

Wessex Primary School

St Adrian's Close, Cox Green, Maidenhead, SL6 3AT

Inspection dates 5–6 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
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

- Achievement and teaching require improvement because pupils' progress is not consistently strong particularly in reading and mathematics.
- The progress of disabled pupils and those who have special educational needs is too inconsistent. This is because they are given work that is either too hard or too easy.
- More able writers in Key Stage 1 do not achieve well enough because they are not given enough chances to write longer pieces of work.
- Pupils who are eligible for additional funding from the pupil premium do not make enough progress and lag behind their classmates.
- Leadership and management have not ensured continued improvement since the last inspection.
- Subject leaders do not check teaching and learning frequently enough to ensure that pupils are provided with work that really stretches them.
- Information presented to governors about the school's standards is not clear enough.
- Governors do not monitor the use of the additional funding carefully enough.
- Information about pupil premium funding on the school's website is not fully compliant with requirements.

The school has the following strengths

- The school is a welcoming community. Pupils are happy and safe. They behave well both around the school and in lessons.
- Spiritual, moral, social and cultural development is effective.
- Progress in the specially resourced provision for hearing impaired pupils is effective because of the high quality support they receive. The school has created some exciting learning opportunities, for example the refitted bus is used for lessons and clubs.

Information about this inspection

- Inspectors observed 26 lessons and part-lessons including seven joint observations with the senior leadership team. In addition, inspectors heard pupils reading in Year 2 and Year 6.
- Meetings were held with two groups of pupils, members of the governing body, including the Chair, and school staff. A telephone conversation was held with a representative from the local authority.
- Inspectors took account of 185 responses to the online questionnaire, Parent View, as well as holding informal discussions with parents who were collecting their children from school.
- Inspectors observed the school's work and analysed a large range of documents and policies, including the school's own data on pupils' current progress and its planning and monitoring documents. They also examined records relating to behaviour, attendance and safeguarding.
- The views of staff were analysed through the 54 responses to the staff questionnaire.
- Inspectors visited the school's breakfast club which is run by the governing body.

Inspection team

Liz Bowes, Lead inspector

Additional Inspector

David Westall

Additional Inspector

Kate Keane

Additional Inspector

Full report

Information about this school

- Wessex Primary School is larger than the average-sized primary school.
- The Early Years Foundation Stage comprises separate Nursery and Reception classes.
- The proportion of pupils known to be eligible for support through the pupil premium is lower than the national average. Pupil premium is additional funding provided by the government for looked after children and pupils known to be eligible for free school meals. Only a very small number of pupils are supported through the pupil premium.
- The proportion of pupils with special educational needs supported through school action is average. The proportion of pupils who are supported at school action plus or with a statement of special educational needs is higher than the national average.
- There is specially resourced provision for hearing impaired pupils, catering for 18 pupils aged three to 11.
- The largest ethnic groups are White British and those from any other mixed background. The proportion of pupils who are learning English as an additional language is lower than the national average.
- The school meets the government floor standards which are the minimum expectations for pupils' attainment and progress.
- There is a breakfast club that is run by the governing body. After-school provision is provided by a separate contractor. It is subject to a separate inspection.

What does the school need to do to improve further?

- Improve pupils' achievement and the quality of teaching so that it is consistently good or better by:
 - ensuring that all pupils make the maximum progress that they are capable of, particularly in reading and mathematics
 - providing more chances for more able children in Key Stage 1 to write longer pieces of work
 - improving the progress of pupils who have special educational needs by making sure that work is neither too hard nor too easy
 - ensuring that gaps in progress and attainment between those who are eligible for additional funding and those who are not continue to close.
- Strengthen leadership and management by ensuring that:
 - subject leaders check the quality of teaching and learning more frequently to ensure that pupils are provided with work that really stretches them
 - information presented to governors about the school's standards is clear
 - information about pupil premium funding on the school's website is compliant with requirements
 - pupil premium funding is used effectively to support eligible pupils to close the gap between their attainment and that of their peers

An external review of the governing body should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because many pupils do not make good progress over time, particularly in reading and mathematics.
- The progress of those who have special educational needs is inconsistent, particularly in Years 4, 5 and 6. Progress is affected because pupils are often given work that is either too hard or too easy for them.
- Results in 2013 show that pupils eligible for additional funding were over a year behind their classmates in reading, writing and mathematics. They were a year behind all pupils nationally in writing and over four terms behind all pupils nationally in reading and mathematics.
- Although gaps are starting to close this is not happening fast enough in Years 1, 4 and 5. This is partly because the governing body does not monitor the impact of the funding closely enough.
- In writing, pupils achieve in line with all pupils nationally at both Key Stages 1 and 2. However those who are more able in Key Stage 1 do not achieve as well as they should because they are not given enough chances to write longer pieces of work.
- In the Year 1 phonics screening check in 2013, pupils performed lower in comparison to the national average.
- Year 6 pupils attained lower than the national average in reading in 2013. This was partly because pupils' progress was not monitored robustly enough. In previous years they have achieved in line with the national average.
- In mathematics, pupils attain broadly in line with the national average at both Key Stages 1 and 2. A larger proportion than average reach the highest levels of achievement.
- Progress in the specially resourced provision for hearing impaired pupils is effective because of the well-trained support they receive. The school rightly prides itself on how well all pupils feel included.
- When children start school in the Early Years Foundation Stage they have skills that are typical for their age. They make steady progress and attainment is broadly average by the end of Reception.
- Progress for pupils this year has accelerated because teachers now check pupils' progress more often and they are using this information to plan the next steps in learning.

The quality of teaching

requires improvement

- Teaching requires improvement because over time it has not promoted consistently good progress, especially in reading and mathematics. Although teaching is improving it is not yet consistently good in all year groups.
- Teachers have not provided enough chances for more able pupils in Key Stage 1 to write longer pieces of work.
- Disabled pupils and those who have special educational needs sometimes receive work from teachers that is either too hard or too easy for them. Consequently, they do not make the best progress that they could.
- Teachers have not focused enough on making sure that gaps between the progress and attainment of pupils eligible for additional funds and their classmates have closed rapidly enough.
- The school has worked on improving the quality of marking and pupils say that they now have a much clearer understanding about how to improve their work. Homework builds effectively on school work.
- In the Early Years Foundation Stage teachers plan work carefully and children are given exciting activities that capture their imagination. Sensitive support is given to enable them to develop personal and social skills as well as early skills in reading, writing and number.

- In the specially resourced provision pupils enjoy their sessions and teachers have a good understanding of their needs.
- Displays around the school reflect the recent trips and experiences pupils have enjoyed and how these have enhanced their learning. Displays in classes give many prompts for how pupils can improve their English and mathematical skills.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. The school is a welcoming, inclusive and happy community where all feel valued and supported. This starts in the Nursery classes where children's achievements are celebrated at the end of every week.
- In lessons pupils usually listen attentively to both the teachers and teaching assistants and they are keen to contribute ideas and complete set tasks. Occasionally, when teaching is not so effective pupils can go off task and become distracted and this is why behaviour is not outstanding.
- Those who find behaving well more challenging are well supported.
- A clear system is in place for monitoring behaviour which pupils call the 'good and bad folder'. It is very effective as all pupils fully understand the rewards and sanctions and as a result there are few incidents of inappropriate behaviour.
- Pupils who attend the specially resourced provision have warm relationships with staff.
- The school's work to keep pupils safe and secure is good. Pupils enjoyed learning about fire safety. They have also had training on how to ride a bicycle safely. All pupils who were asked said that they feel safe at school.
- Many parents strongly agree that their children are well looked after and that the school makes sure that pupils are well behaved. Almost all would recommend the school to another parent.
- Pupils reported that there were no major issues with bullying, only the occasional name calling incident. They all said that they knew what to do if they had any concerns. They also reported that they had found the anti-bullying week had given them useful information about the different forms that bullying can take including cyber bullying.
- Pupils enjoy taking responsibility in school, such as the school and eco councillors. Some pupils enjoy helping in the school office. The school helps pupils develop a love of the environment and there is very little litter dropped at play and lunch times. The gardening club members carefully tend the large numbers of vegetables growing in the school grounds.
- Attendance has improved and is now slightly above the national average.

The leadership and management requires improvement

- Leadership and management have not ensured continued improvement since the last inspection.
- Those with responsibilities for subjects do not visit lessons frequently enough to check that pupils are provided with work that really stretches them.
- The information presented to governors about the school's standards is unclear. Although there is an extensive array of information it is not in an easily understandable format to enable governors to quickly see how the school is doing.
- Additional funding is not used effectively to help eligible pupils close the gap between their attainment and that of their classmates.
- Information on the school's website about how additional funding is spent is not fully compliant with requirements. It does not clearly state what impact the different types of help provided is

having on the attainment of eligible pupils.

- The headteacher and senior staff are well aware of the school's strengths and areas for development. The school's results in 2013 were not strong and so they put in place a range of different initiatives to raise achievement. These have included ensuring that marking in pupils' books provides clear guidance on how pupils can improve.
- More frequent and robust monitoring of the progress of pupils has resulted in stronger progress this year although some inconsistencies remain, particularly in Year 4.
- The performance of teachers is now closely linked to their pay.
- There is a broad range of subjects that the school teaches. These are enhanced through an extensive range of clubs. Pupils are very enthusiastic about the exciting learning opportunities offered by the refitted bus which is sited in the school grounds and used for both lessons and clubs. Other pupils really enjoy the new play equipment that enables them to build dens out of recycled materials. Opportunities such as these enhance pupils' good spiritual, moral, social and cultural development.
- The leadership of the specially resourced provision has a close partnership with parents which ensures that all pupils have good learning experiences at both school and home.
- The school is committed to ensuring equality of opportunity and discrimination of any kind is not tolerated.
- The local authority has provided appropriate support for the school and a partnership with another school has also been fostered.
- Additional funding for sport is being used effectively to provide a range of physical activities which is having a positive impact on developing healthy lifestyles and better physical well-being.
- **The governance of the school:**
 - The governing body was reconstituted last year. It has undergone many changes in the last few months. Many of the governors are new. They are developing their roles with enthusiasm and are well trained. They have a good awareness of the quality of teaching. They understand the link between teachers pay and performance. They reward good teachers and tackle underperformance.
 - The governors have an appropriate understanding of how the school is performing when compared to other schools. Regular progress information provided by the school, however, is less clear.
 - While governors appropriately monitor the impact of the additional funding for sport, they are less effective at monitoring the impact of the additional funding for pupil premium 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

Unique reference number	109821
Local authority	Windsor and Maidenhead
Inspection number	444100

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	493
Appropriate authority	The governing body
Chair	Katheryn Russell
Headteacher	Nick Stevens
Date of previous school inspection	5 May 2011
Telephone number	01628 626724
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