

Nine Mile Ride Primary School

430 Finchampstead Road, Finchampstead, Wokingham, RG40 3RB

Inspection dates 3–4 December 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Leadership and management of the school are outstanding. The headteacher, senior leaders and the governing body are exceptionally well organised and set ambitious targets for staff and each pupil.
- Leaders and teachers think about their own practice and are keen to improve their work through reflection on their own performance.
- The quality of teaching has improved across the school because school leaders have raised expectations of teachers and of what pupils can achieve.
- All staff fully understand their part in making the school very effective.
- Behaviour and safety have remained outstanding. Pupils' behaviour is excellent in and around the school. They have wonderful relationships with adults and each other. Attendance is high because they very much enjoy coming to the school.
- All pupils make at least good progress in writing, mathematics and science and make outstanding progress in reading. This is because teaching is now consistently good and some is outstanding.

It is not yet an outstanding school because:

- There is not enough outstanding teaching to ensure all pupils make excellent progress.
- Standards in writing are not as high as in reading and mathematics, especially for girls.
- There are too few opportunities for pupils to visit different places of cultural interest, including places of worship.

Information about this inspection

- Inspectors observed teaching and learning in 20 lessons or parts of lessons. Four lessons were observed jointly with the headteacher. Pupils were also observed working in small groups with teaching assistants.
- Inspectors made a number of shorter visits to other lessons. They also listened to and observed pupils and scrutinised work in their books. Meetings with the Chair of the Governing Body, the local authority representative and senior leaders were conducted by inspectors.
- The inspector looked at documents relating to safeguarding, the performance management of staff, the tracking and assessment of pupils' achievement, records on attendance, behaviour and safety and the monitoring of the quality of teaching and learning.
- There were 95 views of parents and carers registered on Ofsted's online questionnaire, Parent View. Inspectors also looked at the school's own survey as well as meeting parents and carers at the start of the school day. Thirty questionnaires completed by staff were scrutinised.

Inspection team

Zahid Aziz, Lead inspector

Additional Inspector

Christine Bennet

Additional Inspector

Kusum Trikha

Additional Inspector

Full report

Information about this school

- Nine Mile Ride Primary School is larger than the average-sized primary school.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils for whom the school receives the pupil premium grant is well below average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, pupils from service families and those pupils who are looked after by the local authority.) At this school, it applies mostly to those known to be eligible for free school meals.
- The large majority of pupils are White British. The proportion of pupils who are from minority ethnic backgrounds and the proportion who speak English as an additional language are well below average.
- The headteacher has been in post since September 2011 and both her and the leadership team have been supporting local schools in improving their tracking and monitoring systems for checking on pupils' progress.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding by:
 - ensuring work is always matched to the needs of every pupil, especially the girls, so that all pupils can make the best possible progress
 - using support staff more effectively in the classroom to support individual pupils during whole-class teaching sessions
 - making sure that teachers' marking is of a consistently high quality across the school so that pupils know their targets and how to achieve them as part of the 'next step' to improve their work.
- Further raise standards in writing throughout the school, especially for girls, disabled pupils, those with special educational needs as well as those eligible for additional funding, to match those made in reading and mathematics, by making sure that more attention is given to improving pupils' writing skills so that pupils do not make simple errors in spelling, grammar and punctuation.
- Enrich pupils' cultural development by providing a broader range of visits to places of cultural interest, including different places of worship.

Inspection judgements

The achievement of pupils is good

- All groups of pupils make at least good progress over time in all key stages including the Early Years Foundation Stage. In reading and mathematics the proportions of pupils making and exceeding the progress expected of them are high. In science, pupils also make good progress over time.
- Pupils write at length in a variety of styles and for different audiences. However, achievement is not outstanding over time because progress in writing, especially for girls, is not as good as in reading and mathematics. Some staff do not focus enough on improving pupils' writing skills so that pupils do not make simple errors in spelling, grammar and punctuation.
- Current school information and inspection evidence indicate that pupils are now making faster progress in reading and mathematics and writing is improving, especially in Years 5 and 6.
- Pupils' work shows good levels of achievement in a wide range of subjects. In a Year 2 science session, pupils engaged in practical work on healthy lifestyles including learning about different parts of the body and about heart rates. They have opportunities to discuss and describe 'cause and effect' when doing physical exercises and then recording the information. As a result, they improved their speaking and listening skills.
- School data show that pupils achieved well above national average results in reading and mathematics and broadly average standards in writing. In reading and in mathematics, pupils achieved well above the national average at the higher Level 5 or above in Year 6 in 2013. Consequently, pupils are well prepared for the next stage of their education.
- The achievement of most groups of pupils, including those known to be eligible for free school meals, is good overall. This is largely because the school carefully tracks their progress through 'assertive mentoring' and then provides effective support, such as one-to-one help from an adult. Current data for eligible pupils show that overall attainment in English and mathematics at the end of Year 6 is close to that of their peers but half a term behind in writing.
- Minority ethnic groups and those with English as an additional language make similar and some make better progress than their peers.
- Disabled pupils and those who have special educational needs make good progress because of the excellent resources used and the support they receive from well-qualified staff.
- There is an exceptional focus on developing pupils' skills in reading across the school through a well-resourced library. For example, each class has opportunity to visit the library during breaks to access fiction or non-fiction books so that they can read them in the library or in the greener surrounding of the school. This helps to develop a love of reading.

The quality of teaching is good

- The quality of teaching is consistently good and some is outstanding. As a result, pupils learn well and make good progress over time.
- In good or outstanding lessons teachers are particularly skilled at providing well-planned activities that interest and inspire pupils to learn. They are also mostly skilled in using other adults to provide help to pupils who need it. As a result, and because of the high expectations of staff, pupils can use their imagination well and give clear and convincing explanations of their activities. However, occasionally support staff are not well used in the classroom to support individual pupils during whole-class teaching sessions.
- In the Early Years Foundations Stage inspectors observed children gaining a deeper understanding of letters and sounds and applying them to their names as well as recognising sounds and practising them in writing. In an outstanding lesson in Year 6, the teacher had well-organised activities to investigate units of measurement using different shapes with appropriate resources which provided challenging tasks such as asking how to measure the size of a round shape such as a head.

- Homework is well used to extend pupils' skills by giving a range of tasks in different subjects. Pupils' work is well presented and writing is undertaken in different subjects. Parents and carers are encouraged to participate in their children's learning. As a result, pupils take pride in their work and develop the skills they need to work and learn independently such as using the internet to do research.
- The teaching of different groups of pupils, including those known to be eligible for free school meals, disabled pupils and those with special educational needs, is good overall. Pupils' social and emotional skills are nurtured through the use of one-to-one support where pupils can relax and do their work. Consequently, the gaps in attainment between different groups of pupils are closing and rates of progress are improving in both English and mathematics.
- Teaching is not outstanding because work is sometimes not well enough matched to the different needs of each pupil so that they make the best possible progress. This is the case especially in writing, for girls, disabled pupils and those who have special educational needs as well as those pupils who are eligible for the pupil premium.
- Pupils' work is marked regularly and there is some excellent practice evident among teachers, for example in Years 3 and 4. However, in some year groups and subjects the guidance given to pupils about their work in books is not always clear and simple mistakes in spelling, grammar or punctuation are not always corrected by teachers. It is sometimes not made clear to pupils what they need to do to improve their work in order to reach their targets.
- Pupils' spiritual, moral and social development is excellent due to thought-provoking assemblies which can involve looking at notable individuals to inspire pupils to have high ambitions. Although the provision to promote pupils' cultural development is good, pupils have too few opportunities to develop a better understanding of different cultures and ways of life, for example, by visiting different places of worship.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour, their attitudes to learning and the provision to ensure their safety are outstanding. This is a tribute to how well the school seeks to continuously improve the already robust system for managing pupils' behaviour and the excellent support given to pupils. Every pupil is encouraged to behave well and excel in their learning. Pupils are clearly happy in school. One pupil who had attended other schools remarked, 'I am excited to come to this school.'
- Pupils show excellent care and respect for themselves, each other and adults around them. The relationships with staff are very good. Pupils are very polite and eager, for example, to open the door for visitors and work together very well.
- Pupils listen very attentively in class and show enthusiasm for their learning. Disruption in lessons is uncommon. They take pride in wearing the school uniform including their physical education kit which is kept neat and tidy.
- Pupils say bullying is rare and always dealt with effectively. They are well aware of different forms of bullying including making homophobic remarks and they know this is wrong. Pupils also know how to keep themselves safe including when making use of the internet.
- Parents and carers are pleased with the information and guidance that the school provides to enable them to help their children with their school work, although some feel more information and homework could be provided.
- Parents and carers feel their children are very happy, safe and well taught. Over time behaviour has improved since the revised behaviour policy was implemented. Parents and carers agree.
- Pupils' attendance and punctuality are high in this school. The school works extremely well with outside agencies and the school's parent support worker to help families who find it difficult to ensure their children attend regularly.
- Pupils take on a wide range of responsibilities in the school, such as Digital Leaders in the use of modern technology, class captains, playground friends and school councillors who all help to improve the well-being of pupils. They have opportunities to raise funds for good causes. As a result, they make an outstanding contribution in the school and the wider community.

The leadership and management are outstanding

- Due to a highly reflective, evaluative and well-organised approach along with high aspirations the inspirational headteacher has improved pupils' achievement and personal development with the support of other senior leaders and governors. As a result, pupils now make outstanding progress in reading and good progress in mathematics and science. Behaviour and safety are exemplary.
- Leaders are highly ambitious for school. They have an excellent understanding of the school's performance. Information is used well to set priorities and promote effective ways of improving the school. A very high-quality tracking system is rigorously applied each half term to check the progress of each pupil. Targets set for pupils are demanding and leaders revise them to make them even more ambitious. Leaders recognise that all pupils must make excellent progress in all key subjects and aspects for the school to be judged an outstanding school.
- The monitoring of teaching across the school is excellent and very meticulously based on the government's Teachers' Standards. Following lesson observations, teachers are given precise areas for development which are followed up in the next observation. Exemplary practices are promoted through regular training linked with performance targets. The impact of training is checked to ensure it has been effective. This process has resulted in all teaching being good or better.
- All teachers are accountable for the progress of the pupils they teach. The progress of each individual pupil is checked and challenging targets are set for them. Staff progression along the pay scale is clearly linked to pupils' achievement.
- The curriculum is inventive and influenced by the fact the school is not, according to one new parent or carer, 'an exam factory but gives a wide range of experiences'. The school makes excellent use of the outside environment. For example, children in the Reception class enjoy visiting 'the woods' and used their imagination to prepare a 'home' for animals who hibernate in the winter using wooden logs and sticks. As a result of this 'ace' curriculum, as described by one pupil, behaviour and safety are outstanding.
- Equality of opportunity is clearly demonstrated by the way the school cares well for all its pupils and seeks to offer them the same level of challenge and ensures that there is no discrimination.
- The school has made good use of the new sports funding and works in partnership with local coaches to give specialist sports provision to improve pupils' physical education and well-being and their knowledge of how to adopt healthy lifestyles. The school receives light touch support from the local authority which has confidence in the school's own ability to sustain its high-quality development.
- **The governance of the school:**

The governing body is capable and is helping to improve the school. Governors have a wide range of skills and experience. They attend regular training and this has helped them, particularly in calling leaders to account. They are very keen to bring about further improvement so the school can become an outstanding school. Governors are supportive and have a good grasp of the school's data on its performance. They are knowledgeable about what needs to improve further, such as writing across the school. The governing body is aware of performance management procedures and is rigorous in following these when reviewing the headteacher's and other teachers' performance and possible rewards for good teaching. Governors know how well the pupil premium funding is spent and the difference this makes to the progress of eligible pupils. Governors ensure the school meets the government's safeguarding requirements.

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

Unique reference number	109814
Local authority	Wokingham
Inspection number	426569
Type of school	Primary
School category	Community
Age range of pupils	3–4 December 2013
Gender of pupils	Mixed
Number of pupils on the school roll	345
Appropriate authority	The governing body
Chair	Andrew Beckett
Headteacher	Ali Brown
Date of previous school inspection	23 October 2008
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