

Whiteknights Primary School

Fairlawn Green, Shinfield Rise, Reading, RG2 8EP

Inspection dates 23–24 September 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children in the Early Years Foundation Stage are taught and cared for well. They make good progress and are well prepared for Year 1.
- All groups of pupils make good progress and achieve well in all subjects across much of the school. This is an improvement over the previous year.
- Pupils' results in reading, writing and mathematics are above national levels at the end of Key Stages 1 and 2. More pupils achieve higher levels than pupils nationally at the end of Key Stage 2. Results have improved over the previous year, especially in Key Stage 2.
- Most teaching across the school is good, with some that is outstanding. Teachers' clear explanations and effective questioning ensure that pupils learn well.
- Pupils enjoy learning and are proud of their achievements. They are well-mannered, behave well towards one another, and look after each other. The school cares for pupils well and keeps them safe.
- The strong leadership of the headteacher, supported by other leaders and governors, has ensured that the school has high expectations of its pupils and teachers. As a result, pupils' achievement and the quality of teaching have strongly improved.
- The school promotes pupils' spiritual, moral, social and cultural development well. It ensures that pupils are being prepared effectively for life in modern Britain.

It is not yet an outstanding school because

- Pupils do not make consistently fast progress in writing in all parts of the school. This is because they are not always enabled to develop their practical writing skills sufficiently.
- Teachers do not always make sure that pupils make improvements to their work following teacher feedback and marking.
- Teachers do not always challenge the most-able pupils to extend their thinking.

Information about this inspection

- The inspectors saw teaching in every class. They observed one assembly, 16 lessons, and pupils' behaviour in the playground and at lunchtime. One lesson was observed jointly with the headteacher.
- Discussions were held with pupils, six members of the governing body, the headteacher and other members of staff.
- The inspectors observed many aspects of the school's work, including support for pupils who need extra help. They heard pupils read, and examined pupils' work in their exercise books, and on classroom and corridor wall displays.
- The inspectors looked at a number of documents, including plans for what pupils will learn in each subject, plans for the school's future development, the school's use of sports premium and pupil premium funding, the school's arrangements for keeping pupils safe, pupils' attendance records, the governing body minutes, records of how pupils' learning is checked and tracked, and records of how the quality of teaching is checked.
- The views of parents were taken into account through taking note of the 70 responses to the Parent View survey, 181 responses to the school's own survey of parental views, and through discussions with several parents.
- Staff views were taken into consideration by looking at questionnaires completed by 22 staff members and through discussions with several members of staff.

Inspection team

Steven Popper, Lead inspector

Additional Inspector

Noureddin Khassal

Additional Inspector

David Shears

Additional Inspector

Full report

Information about this school

- The school is a much larger than average-sized primary school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils who are eligible for additional government funding, known as the pupil premium, is lower than the national average. This extra money is provided for children known to be eligible for free school meals.
- The proportion of disabled pupils and those with special educational needs on the school roll is about 8.5%. This is similar to the proportion in most schools.
- A majority of pupils are of White British heritage.
- Children in the Early Years Foundation Stage have two Reception classes.
- The Early Years Foundation Stage leader took up her responsibilities in September 2013, and the inclusion leader in September 2014. Four newly qualified teachers are currently in the school.

What does the school need to do to improve further?

- Ensure that pupils make consistently fast progress in writing in all parts of the school by enabling them to develop their practical writing skills sufficiently.
- Increase the amount of outstanding teaching in the school by ensuring that:
 - pupils can regularly make amendments and improvements to their work following feedback from teachers and other adults
 - all teachers use time effectively to ensure that every pupil, especially the more able, makes very rapid progress and learns successfully in every lesson.

Inspection judgements

The leadership and management are good

- The headteacher, supported by other leaders and governors, has raised the school's expectations of its pupils and teachers. As a result, pupils' achievement and the quality of teaching have strongly improved. This is the key reason why leadership and management are good.
- Leaders regularly check the quality of teaching and ensure that teaching staff know the standard of performance expected from them. Effective training and support are given to staff ranging from newly qualified teachers to those in leadership roles. Performance management arrangements are used well to promote improvements to teaching.
- Middle leaders have prepared the school well for the new National Curriculum. They have helped ensure that teaching in their subjects is effective, and that staff are kept up-to-date with national expectations and understanding about good practice. Pupils' achievement in all subjects has improved as a result.
- The school's evaluation of its strengths and areas for development is thorough, detailed and accurate. Leaders have clear strategies for ensuring that the school continues to improve.
- Pupils learn a broad variety of subjects ranging from art and music to science and history. They are given opportunities to learn about the natural world. Pupils explore thoughtful themes which promote their spiritual, moral, social and cultural development well. For example, pupils have explored ethical issues such as the need to ensure that all people have enough water to drink, and the reasons why Dr Barnardo first set up his homes for children. Pupils learn about democracy and social responsibility well. For example, they take responsibility for running all aspects of a Christmas Fair and vote for which charities the school council should support. This work ensures that pupils are being prepared effectively for life in modern Britain.
- The school works well to promote equal opportunities and guard against discrimination, as seen through its teaching about a range of different religions.
- Sports premium funding is spent effectively on developing the quality of pupils' physical education and increasing teachers' skills in areas such as dance. Pupils engage in competitive tournaments with other local schools.
- Other additional funding is spent effectively on supporting eligible pupils' well-being, attendance and academic performance. Inspectors saw evidence of how some pupils' attendance and progress had improved as a result of such support.
- The school's safeguarding arrangements meet statutory requirements. Staff and governors receive up-to-date training that helps them ensure the effectiveness of the school's safeguarding work.
- The local authority has supported the school well. It has checked the quality of teachers' and leaders' work, and checked that pupils' achievement is good enough.
- The school works very well with parents and keeps them informed about their children's learning. As a result, parents have high levels of confidence in the school. A very large majority of parents who offered an opinion thought that the school was led well.
- Improvements to teaching have not resulted in the highest quality of achievement for all pupils over a sustained period of time. This is why leadership and management are not outstanding.
- **The governance of the school:**
 - The governing body is capable and organised. Governors monitor key aspects of the school's provision systematically and thoroughly. They understand information about pupils' achievement and regularly check that school leaders ensure that all groups of pupils make enough progress. Governors also make sure that school leaders check the quality of teaching carefully through focused visits and other activities. They ensure that performance management is effective in rewarding good teaching and reducing any poor performance, and that teachers, including newly qualified teachers, get enough support. Governors offer a high level of challenge to school leaders and hold them to account well. They check that school finances are spent where they do most good and that pupils are being prepared for life in modern Britain. Their impact on school improvement is good.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils enjoy learning and are proud of their achievements. Their positive

attitudes to learning have contributed to their improved progress and higher results.

- Pupils concentrate and focus well during most lessons. They are well-mannered, behave well towards one another, and look after each other. This was seen during a morning break when several pupils made sure that a pupil who fell over was alright.
- Relationships between pupils and adults are caring and respectful. Pupils who talked to the inspectors said that their teachers were supportive and kind at all times.
- The school manages pupils' behaviour effectively and staff supervise pupils well. The school communicates its expectations of behaviour clearly and makes good use of a set of 'golden rules' to encourage good behaviour and positive attitudes to learning. School records show very few incidents of bullying or other forms of poor behaviour over time, and that these incidents have been responded to well by the school.
- The school's work to keep pupils safe and secure is good. Pupils are taught about risk assessment and keeping safe in different situations, such as while using the road. The school teaches e-safety well, and pupils who talked to the inspectors talked sensibly about how to keep themselves safe when online. Pupils said that they felt safe in the school and that there was no bullying.
- Attendance has improved over time, and is now slightly higher than in most other schools. This is because of the school's good relationships with parents and because pupils want to come to school.
- A very large majority of parents who offered an opinion thought that the school kept their children safe and managed pupils' behaviour well.
- Some pupils can go off-task during the few times when teaching is less effective. This is why behaviour is not outstanding.

The quality of teaching

is good

- The quality of teaching has strongly improved since the previous inspection. Most teaching across the school is good over time, with some that is outstanding. The higher quality of teaching has enabled pupils to make good progress across much of the school.
- Teachers have high expectations of their pupils and want them to do as well as they possibly can in lessons and over time. Pupils, including the most able, respond to these expectations and typically try hard to rise to the challenges set for them.
- Where teaching is less effective, pupils' progress, particularly that of the more able, is slowed and lesson time wasted as they sometimes wait for others in the class to catch up with them. Occasionally, they are given extra work when they complete a task, which does little to extend their thinking or strengthen their skills.
- The school checks the effectiveness of its teaching methods carefully. Recent revisions to the way mathematics is taught have led to considerable improvements to pupils' results in mathematics at the end of Key Stage 2. Similarly, a new approach to the teaching of phonics (linking letters to the sounds they make) has led to improved phonics scores in Key Stage 1.
- Teachers and pupils respect each other and work together well. Pupils who talked to the inspectors said that their teachers had high expectations of them.
- Teachers and teaching assistants give pupils clear explanations and make sure they understand what is expected of them. They use questioning effectively to monitor pupils' learning and encourage careful thinking. Teaching assistants support the learning of pupils with disabilities or special educational needs well.
- Teachers use their assessment of pupils' achievement to plan their next steps in learning. The needs of different groups and individuals are identified well. Teaching assistants are used well to support particular pupils and ensure their learning.
- An overwhelming majority of parents who offered an opinion thought that their children were taught well.
- Teachers' marking and feedback to pupils, although effective in some classes, lacks consistency across the school. Not all teachers provide clear enough advice for pupils about how to further improve their work, and do not always make sure that pupils follow up this advice by applying it and showing their teachers that they have understood.

The achievement of pupils

is good

- Pupils' results in reading, writing and mathematics are above national averages at expected levels at the end of Key Stages 1 and 2. Pupils' results improved in reading and writing in Key Stage 1 and strongly improved in reading, writing and mathematics in Key Stage 2.
- Pupils' progress has also improved, especially in mathematics. Pupils now make good progress in all subjects across much of the school. This is another key reason why the achievement of pupils is good. However, pupils do not make consistently fast progress in writing in all parts of the school. This is why the achievement of pupils is not outstanding.
- The school's results of national screening in phonics have improved over time. The most recent phonics scores are higher than the most recent national averages.
- The most-able pupils make good progress across much of the school. The percentages of pupils achieving results at the higher levels in reading, writing and mathematics at the end of Key Stage 2 are above the most recent national averages.
- The progress of disabled pupils and those with special educational needs is sometimes faster, and sometimes slower, than that of other groups of pupils. High proportions of disabled pupils and those with special educational needs make the progress that is expected of them in reading, writing and mathematics, though lower proportions make the fastest rates of progress in writing or mathematics. The achievement of disabled pupils and those with special educational needs has improved and is good overall.
- The school is successfully narrowing the gap between pupils eligible for additional funding and other pupils in every year group, especially across Key Stage 2. There are currently gaps in performance of less than one term in writing and mathematics, and no gap at all in reading at the end of Key Stage 2. These gaps are narrower than in most other schools.
- An overwhelming majority of parents who offered an opinion thought that their children made good progress in the school.

The early years provision

is good

- Children enter the Early Years Foundation Stage with skills below typical for their age. They make good progress and are well prepared for Year 1. The amount of children finishing the Reception Year with a good level of development is higher than the national average and has improved over time. These are the key reasons why the early years provision is good.
- Children and staff relate well together. The early years team ensures that children are safe and well looked after.
- Adult-led teaching is clear and productive. Staff give children clear explanations and guidance that helps them learn.
- Early years staff ensure that resources are attractively presented and encourage children to use them. Children use their time purposefully and show high levels of engagement with their activities. However, some child-led activities do not contain as much challenge as possible. This is why the early years provision is not outstanding.
- Early years staff keep parents well informed about their children's learning. Parents are invited into the classrooms regularly to enable them to join in their children's learning at school.
- Early years staff check children's learning constantly. They use their understanding of individual children's development to plan their learning well.
- The early years leader checks the effectiveness of the early years provision regularly and accurately. She ensures that children's learning is well planned and that the early years staff teach children efficiently. A high number of children attain a good level of development as a result.

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	109839
Local authority	Wokingham
Inspection number	442469

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	402
Appropriate authority	The governing body
Chair	Mark A'Bear
Headteacher	Francois Walker
Date of previous school inspection	26–27 September 2012
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