

Tribal  
1-4 Portland Square  
Bristol  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 0117 311 5359  
**Direct F** 0117 315 0430  
**Email:** christina.bannerman@tribalgroup.com

30 September 2013

Mrs E Gower  
Headteacher  
The Pines Primary School  
Hanworth Road  
Bracknell  
RG12 7WX

Dear Mrs Gower

### **Requires development: monitoring inspection visit to The Pines Primary School**

Following my visit to your school on 30 September 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in July 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- use the information the school has on the attainment and progress of all pupils and groups of pupils to plan the expected gains in pupils' achievement over time and include this in the school development plan
- clarify the intended actions and include clear timescales and specific roles and responsibilities within the school development plan
- make sure the quality of pupils' learning in lessons is the key focus when judging the quality of teaching
- ensure pupils are clear of their targets and what they need to do to achieve them.

## **Evidence**

During the visit, meetings were held with you and the deputy headteacher, four members of the governing body, including the Chair of Governors, a representative of the local authority and a group of pupils, to discuss the action taken since the last inspection. The school development plan was evaluated and I considered the pupils' progress data for the last academic year. We toured the school and briefly observed pupils in lessons, I also scrutinised the writing and mathematics books of pupils in Year 2, Year 4 and Year 6.

## **Context**

At the start of this academic year, four teachers returned from maternity leave. The Year 6 teacher left at the end of July and has been replaced by another experienced teacher. There is a new senior leadership team; it has five senior members of staff. There has been a planned increase of pupil numbers. There are now 216 pupils on roll. There are now two Reception classes. The Nursery class and the Year 2 class have been temporarily relocated. Some teachers have changed the year groups they are teaching this year.

## **Main findings**

The judgements made at the time of the last inspection were accepted by staff and governors. They quickly began to put in place changes to increase the supervision of pupils at playtimes and now provide a broader range of activities for pupils to take part in during lunchtimes. There is a greater focus on eliminating bullying. The newly appointed 'anti-bullying squad', a group of pupils who are clearly evident with their anti-bullying squad high-visibility jackets, are beginning to look at safety in the playground. They are undergoing training to enable them to develop their skills to appropriately support pupils during playtimes. The behaviour policy is under review.

The headteacher acted swiftly to set targets for improvement with all teachers as part of the appraisal system. The governors have also agreed performance targets with the headteacher. Targets are appropriately matched to the progress pupils are expected to make in their learning throughout the year. Lesson observations have already taken place and senior leaders are using a range of evidence to support their judgements on the quality of teaching. However, at present lesson observations are not sharply focussed on the progress all pupils and groups of pupils are making in lessons.

The quality of marking of pupils' work mainly supports pupils to know what to do to improve their work, however, this is variable. Pupils have some understanding of the level they are working to achieve. However, they are unclear about their academic targets and what they need to include in their work to reach the next level. In

addition, there is insufficient focus on the quality of presentation, handwriting and spelling in some year groups. Expectations are not sufficiently high in some classes to accelerate pupils' progress and raise attainment.

Governors are well informed and through visits to the school and to the classes where links have been established, governors are able to check on the work of the school regularly. They are providing effective challenge through questioning and supporting changes and improvements, particularly with regard to pupils' behaviour and communication with parents. At the time of the publication of the inspection report, governors and staff met with parents to explain the findings and seek ways to improve communication and develop a stronger partnership with parents. Using text messages, email and the new school website, parents now have greater access to information.

The school has acted appropriately to improve communication with all staff. Through dedicated emails and regular meetings, teaching assistants are now provided with important information with regard to their role in raising standards and accelerating pupils' progress in lessons.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority provides appropriate levels of support and guidance to staff and governors. Links have been made with two local schools to share good practise and build the capacity of middle and senior leaders. Additional training has been arranged for middle leaders and for teachers and teaching assistants in the teaching of phonics (the sounds letters make). Governors are benefitting from guidance on a range of monitoring activities required to check on the school's progress.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Bracknell Forest.

Yours sincerely

Ann Henderson  
**Her Majesty's Inspector**