

# Highwood Primary School

## Inspection report

---

|                                |                           |
|--------------------------------|---------------------------|
| <b>Unique Reference Number</b> | 131689                    |
| <b>Local Authority</b>         | Wokingham Borough Council |
| <b>Inspection number</b>       | 381389                    |
| <b>Inspection dates</b>        | 16–17 November 2011       |
| <b>Reporting inspector</b>     | Michael Bartleman         |

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

---

|  |  |
|--|--|
| <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> | 200  |
| <b>Appropriate authority</b>               | The governing body                               |
| <b>Chair</b>                               | Peter Jacobs                                     |
| <b>Headteacher</b>                         | Gareth O'Shea                                    |
| <b>Date of previous school inspection</b>  | 30–31 March 2009                                 |
| <b>School address</b>                      | Fairwater Drive<br>Woodley<br>Reading<br>RG5 3JE |
| <b>Telephone number</b>                    | 0118 926 5493                                    |
| <b>Fax number</b>                          | 0118 926 6819                                    |
| <b>Email address</b>                       | office@highwood.wokingham.sch.uk                 |

---

|                           |                     |
|---------------------------|---------------------|
| <b>Age group</b>          | 3–11                |
| <b>Inspection date(s)</b> | 16–17 November 2011 |
| <b>Inspection number</b>  | 381389              |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011



## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 16 lessons involving eight teachers. The inspectors held discussions with staff, groups of pupils, members of the governing body, external partners, and parents and carers. The inspectors observed the school's work and reviewed documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and a sample of pupils' work. The inspectors analysed 83 questionnaires returned by parents and carers and those 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.

- The extent of improvement as a result of new school strategies in attainment and progress in Key Stage 2, and whether the falling trend in attainment in Years 1 and 2 has been turned around for all groups of pupils.
- The extent to which the school is eliminating inequalities in achievement between different groups, particularly in mathematics, taking into account pupils' different abilities and gender.
- The development of the school's management structure, and how effectively leaders at all levels contribute to school improvement, particularly in teaching and learning.

## Information about the school

Highwood Primary School is smaller than the average primary school. The majority of pupils come from minority ethnic backgrounds. Two fifths of pupils are of White British origin and about one third from Pakistani heritage. An above-average proportion of pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is also above average, particularly for those with a statement of special educational needs. This is largely because the school has a 24-place speech and language resource unit. There is Early Years Foundation Stage provision for children in Nursery and Reception. A before- and after-school club runs daily. It is managed by the governing body and was observed as part of the inspection. There is an increasing trend of pupils arriving part-way through the school year. A new headteacher has been in post since September 2010. The school has recently restructured its senior leadership framework.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. In this caring, safe and welcoming setting, pupils show improving attitudes to learning, despite low attainment in recent years. Behaviour is consistently good. Pupils are thoughtful, mature, polite and respectful. They say they feel safe and have a good understanding of how to lead a healthy lifestyle. These good personal attributes, along with their improving progress from starting points that are below expected levels, ensure that they are prepared adequately for secondary school. Almost all parents and carers appreciate the work of the school. One wrote: 'The school provides a safe place to learn with teachers who obviously care about the children.' This sentiment was echoed by others.

Children get off to a secure start in the Early Years Foundation Stage and make satisfactory progress. Some opportunities are missed to use assessment to secure an accurate picture of attainment on entry in order to plan well-focused activities, appropriate to the children's next steps in learning. As they move through the school, pupils' achievement is satisfactory. Attainment at the end of Year 6 is low for all groups of pupils but is now rising steadily and securely, with a higher proportion of pupils achieving the higher Level 5 in English and mathematics in 2011. Pupils' progress is accelerating, particularly since September 2010, because the quality of the teaching is improving. It is accelerating at a faster rate in English than in mathematics. Generally, effective use is made of assessment information to provide activities that challenge pupils of different abilities, with high quality feedback and explanations being given. These good practices are, however, not consistently applied and are least evident in mathematics, with activities often not engaging and challenging girls well enough. At present, there are not enough opportunities for pupils to develop and practise their mental calculation skills or to apply them, such as through solving problems in other curriculum areas.

The school takes good care of its pupils and has a proven track record of helping those with special educational needs and/or disabilities to make the best of their education. The pupils in the speech and language unit are well integrated into the mainstream classes, are effectively supported and make at least satisfactory, and sometimes better, progress. The broad and developing curriculum provides rich learning experiences for pupils, which are greatly enhanced by a range of visits, visitors and good partnerships with local schools.

The headteacher and newly restructured leadership team provide a clear and effective steer. Together, they have evaluated accurately the school's performance,

**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

pinpointing improvement priorities precisely, and have successfully enlisted the support of everyone in their quest to drive the school forward. Several recent initiatives to strengthen the quality of teaching are starting to bear fruit. These involve leaders at all levels, providing a positive platform upon which to raise attainment. Effective systems are now in place to track pupils' performance across year groups, classes and subjects. Governors are increasingly effective in their role as they develop their systems for holding school leaders to account. The capacity to improve is satisfactory because the improvements are too recent to have made a substantial impact on raising attainment and accelerating progress.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- By July 2012, in order to accelerate pupils' progress, strengthen the overall quality of teaching to good by:
  - sharing more widely the good practice that exists within the school so that the majority of lessons are good or better
  - addressing the inconsistencies, especially those linked to marking, the pace of lessons and the clarity of teachers' explanations.
- By July 2012, ensure that at least 70% of pupils throughout the school are reaching age-appropriate expectations in mathematics by:
  - ensuring that pupils have the basic skills and knowledge to support their mental calculations
  - providing additional opportunities to use mathematics and problem solving in other areas of the curriculum
  - ensuring girls develop a positive view of mathematics and are fully involved in all aspects of the lesson.
- Enhance the provision and outcomes for children in the Early Years Foundation Stage by:
  - improving the use of assessment information to accelerate children's progress and to provide a clearer overview of their attainment on entry
  - ensuring that there is a focus on learning and progress across all areas of learning.

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

**3**

In lessons, pupils behave well, are keen to learn, and show good levels of concentration, which contribute strongly to rapidly improving progress. Pupils often learn at a good rate when working alongside adults. This was seen in the resource base when adults were playing a board game with the pupils. Every opportunity was taken by the adults to question the pupils effectively, which developed language and

**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

vocabulary well. Progress sometimes slows when pupils sit for too long listening to their teacher or when working independently, particularly when activities are insufficiently challenging or exciting. In mathematics lessons, pupils, particularly girls, lack confidence and are not all able to make quick mental calculations, which has an impact on their ability to progress at a good rate.

Children’s starting points vary from year to year but are usually below expectations for their age, particularly in communication, literacy and language. Pupils' low starting points, the high proportion of pupils with special educational needs and/or disabilities, along with the arrival of pupils part-way through the school year, all affect attainment, which is low at the end of Year 6. Achievement, however, is satisfactory. Pupils, including those with special educational needs and/or disabilities, and those who speak English as an additional language, make satisfactory progress, and their rate of progress is improving securely and quickly. In a well-planned Year 5 English lesson, for example, pupils’ knowledge of biographical writing was developed well. The lesson proceeded at a rapid pace and built effectively on prior learning.

Pupils learn together in a harmonious school community, showing respect for one another's similarities and differences. They cooperate well in lessons, in their interest in the life of the school, and in their good participation in the broad range of extra-curricular activities. All groups of pupils are eager to contribute to their school, for example, as school councillors, librarians and radio producers, which is having a positive impact on their personal development. Opportunities to engage with the local community are developed well particularly through sports and links with neighbouring schools, although links with groups beyond the immediate community are at an early stage of development.

*These are the grades for pupils’ outcomes*

|   |          |
|---|----------|
| <b>Pupils’ achievement and the extent to which they enjoy their learning</b>  | <b>3</b> |
| Taking into account:  |          |
| Pupils’ attainment <sup>1</sup>   | 4        |
| The quality of pupils’ learning and their progress  | 3        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 3        |
| <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        |

<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

**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

**The extent of pupils’ spiritual, moral, social and cultural development**

**2**

### **How effective is the provision?**

Teachers' enthusiasm, positive relationships and pupils' good behaviour are making a strong contribution to learning. In many lessons, teachers discuss the purpose of lessons, ensuring pupils are clear about what is expected of them. Teachers' planning takes good account of pupils' different needs. This is reflected in the tailored questioning of individuals and in practical activities that challenge their thinking. Marking of work is effective when teachers indicate precisely what pupils need to do next to improve, particularly in literacy. These good practices are not consistently applied in all lessons, particularly when the pace of lessons is slow; assessments are not used to match activities to pupils’ needs and expectations are low.

The curriculum is improving. Pupils' enjoyment of school is enhanced by the good and increasing range of activities beyond day-to-day lessons which broaden their life experiences. Attainment in writing is rising because opportunities for pupils to practise their skills across a range of curriculum subjects are good. The grouping of pupils by ability in Year 6 for mathematics is also enabling pupils to make accelerated progress. Across the rest of the school pupils' progress in mathematics is not improving as rapidly as in other subjects because marking is less detailed. There are not enough opportunities for them to develop their calculation skills or to use and apply them by solving problems.

Good care, guidance and support for all pupils permeate the school. Induction and transition arrangements are smooth and have become increasingly effective. Pupils and parents appreciate the support provided in the school, where all pupils are valued as individuals. Pupils with special educational needs and/or disabilities, including those in the speech and language resource base and those who are at the early stages of learning to speak English, make satisfactory progress. This is due to a range of highly tailored and well-managed support programmes, which are effectively delivered by teaching assistants and other professionals. Pupils from the speech and language unit have access to the full curriculum in the afternoons when they are well integrated with their peers. This has a positive impact on their learning and self-esteem. Attendance is rapidly improving as a result of effective initiatives. The school uses a range of agencies to support pupils in vulnerable circumstances. The before- and after-school club offers a good range of activities, is well managed and greatly appreciated by parents.

*These are the grades for the quality of provision*

**The quality of teaching**

**3**

Taking into account:

The use of assessment to support learning

3

**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

|  |          |
|--|----------|
| <b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b> | <b>3</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>2</b> |

## How effective are leadership and management?

Despite the challenges arising from recent staff turnover and management changes, the school is improving. Staff say that, ‘The school has undergone an amazing transformation’ and that they are keen to rise to ‘new and higher expectations’. The headteacher and senior leaders provide effective leadership and a clear vision for the school’s future. The school’s development plan contains appropriately identified and prioritised areas for improvement. Effective use is being made of the new systems to track pupils’ progress, to identify underachievement earlier and to hold teachers to account. Partnerships beyond school, such as with the local authority and with other schools, are also helping to secure improvement, particularly by providing effective professional development opportunities for staff. Partnerships with parents and carers are also strengthening and are now good. New opportunities for them to find out about how their children learn and to provide them with support for learning at home, such as in reading, have been welcomed.

The governing body has a good understanding of the school's strengths and areas needing development, but has not fully developed the skills needed to hold it to account for its performance. A strong emphasis is placed on the inclusion of everyone, with pupils' welfare a priority. The school promotes equality of opportunity adequately, as reflected in satisfactory outcomes for all groups of pupils and a lack of any discrimination. Good and robust safeguarding procedures have recently been reviewed and strengthened. Efficient procedures are securely in place to safeguard those most at risk. The school makes a satisfactory contribution to community cohesion. It is responsive to the needs of the local community and has a clear understanding of its context and of the challenges facing the local community although it has yet to evaluate fully the impact of this area of its work. However, the global and national aspects are not as well developed.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>3</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 3        |
| <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>3</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> |



**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

|  |          |
|--|----------|
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b> | <b>3</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>                                 | <b>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>                | <b>3</b> |

## Early Years Foundation Stage

Children make steady progress in the Nursery and Reception classes, with good gains in their social development and in their disposition and attitudes towards learning. A strong emphasis is given to developing children’s language skills, with opportunities for children to talk about their learning extending well. Progress across other areas of learning is satisfactory. As a result of initial assessments not being completed with sufficient rigour, there is not a secure baseline to judge the children’s progress. Staff have implemented a letters and sounds programme; this has helped to reduce, but not eliminate, the gap that exists between girls and boys in literacy by the end of the Reception Year.

Children’s relationships with adults are positive and trusting. Consequently, children are happy, behave well and settle well into the routines of the day. Parents and carers appreciate the support given for a smooth transition into school, including the home visits. Children understand the need to keep themselves safe and healthy and know why they wash their hands before eating. Children enjoy opportunities to make their own choices throughout the day. However, the daily routine involves too much time when children’s activities do not have a learning focus, which limits their progress.

Children have access to a safe and secure outdoor area. However, this is not fully utilised to best effect to contribute to all areas of learning. Teachers’ observations of children’s activities to plan next steps in their learning are not fully utilised in planning future learning. This limits the ability of the coordinator to develop a secure knowledge of trends, strengths and needs and to plan accordingly to develop the provision. Nevertheless, leadership and management are satisfactory, with children happy, safe and well cared for. By the time children start Year 1 only a minority reach the goals expected for their learning; however, a greater proportion of children than before are now on track to do so.

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

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b> | <b>3</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage        | 3        |
| The quality of provision in the Early Years Foundation Stage     | 3        |

**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

|  |   |
|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
|--|---|

## Views of parents and carers

The vast majority of parents and carers are happy with the provision for their children. They speak highly of the teaching and curriculum that help their children do well at school. They feel their children are safe and prepared well for the future. They say the school is well led, and that the headteacher makes an important contribution to the school’s effectiveness. Inspectors found that the school provides a satisfactory education.

A very few parents and carers feel that their child is not making sufficient progress and this was discussed with the headteacher. Tracking evidence shows that pupils’ progress is increasing. A small minority feel that unacceptable behaviour is not dealt with effectively. During the inspection, inspectors found that behaviour was good, with appropriate strategies in place to secure good behaviour.

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

Ofsted invited all the registered parents and carers of pupils registered at Highwood 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 83 completed questionnaires by the end of the on-site inspection. In total, there are 200 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 51             | 61 | 31    | 37 | 1        | 1 | 0                 | 0 |
| The school keeps my child safe  | 57             | 69 | 26    | 31 | 0        | 0 | 0                 | 0 |
| The school informs me about my child’s progress   | 39             | 47 | 43    | 52 | 1        | 1 | 0                 | 0 |
| My child is making enough progress at this school   | 33             | 40 | 47    | 57 | 3        | 4 | 0                 | 0 |
| The teaching is good at this school   | 45             | 54 | 37    | 45 | 1        | 1 | 0                 | 0 |
| The school helps me to support my child’s learning  | 34             | 41 | 46    | 55 | 1        | 1 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 42             | 51 | 38    | 46 | 0        | 0 | 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) | 26             | 31 | 51    | 61 | 1        | 1 | 0                 | 0 |
| The school meets my child’s particular needs  | 38             | 46 | 43    | 52 | 1        | 1 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 31             | 37 | 41    | 49 | 2        | 2 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 29             | 35 | 48    | 58 | 1        | 1 | 0                 | 0 |
| The school is led and managed effectively   | 45             | 54 | 37    | 45 | 1        | 1 | 0                 | 0 |
| Overall, I am happy with my child’s experience at this school   | 46             | 55 | 35    | 42 | 1        | 1 | 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.**



19 November 2011

Dear Pupils

### **Inspection of Highwood Primary School, Wokingham RG5 3JE**

We would like to thank all of you for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you at playtimes and lunchtimes. Inspectors judge that you go to a school which gives you a satisfactory education. By Year 6, your attainment is lower than expected for your age; however you make satisfactory progress. Lots of things are changing in your school and so you are now learning more quickly.

These are the main things that we found out about your school.

- Your school is welcoming and sets a positive climate for your learning.
- You enjoy school and your behaviour in lessons and around the school is good.
- You have good relationships with the adults who take good care of you.
- You feel safe in school and have a good understanding of healthy lifestyles.
- Most of your parents and carers are pleased with your experience at school.

We have asked your school to make some further improvements.

- We have asked your teachers to make sure that more of you make faster progress. As part of this, we have asked them to make sure that they set a consistently good pace in lessons, and that marking gives you more feedback about improving the quality of your work.
- We want you to do better in mathematics and to be given more opportunities to use your mathematical skills in other areas of the curriculum.
- We have asked teachers in the Early Years Foundation Stage to make more accurate assessments when you start school in the Reception class and use assessments to plan interesting and challenging work.

You can help too by working hard and taking advantage of the improvements that your school will be making. We wish you every success in the future.

Yours sincerely

Michael Bartleman  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**