

# Harmans Water Primary School

Wellington Drive, Harmans Water, Bracknell, Berkshire, RG12 9NE

**Inspection dates** 20–21 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Not all pupils achieve as well as they should in English and mathematics. They do not make enough progress from Key Stage 1 to the end of Key Stage 2.
- There is not enough teaching that is consistently good or better.
- Some teachers do not understand the level at which pupils are working and consequently the work provided for them is too hard or too easy.
- School leaders have not enabled improvements in pupils' progress in English and mathematics to be rapid enough. There is a legacy of underachievement, particularly at Key Stage 2, which is now being tackled.
- The school's previous plans for improvement in both the long and the short term have not been clear and specific about how teaching and pupils' achievement will be improved. This is now being addressed by current leaders.

### The school has the following strengths

- Children in the Early Years Foundation Stage achieve well.
- Pupils' attainment in reading, writing and mathematics has improved at Key Stage 1 and is now broadly average by the end of Year 2.
- Pupils enjoy school and this is reflected in their attendance, which is above average. Pupils' behaviour is good. They are polite, friendly and helpful, and they feel safe in school.
- School governors have benefited from training and they now provide greater challenge to school leaders. Together with senior leaders, they are improving the quality of teaching and raising achievement, demonstrating their capacity to continue to improve the school.
- The school is a very cohesive community. Pupils from different backgrounds get on well together.

## Information about this inspection

- Inspectors observed 25 lessons or parts of lessons, six of which were jointly observed with senior leaders. They looked at pupils' work in their books and they listened to pupils in Years 2 and Year 6 read. Inspectors visited two assemblies and they talked informally to pupils in the playground.
- Discussions were held with senior leaders, groups of pupils, the Chair of the Governing Body and the local authority school adviser.
- Among the documents scrutinised were school development plans, the school's own evaluation of its strengths and weaknesses, the school's own checks on the quality of teaching, the governing body minutes and documentation relating to the safeguarding of pupils.
- The views of parents and carers were considered through the 74 responses to the online questionnaire Parent View. Additionally, inspectors took into account two written comments and held informal discussions with parents and carers at the start of the school day.

## Inspection team

Joy Considine, Lead inspector	Additional Inspector
Maura Docherty	Additional Inspector
Philip Littlejohn	Additional Inspector
Helen Owen	Additional Inspector

## Full report

### Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of pupils eligible to be supported by the pupil premium funding is below average. This is additional funding provided by the government to support those pupils eligible for free school meals, children who are looked after by the local authority and children with a parent in the armed forces.
- The proportion of pupils from minority ethnic groups and who speak English as an additional language is lower than usual.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is broadly average, as is the proportion who are supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is provision for children in the Early Years Foundation Stage in the Nursery and Reception Classes.
- The school provides a Friday Breakfast club for families and there is a wide range of additional activities for pupils at the end of the school day.
- There has been additions to the staff and a significant change to the leadership team in the last year.
- During this inspection, most of the Year 6 pupils, their teachers and the headteacher were taking part in a residential visit to France and were not part of the inspection.

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

- Improve the quality of teaching so that it is all consistently good or better by:
  - ensuring that all teachers understand the level at which pupils are working and provide work that builds on and extends what they can already do
  - providing more challenge for all pupils in lessons by asking questions that make them think
  - raising expectations of what pupils can do by insisting on high standards and setting aspirational goals that make them work hard.
- Raise pupils' achievement at Key Stage 2 by:
  - improving teachers' marking by providing clear guidance about how pupils can improve their work and by providing opportunities for them to correct and improve their work
  - ensuring that pupils fully understand and apply their skills and knowledge in basic number and grammar before introducing the next step too quickly
  - using a wider range of literature, such as published stories, books and poetry, to show pupils how authors use grammar, imaginative vocabulary and sentence structure, and so help pupils to improve their own writing.
- Improve the quality of leadership and management by:
  - making better use of all available information to provide a clearer picture of the most important priorities to raise pupils' achievement and improve the quality of teaching
  - reviewing the planned curriculum for writing and mathematics to ensure that pupils develop their skills, knowledge and understanding systematically.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils do not make enough progress in writing and mathematics across Key Stage 2. They do not consistently produce work of a high enough standard because they do not know how much work they are expected to produce in lessons or how they can improve their work.
- Disabled pupils and those with special educational needs achieve well. They receive good support in lessons from skilled teaching assistants who help them by explaining what they are to learn and help them to understand how to complete their work. Pupils eligible for the pupil premium funding achieve at a rate similar to their classmates owing to the additional support the school has provided for them. In the 2012 national assessments, attainment of pupils eligible for the pupil premium was about three months behind their classmates and in line with similar pupils nationally.
- Children now get off to a good start in the Early Years Foundation Stage. They enter the Nursery with skills below those expected for their age and they make good progress so that, by the time they reach Year 1, their skills are at least in line with those expected for their age. They make particularly good progress in reading and writing.
- Pupils achieved higher levels in the Year 1 phonics (letters and the sounds they make) screening check in 2013, but they were still well below the expected level. The school has introduced a new programme to teach phonics and this is leading to improvements in reading.
- Pupils' achievement in reading has improved and is now above average by the end of Year 6. Pupils enjoy reading and speak enthusiastically about their preferences and their favourite authors. They read confidently and with enjoyment, using punctuation effectively to read with good expression.
- Pupils' achievement in writing has not matched that of reading. By the end of Year 6, many do not write fluently to express ideas that engage the reader. Their spelling and punctuation skills are not as good as they should be and some pupils struggle to develop their ideas between paragraphs in their written work. In some lessons, there is a lack of urgency about what is expected and consequently, pupils do not write as much as they should.
- Although pupils' attainment in mathematics has improved and is now broadly average by the end of Year 2, pupils make inconsistent progress between Years 3 and 6. Although no teaching was seen in Year 6, their books show that some of their work is at too low a level and that a few pupils repeat work that they can already do.

### The quality of teaching

### requires improvement

- The quality of teaching is not yet securing consistently good progress for all pupils. It varies across year groups and between classes. Some teachers set work at an appropriate level for pupils but others are unclear about the level at which pupils are working, and do not match learning well enough to their needs.
- A strength of teaching is the quality of the relationships between pupils and adults. This fosters positive attitudes to learning and pupils behave well in lessons. Teaching assistants provide good support to those pupils who need additional help and consequently, disabled pupils and those with special educational needs achieve as well as their classmates.
- In the better lessons, teachers provide challenging activities that stimulate and inspire pupils. For example, in a Year 5 mathematics lesson, pupils investigated number patterns to create a target number using addition, subtraction, multiplication and division. They were fascinated as they worked collaboratively and discovered many different ways of reaching the target number.
- Teaching in the Early Years Foundation Stage is good. Teachers use assessment information to plan learning activities that are well matched to the needs of children. There is a good balance of activities that are led by adults and those that children select independently. At the time of the inspection, children were delighted to watch newly hatched chicks grow, and this inspired a

sense of awe and wonder, and so contributed to their spiritual development.

- Most teachers plan lessons that build on previous learning. However, there are occasions when lessons fail to extend previous learning. A few teachers try to cover too much in lessons and this confuses some pupils as they try to learn new ideas before consolidating previous learning.
- Teachers encourage pupils to share their ideas to help them to learn. They ask questions to assess pupils' level of understanding and to check that they understand what they are expected to do. However, these questions do not always probe pupils' perceptions or challenge them more deeply to extend their learning.
- Most teachers use information and communication technology (ICT) well to explain new learning. However, they do not always use other resources such as good-quality books to show pupils how writers choose words, phrases or punctuation to improve their work, and so help pupils to develop their own writing skills.
- Although most teachers mark pupils' books regularly, they do not all provide enough guidance about what pupils need to learn next or to give them the opportunity to correct and improve their work. Some marking is overgenerous and does not challenge pupils to do better.

### **The behaviour and safety of pupils** are good

- Pupils behave well in school. This is because teachers have consistent approaches to managing pupils' behaviour, and so pupils are clear about what is expected.
- Pupils get on well together, and enjoy working and playing alongside those from backgrounds different from their own. They are polite and helpful, and show respect towards each other and to adults. They understand that discrimination on any grounds is not tolerated and that all pupils have equality of opportunity to benefit from all that the school has to offer.
- In lessons, pupils are attentive, and listen to teachers and to each other. Occasionally, when the pace of the lesson slows or where they do not understand what they are expected to do, they chat among themselves and do not complete their work.
- Pupils enjoy school and this is reflected in their good attendance. They feel safe because they know that adults care for them. They know about different forms of bullying, including name-calling and that relating to race, religion and cyber-bullying. They are adamant that none occurs. They say that on the very rare occasions when pupils have a disagreement, there is always an adult or a helpful friend who will help to sort it out.
- Pupils have a good understanding of their own personal safety. They understand the potential dangers from risks outside school, such as those related to substance abuse and internet safety.
- Inspection evidence confirmed the views of parents and carers, and staff, that they felt behaviour was good and that bullying was rare.

### **The leadership and management** require improvement

- School leaders did not respond quickly enough to the decline in performance that occurred after the last inspection. With support from the local authority and governors, they have put actions in place to successfully reverse this decline. They have responded positively to the good support that has been provided by local authority advisers.
- School plans for development, based on an accurate analysis of the school's performance, have a sharper focus on raising pupils' achievement and enable leaders and governors to monitor progress towards these targets more effectively. New systems to record pupils' progress enable teachers and school leaders to check more quickly that pupils are doing as well as they should and to pick up those at risk of falling behind.
- There is a robust programme to check the quality of teaching and this is linked closely to teachers' targets for performance management. Teachers receive support and guidance to help them to reflect on their practice and to improve their skills. This is already improving their day-

to-day teaching, as seen during the inspection. Previously inadequate teaching has been addressed and teachers' progression on the salary scale is linked to the effectiveness of their teaching and to pupils' progress.

- The curriculum is not securing good enough progress because there is an inconsistent system for ensuring that skills, particularly in writing and mathematics, build on each other to develop pupils' learning sequentially. It does, however, ensure that most pupils leave school with skills in literacy and numeracy that prepare them adequately for the next stage of their education.
- Pupils benefit from a wealth of additional learning opportunities offered by clubs and educational visits, such as the Year 6 residential visit to France. Provision for pupils' spiritual, moral, social and cultural development is good. Music and sport are strong features in supporting pupils to respect others and appreciate the richness of cultural difference.
- Arrangements for safeguarding are robust and fully meet requirements. Staff and governors receive regular training to ensure that all pupils are safe in school.
- **The governance of the school:**
  - Governors understand the strengths and weaknesses of the school. They provide a high level of challenge to leaders relating to the decline in achievement. Recent training has strengthened the level of support and monitoring which they bring to the school. They are aware of the quality of teaching and how well the school performs in relation to similar schools and all schools nationally, and know that it is not good enough. They are clear about how good teaching is rewarded and they support the leadership team in securing improvement. They carefully monitor the school's finances and, including the impact of the pupil premium. They know it has been partially used to provide additional support in classrooms and that this has been instrumental in securing better progress for these pupils.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	130949
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	412300

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>	706
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Matika
<b>Headteacher</b>	Michael Harris
<b>Date of previous school inspection</b>	9 June 2010
<b>Telephone number</b>	01344 422196
<b>Fax number</b>	01344 302848
<b>Email address</b>	office@harmanswater.bracknell-forest.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 2013

