

Cippenham Primary School

Inspection report

Unique Reference Number	110088
Local Authority	Slough
Inspection number	375376
Inspection dates	28–29 November 2011
Reporting inspector	Lorna Brackstone HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	614
Appropriate authority	The governing body
Chair	Harish Rutti
Headteacher	Nicky Willis
Date of previous school inspection	29–30 April 2010
School address	Elmshott Lane Cippenham Slough SL1 5RB
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Age group	4–11
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors, who observed teaching and learning in 23 lessons or part-sessions, taught by 21 different teachers. The inspectors met with pupils, staff, parents, carers and members of the governing body. They observed the school's work, and looked at school documentation including teachers' planning, assessment information and safeguarding policies. They also scrutinised samples of pupils' work. The lead inspector spoke to a group of parents and carers and considered the findings of the school's most recent parental survey.

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

- Improvements to the quality of teaching, the leadership and management of the school, the rate of pupils' progress and the school's overall effectiveness since the previous inspection.
- The achievement of pupils known to be entitled to free school meals and those who have special educational needs and/or disabilities.

Information about the school

This very large primary school not only serves the local area, which consists of mainly private housing, but also accommodates children from across the wider Slough area. The proportions of pupils known to be eligible for free school meals and of those who have special educational needs and/or disabilities are average. Almost three quarters of the pupils are from minority ethnic groups. Half of all the pupils use English as an additional language. At the time of the previous inspection this school was known as Cippenham Junior School and educated pupils aged seven to 11. In April 2010 the school was judged to be providing an inadequate education, with significant weaknesses in pupils' progress, the quality of teaching and in its leadership and management. Just prior to this outcome, the school offered to accommodate an unexpected rise in the number of children aged four to seven who required a place within the wider Slough area. Some of these pupils are transported across the town by the school minibuses. In September 2010 it became formally known as Cippenham Primary School, catering for children aged four to 11.

Currently, there are two classes for Reception and Year 1 and one class for Year 2 pupils. Years 3, 4, 5, and 6 consist of four parallel classes. Most children in Years 3 to 6 have transferred across from Cippenham Infant School which shares the same site as the junior school. The proportion of pupils joining or leaving the school at other than the usual times is higher than average in Reception and Years 1 and 2 because some pupils transfer to their local schools when places are found. Most of the pupils who are currently in Years 3 to 6 live locally to the school. A new headteacher took up her post in November 2010. The core leadership team consists of the headteacher and two deputy headteachers who were in post at the time of the previous inspection.

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

2

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

In a very short period of time this school has been successfully transformed from an inadequate junior school into an effective primary school which provides satisfactory value for money. The school has effectively tackled the issues raised in the previous inspection although it recognises that there is more work to be done. Self-evaluation is largely accurate. The key drive in achieving this has been the unrelenting focus of the core leadership team, which has tirelessly strived to secure an acceptable level of teaching and learning for all the pupils. Given the exceptional speed in which the headteacher has established effective Early Years Foundation Stage provision, satisfactory and rapidly improving education in Years 1 and 2, and been very ably supported by her two deputies in rectifying weaknesses in Years 3 to 6, the school demonstrates a good capacity to improve further.

The school has a number of good features.

- The pupils' enjoyment of school, which is reflected in the high attendance rates.
- The pastoral care, support and guidance given to pupils and the safeguarding procedures which enable the pupils to feel safe.
- Pupils' clear understanding of how to conduct themselves in and around school and the way in which they work and play well together.
- The pupils' ability to be reflective and share in each other's cultural differences.
- Their involvement in decision-making within school and participation in wider community events.
- The pupils' clear understanding of eating healthily and exercising regularly.
- Positive links with parents and carers who appreciate the openness of the headteacher, the deputies and classroom teachers.
- The range of partnerships, which enhance well the provision offered by the school.
- The effectiveness of the Early Years Foundation Stage, especially given that it has only been established for just over one year.

Although there are examples of good quality teaching in most year groups, there are inconsistencies which result in satisfactory achievement for pupils in Years 1 to 6. This includes minority ethnic groups, those with special educational needs, those for whom English is an additional language, those known to be entitled to free school

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meals and those using English as an additional language. More-able pupils are not always given enough challenge. The rigorous and systematic tracking and monitoring procedures, undertaken by the core leadership team, have improved the profile of teaching and learning. They have also recognised that the information on pupils' progress is not consistently assessed with accuracy, and the steps individuals need to take to move on in their learning are not always clear. Consequently, the core leaders know that the next step in school improvement is to involve middle managers in this process. Despite one or two governors undertaking key responsibilities, their involvement in school life is minimal.

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?

- Improve the quality of teaching to be consistently good by:
 - ensuring that lessons move at a brisk pace
 - enabling pupils to be more involved in sessions
 - consistently planning lessons where the tasks set meet the needs of the varying abilities of the pupils, including the more able
 - facilitating the involvement of subject leaders and year group managers in lesson observations which evaluate the quality of teaching and learning.
- Refine the use of assessment information by:
 - ironing out inconsistencies in the quality of feedback and guidance given to pupils through teachers' marking
 - ensuring that subject leaders and year group managers are involved and take responsibility for analysing and evaluating the assessment data.
- Improve the involvement of the governing body in the life of the school by:
 - encouraging members of the governing body to attend training which will help them understand their role
 - providing formal and informal opportunities for governors to visit lessons and talk to staff.

Outcomes for individuals and groups of pupils

3

Although very variable, many of the children who start school at the age of four have poorly developed communication, language and literacy skills and weak personal

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development. They make good and often outstanding progress in the Early Years Foundation Stage. Their achievement is good and they acquire skills above the nationally expected levels for this age group. These standards are adequately maintained in Years 1 and 2. Currently, the vast majority of pupils join the school at the age of seven. They start Year 3 with standards that are broadly average. All pupils, including those with special educational needs and/or disabilities, those who are from minority ethnic groups, those for whom English is an additional language, and those who are entitled to free school meals, make satisfactory progress. Scrutiny of pupils' current work and lesson observations indicates that standards are broadly average and overall achievement from their specific starting points is satisfactory. This reflects national test results over the past few years.

The pupils are polite and courteous young people whose conduct in and around school is impressive. Even when they may be unchallenged in their lessons, the pupils behave well and have a good understanding of their actions upon others. Pupils feel completely safe and know that if any incidents occur that concern them, there is always someone they can go to for help. They demonstrate a good understanding of school rules and the older pupils show considerable pride in their roles as peer mentors and house captains. Their involvement in the school council and organising stalls at the school fair, coupled with regular participation in fund-raising events and willingness to organise an afternoon tea for senior citizens demonstrate their good involvement in their own and the wider community. They are reflective thinkers who take time to consider other people's feelings and values. Given the richness in the diversity of their classmates, they take time to thoughtfully consider each other's faiths and customs. Their knowledge of eating sensibly and ensuring their muscles are warmed up prior to taking vigorous exercise, exemplify their detailed understanding about maintaining a healthy lifestyle. Nevertheless, despite these strong personal outcomes, including their high level of attendance, their preparation for the next stage of education is satisfactory because academic standards are average.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2

¹ 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 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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In the best lessons teaching moves along at a good pace and pupils are challenged with activities that meet their individual needs. In these sessions teachers confidently model the skills to be taught and encourage pupil discussion in pairs. Pupils also make good gains in their learning when they respond to questions which have been skilfully designed by the teacher to deepen their knowledge. Nevertheless, there is too much inconsistency in the quality of teaching. Lessons are less effective when the pace of learning is slow, pupils are required to sit listening to their teachers for inappropriately long periods of time, and opportunities for discussion are missed. Although a very small proportion of pupils regularly attend a gifted and talented session, more-able pupils are not sufficiently challenged on a day-to-day basis in class. In the pupils' books there are some good examples of how teachers support pupils' learning well by providing helpful comments. However, there is not a consistent approach through the school and this means that not all pupils understand what they need to practise. Pupils know what National Curriculum levels they are working towards but they are not clear what the next step in their learning should be. This is because not all teachers make sufficient use of available assessment data to target and accelerate individual progress.

An interesting thematic approach to the curriculum has recently been introduced. By linking the development of skills across different subjects, learning has become more meaningful. However, this approach to the curriculum has yet to embed securely and influence faster rates of progress. The curriculum is well enriched through an exceptionally wide range of extra-curricular activities and trips. The residential trips to the Isle of Wight and Swanage provide a good boost for pupils' personal development.

Consequences of the good care provided by the school are the many impressive aspects of pupils' personal development, including their high rate of attendance. Staff have a good understanding of pupils' pastoral needs and cater for these sensitively. Good quality advice and guidance are given to all pupils and their parents and carers when needed. Full use is made of a wide range of external expertise to support pupils' needs when required. Staff engage well with parents and carers and keep them informed about their children's academic and personal progress at school. They are vigilant in ensuring pupils' safety. During short individual or group sessions, pupils with special educational needs and/or disabilities and those for whom English is an additional language are supported well in their learning. In-class support and guidance for specific groups of pupils are satisfactory but lack a sharp focus on meeting the needs of individuals.

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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
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Despite a restructuring of the building to accommodate three key stages and difficulties in recruiting permanent staff, members of the core leadership team have not faltered in their vision, ambition and determination to ensure that the school provides the best possible education. Through rigorous monitoring systems they have quickly identified weaknesses in teaching and rapidly provided support. They use systems to track and analyse pupils' progress and evaluate the impact of teachers' performance. However, the skills of subject leaders and year group managers are at an early stage of development. They do not fully understand these systems and some have not received relevant training. The school identifies and tackles any discrimination and actively promotes equal opportunity but understands that attention is not yet focused directly enough on identifying differences in pupils' progress. Although governors are supportive and discharge their statutory responsibilities and ensure that pupils are kept safe, most are not visible within the school community. Consequently, their ability to offer support and challenge is limited and there are not enough members of the governing body holding the school to account.

There is generally plenty of information available to parents and carers who particularly appreciate the emails and texts they receive. Good use is made of all partner organisations to boost the work of the school. For example, the school works closely with a cluster of schools to provide opportunities for gifted and talented pupils while the Early Years Foundation Stage and Years 1 and 2 benefit from close links with the local infant school. The plan to promote community cohesion is an integral part of their school development and links closely with the thematic curricular approach. Liaison is strong with the local emergency services and a major confectionary company. As the hosts for the extended schools partnership, they are at the hub of these services which include adult learning classes. Effective links with the local church and temple, coupled with pupil pen pals in Australia and a focus on famous black singers and sportsmen during Black History Month, enhance pupils' good understanding and reflective appreciation of the wider community.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children get off to a strong start in Reception. They enjoy their learning and make good progress because of the well-organised and well-planned provision for them. Their welfare and safety are given a high priority. The strong partnership with parents and carers is evident in the warm relationships and informal rapport shown as parents and carers accompany their children into school. As a result, children settle quickly into routines, gain in confidence, behave well and learn to work well in groups. There is a good balance between those activities led by adults and those which children choose for themselves. Activities are punctuated with questions and prompting to ensure children get the most from their play. Learning is made very exciting by the enthusiastic teachers who captivate the imagination of these youngsters. This was exemplified well when their topic on fairy tales was brought to life by a video clip of a castle complete with princess and tiara. Resources are used well to set up stimulating play both inside and in the outdoor area. For instance, the role play was turned into a crime scene after the discovery of 'Sleeping Beauty' and following the departure of 'The Three Bears', their cottage in the outside area was let out as a holiday rental.

Until very recently, the Early Years Foundation Stage team has been led and managed well by the headteacher, who used her specialist expertise to shape the direction of the developing provision. The newly appointed leader, working closely with her colleague, liaises with neighbouring nurseries and playgroups to ensure that transition into school is smooth. They make notes of significant moments in children's learning in order to build up a cumulative record of their progress. These include verbatim records of conversations which illustrate how well children's use of language is developing. Nevertheless, ways to assess the children's work are still at

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the early stages of development and do not always precisely reflect accurate levels of attainment. Although children have numerous opportunities to make marks on paper and develop their writing skills, their progress in developing a secure understanding of the relationship between letters and sounds is not as evident as it could be.

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 inspection began as a monitoring visit and was converted into a section 5 inspection because the school has made good progress in the past year and has been removed from special measures. Consequently, it was not possible to send an inspection questionnaire to parents and carers to canvass their views. However, the team extensively sought parents' and carers' views around the school and findings confirm that the majority are overwhelmingly positive and appreciative of the school's work and the progress which has been made in the past year. Parents and carers are pleased with the school ethos and say that their children are happy and make good progress. They are particularly appreciative of the fact that the headteacher and staff are always willing to see them to discuss any concerns.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the education Act 2005, unless inspectors have specific reasons to request that the school does so.

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).

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">■ 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.



30 November 2011

Dear Children

Inspection of Cippenham Primary School, Slough SL1 5RB

Thank you for talking to us and sharing your work with us when we visited your school. Many of you told us that you love coming to school and this is reflected in your excellent attendance rates. We could see how much you enjoyed getting along with each other and you all behave well. Your good knowledge of eating sensibly, keeping fit and knowing who to go to if you have a problem demonstrated to us how you keep healthy and safe. These are some of the other things we found.

- You achieve well in Reception but could do even better in Years 1 to 6.
- When lessons move at a pace and teachers involve you in the learning, you make good progress. You confidently explain what national levels you are working towards but it would help if you knew what you had to do to achieve these.
- You make a good contribution to your own school community and your involvement in fund-raising events and hosting senior citizens demonstrates the full part you take in the wider local community.
- You are reflective thinkers and your good social skills have been enhanced through the wide range of exciting enrichment activities.
- Your parents and carers appreciate the regular communication. The links developed with other schools, the emergency services and the local places of worship support your learning well.

We have judged that your school is satisfactory and have asked all the adults who lead and manage your school to make sure that the teaching in Years 1 to 6 is always of at least a good quality and that your progress is carefully tracked so that you are all supported and challenged in your work so you attain better standards in Years 1 to 6. We have also asked the members of your governing body to become more involved in the life of the school so that they can support and help to improve its work.

We wish you every success in the future.

Lorna Brackstone

Her Majesty's Inspector

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