensive opportunities for enrichment, such as an engineering day run by an airline company working with the school which helped to give pupils ideas about the world of work. Pupils enjoy the many trips and visitors, such as the trip to London and the visit of the 'Rainforest animal roadshow'. Pupils, parents and carers have been pleased with the increase in opportunities after school, such as the authors club and homework club, as well as the sports clubs.

The great dedication of the staff means that pupils are well cared for, guided and supported. Relationships are excellent, between pupils and with adults, with great respect shown for those from different backgrounds because of the inclusive, friendly ethos within the school. The good care and support extend beyond the school to support pupils and their families who may be facing difficulties. The environment has been well developed within the physical constraints of the site; the school continues to work particularly hard with other partners to minimise the impact of aircraft noise. As a result of their good personal development, pupils are confident chatting to adults, showing considerable insight and appreciation for all the school does for them. Pupils are adequately prepared for the next stage of their learning and

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beyond. Transition arrangements are particularly good and strategies to improve attendance are proving successful.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher and her senior leaders have been rigorous in their self-evaluation. As a result, they have an accurate view of the school and have tackled the key issues with determination, developing well-structured plans to do so. Staff share the vision to provide the best possible learning opportunities and contribute fully to improvement planning and practice.

The school has ensured that there is plenty of information available to parents and carers in a range of different ways, about the running of the school and how well their children are doing. Safeguarding is given a high priority and the school seeks to identify and implement best practices. Routines and procedures are regularly reviewed and updated and all government requirements were met at the time of the inspection.

The strong emphasis the school places on equality and appreciating diversity means that relationships between pupils from different cultures are excellent. The school identifies and tackles any discrimination, and actively promotes equality of opportunity, so that pupils are proud of the contributions of all their peers. The school is highly active in seeking out beneficial partnerships, for example to develop the enterprise skills of pupils. The school’s contribution to promoting community cohesion is a significant factor in the good relationships. The school continues to reflect on how it can develop this further. For example, pupils write to their peers at a school in France and Year 6 pupils undertake an exchange visit with a school in a different type of location in the United Kingdom, to share experiences. As a result, pupils are well informed about the beliefs and lifestyles of others, within their own community and more widely.

The governing body brings a wide range of skills to support the school and members undertake regular training to understand their responsibilities. Alongside their visits to the school and discussions with pupils, parents and carers, governors are kept up to date by accurate information from the headteacher. They challenge the school where appropriate and ensure they fulfil their statutory duties.



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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

There are good arrangements to support children when they join the Nursery class. Parents and carers commented how quickly their children had settled in. Adults work well together to provide children with activities and opportunities which interest children and to develop their communication and language skills in particular. When they join the Reception class, progress accelerates as they develop their confidence and independence. Skills and knowledge in communication, language and literacy are improving because of the focus on learning letters and sounds. This is supported by a rich learning environment and adults who encourage speaking and listening through good use of questioning.

The leaders of the Early Years Foundation Stage are aware of the difficulties some of the children face in accelerating their learning in these aspects and has ensured staff are well trained, for example in using a wide range of media to support learning in home languages and the learning of English. Staff also provide good opportunities for children to learn to be safe and to widen their knowledge and understanding of the world around them. For example, children particularly enjoyed taking turns at operating the ‘Stop’ signs and policing the toy vehicles. Helpful routines are well established and give children opportunities to contribute, for example when setting out activities or tidying up.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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Taking into account:	2
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 number of questionnaires returned to the inspection team during the inspection was below average. In almost all the questions, the views of parents and carers were very largely positive. This was also expressed through the written comments and the informal comments made to inspectors. Most notably, all parents and carers agreed that their children enjoyed school. A very small minority of parents and carers did not agree that the school helps them to support their children. Inspectors found that the school provides a wide range of opportunities for parents and carers to learn about how they approach different aspects of learning, for example in mathematics. Some comments indicated that a very few parents and carers would like more communication. Inspectors found that the school uses a wide range of media and methods to reach as many parents and carers as possible, for example through digital displays, newsletters, online and electronic communications. However, the school continues to look for further ways to improve this.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pippins 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 53 completed questionnaires by the end of the on-site inspection. In total, there are 209 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	58	22	42	0	0	0	0
The school keeps my child safe	31	58	21	40	1	2	0	0
The school informs me about my child’s progress	19	36	28	53	4	8	2	4
My child is making enough progress at this school	16	30	31	58	5	9	1	2
The teaching is good at this school	17	32	33	62	2	4	1	2
The school helps me to support my child’s learning	22	42	24	45	6	11	1	2
The school helps my child to have a healthy lifestyle	26	49	25	47	2	4	0	0
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)	16	30	28	53	2	4	1	2
The school meets my child’s particular needs	19	36	27	51	5	9	0	0
The school deals effectively with unacceptable behaviour	20	38	27	51	4	8	0	0
The school takes account of my suggestions and concerns	17	32	30	57	5	9	0	0
The school is led and managed effectively	27	51	22	42	4	8	0	0
Overall, I am happy with my child’s experience at this school	26	49	23	43	4	8	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**

22 September 2011

Dear Pupils



### **Inspection of Pippins School, Slough SO3 OPR**

Thank you for talking to us and showing us the work you were doing when we inspected your school. Many of you told us that you love coming to school, and we could see how much you enjoyed your lessons. You get along with each other very well, and can be proud of your good behaviour. We have judged that Pippins is a good school. These are some of the things we found.

- Your headteacher and other leaders know the school very well. As a result, they are doing the right things to make sure you get good teaching.
- The teachers make sure that you have interesting work to do and that you get help if you need it. As a result, you make good progress in your learning.
- You told us you feel very well cared for and safe because there is always someone you can talk to if you feel worried, and you know they will do something about it.
- Your attendance has improved because the headteacher has made sure you know how important it is to be at school, and because you enjoy learning.
- Those of you in the nurture group are well supported, for example in helping you to explore your feelings. You all help each other with this and learn to make good choices.
- You showed us that you are good at taking on responsibilities, such as the buddies, peer mediators and 'litter bugs'. You have helped to decide how to improve things like the park and the toilets and can be very proud of your contribution towards making your school such a positive place to learn and develop.
- You also have a very good understanding of the cultures and beliefs of others.

Although it is a good school, the headteacher and other adults want it to be even better. We have asked the school to help you improve your writing, by giving you more opportunities to respond to the comments they make, for example when they mark your books. You can help by using these chances to improve your work. We have also asked them to make sure that those of you who find learning easier get enough challenging work to do, and more opportunities to work on your own.

We wish you every success for the future.

Yours sincerely

Andrew Saunders  
Lead inspector

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