

# Bearwood Primary School

Bearwood Road, Wokingham, Berkshire, RG41 5BB

## Inspection dates

2–3 December 2014

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

## Summary of key findings for parents and pupils

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

- School leaders do not use assessment data well enough to spot where teaching needs improving.
- Action to improve teaching has not been sufficiently robust and pupil progress now requires improvement.
- Teaching does not consistently push forward the pupils' learning so that they make good progress.
- The work teachers set and the questions they ask do not always challenge the pupils' thinking enough, particularly of the more able.
- The governing body is not effective enough in holding leaders to account for the school's performance and for the progress of its pupils.
- Disadvantaged pupils do not make enough progress to close gaps consistently with the attainment of other pupils in each year group and other pupils nationally.
- Teachers are not able to give all pupils identified as disabled or with special educational needs sufficient attention for them all to make good progress.
- School and early years leadership has not made sure there is an accurate understanding of the performance of children in the Nursery and Reception classes. Action to improve the setting has not led to a consistent rise in the children's progress.

### The school has the following strengths

- Pupils behave well in lessons and play happily together on the playground. Their consideration for others and sensible movement around the buildings contribute to the calm atmosphere in the school.
- Pupils enjoy school, mostly work hard and are keen to learn. This is reflected in their above average attendance.
- Pupils say they feel safe in school and their parents agree. Staff and governors successfully make sure their welfare is a top priority at all times.
- School leaders make sure the curriculum provides the pupils with a wide range of interesting experiences. It also promotes all aspects of their spiritual, moral, social and cultural development.

## Information about this inspection

- Inspectors observed 22 lessons, six of which were seen together with the headteacher or deputy headteacher.
- Inspectors looked at work in pupils' books from this year. This included records of the learning of children in the Nursery and Reception classes.
- Meetings were held with groups of pupils, school staff, the Chair of the Governing Body and another governor. A telephone conversation took place with a representative from the local authority.
- Inspectors took account of the 46 responses to Ofsted's online parent questionnaire, Parent View. Inspectors also held informal discussions with parents at the start of the school day.
- Inspectors observed the school's work and looked at a number of documents, including the school's own information on pupils' current progress, planning and monitoring documentation, records relating to attendance, and documents relating to safeguarding.
- Inspectors also took account of the 32 responses to the staff questionnaire.

## Inspection team

Martin Beale, Lead inspector

Additional Inspector

Jennifer Cutler

Additional Inspector

Susan Payne

Additional Inspector

## Full report

### Information about this school

- The school is above average in size.
- The proportion of pupils from a wide range of minority ethnic backgrounds is broadly average.
- At about one pupil in five, the proportion of disadvantaged pupils eligible for additional funding, known as the pupil premium, is below average. This is additional government funding which, in this school, supports pupils who are known to be eligible for free school meals.
- At about one pupil in three, the proportion of disabled pupils and those who have special educational needs is high.
- The Nursery caters for 52 children on a part-time basis. Half of them attend in the morning and the rest in the afternoon. Children attend Reception full time.
- A high proportion of pupils join or leave part way through their primary education.
- The school provides parents with a drop-off and pick-up service before and after school for their children.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the impact of teaching on pupils' learning and progress by ensuring that:
  - teachers have higher expectations of what pupils can achieve, particularly the more able
  - teachers ensure that tasks enable all pupils, whatever their ability, to make good progress
  - the list of pupils identified with additional needs is reduced to a more manageable level so that teachers can direct support to those who need it most.
- Sharpen the effectiveness of leadership and management, including in the early years, by:
  - improving the use of assessment to set targets for action against which to measure performance
  - ensuring that targets set for teachers are sufficiently challenging to lead to at least good progress for pupils in their classes.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.
- An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management requires improvement

- School leaders have not made a close enough link between their judgements about the quality of teaching and the falling pupil achievement. This has meant that action to halt and reverse this trend has not always been targeted where it is needed most.
- Checking the performance of teachers has not always taken into account the learning of pupils and why it is not better. Teachers have not been consistently set targets that will lead to pupils in their classes making good or better progress.
- The school's promotion of equality of opportunity requires improvement. Not enough is done, such as through the pupil premium, to support those who need extra help to catch up with others either in their year groups or nationally.
- Engagement with the local authority has not been effective enough. Reviews of the school's performance have identified strengths and put in support for the early years, but have not provided the impetus to improve teaching and its impact on learning.
- Action taken by school leaders is having an impact, such as in improving teaching of phonics (the sounds that letters make) and halting the decline in achievement. Subject leaders are trained well to support the headteacher. This includes new leaders working alongside the more experienced to develop their skills.
- The headteacher and her staff have high expectations of the pupils' behaviour. They lead by example in promoting good relationships, respect for others and positive attitudes to learning. One result is that there is no discrimination within the school.
- The headteacher is strongly of the view that pupils should receive a broad and balanced range of experiences whilst in the school. This is met successfully through the time devoted to subjects such as art and the links made in topics between learning in different subjects. Pupils learn to respect other traditions through religious education lessons and visits to local places of worship. Their understanding of British values, such as democracy, is promoted well through visits from borough councillors and the local Member of Parliament.
- Additional sport funding is used suitably to extend opportunities for pupils and improve staff expertise. New clubs and opportunities to take part in competitions have increased pupil participation. Through training, teachers are gaining confidence in teaching more aspects of physical education.
- **The governance of the school:**
  - Governors have been trained in understanding assessment data, but have not always asked critical questions about why teaching is not leading to better pupil progress. They are not rigorous enough in ensuring that salary progression is only given to teachers who can demonstrate that pupils are making good progress in their classes. While they question the headteacher over the content of the school's improvement plan, they are not closely involved in identifying priorities, setting targets and checking the impact on pupil progress. They keep a watchful eye on school finances and are aware that spending on staffing is higher than in similar schools. However, they do not always check the impact of their spending decisions quickly enough, a prime example of this being the pupil premium. Governors take their responsibilities towards safeguarding pupils seriously by making sure policies are reviewed regularly and implemented rigorously.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. They are polite and show great respect for adults and each other. Pupils respond rapidly to their teachers as they know what is expected of them. They also collaborate well with each other, whether when discussing questions posed by their teachers or working on practical tasks they have been set.
- Most pupils are always busy at their work in lessons. Any loss of concentration is rare and usually when teaching is not challenging or interesting enough. Robust action to identify and tackle patterns of absence has led to rapid improvements in attendance over the last two years.

#### Safety

- The school's work to keep pupils safe and secure is good. School leaders make sure they understand the circumstances of all pupils so they can respond quickly to any concerns they might raise, including if they are new to the school. They make sure pupils are able to deal with risks they might face, such as by regular e-safety training.

- Pupils suggest that bullying is very rare and say any incidents are dealt with swiftly. They can explain the different forms bullying can take and know to report to staff anything they suspect might need further action.

### **The quality of teaching**

### **requires improvement**

- Teaching does not ensure that learning is consistently good in reading, writing and mathematics across the school, including in the early years. Expectations are not always high enough. This can lead to teachers not consistently providing sufficient challenge for pupils at all levels and particularly for the more able. Teachers do not always check the pupils' understanding carefully or get pupils to explain the reasons for their answers in order to extend their thinking.
- There are strong relationships between additional staff and the pupils at more acute levels of additional need. This enables them to access learning and to be included in lessons because activities are skilfully adapted and support is closely aimed at meeting their specific targets.
- The teaching of phonics is improving now that there is a clear structure followed by all teachers and more sessions are provided each week.
- Teachers manage pupil behaviour in their classes well so that learning takes place in a calm atmosphere. Teachers consistently implement systems for managing behaviour so that pupils are clear about their expectations and try their utmost to fulfil them.
- At times, teachers focus well on the learning of different groups, such as when they take pupils to one side for additional teaching if they are finding work difficult. Pupils choose tasks at different levels in mathematics, depending on their confidence, although questions can be repetitive and pupils practise the same skill and do not move on to harder work quickly enough.
- The guidance pupils receive through marking, on how to raise the quality of their work, has improved since the last inspection. Pupils take care to read their teachers' comments, act upon any suggestions and make sure mistakes are not repeated.

### **The achievement of pupils**

### **requires improvement**

- Pupils are not making consistently good progress in reading, writing and mathematics across the school. Attainment had fallen to below average last year, with no patterns to any difference between pupils from different ethnic backgrounds.
- Year 6 test results have fallen and were significantly below the national average in reading, writing and mathematics in 2014. About one third of pupils were not prepared well enough for secondary school.
- Children are not making consistently good progress in the early years. Most children enter the Nursery and Reception with skills typical for their age, but with fewer below this level over the last two years. As a result, attainment by the end of Reception rose in 2014 to a broadly average level.
- The attainment of disadvantaged pupils in Year 6 in 2014 lagged behind others by over one year in reading, by almost one year in writing and by two terms in mathematics. The gap narrowed with other pupils in the year group in all subjects. It widened relative to other pupils nationally to almost two years in mathematics, 18 months in writing and four terms in reading.
- The progress of disabled pupils and those with special educational needs requires improvement. Too many pupils had previously been identified as having special needs when they had fallen behind expectations for their age. Identified numbers have been reduced so that teachers can focus more sharply on those with additional learning needs. However, this has yet to feed through into consistently good progress for all identified pupils.
- The most-able pupils are not making consistently good progress. Not all of them progressed to Level 5 at Key Stage 2 in 2014. None of them made further progress to reach Level 6.
- Results of the phonic screening check for Year 1 pupils rose in 2014, but were still well below average. However, this rising trend is continuing as improvements to teaching become embedded across the early years and at Key Stage 1.

**The early years provision****requires improvement**

- Teaching in the early years is not leading to consistently good learning. There are not enough demanding experiences and challenges for children in literacy and mathematics to build upon their prior learning. This is particularly the case in free play situations. The interactions by adults when children are working on activities themselves do not always check children's understanding and move their learning on.
- Assessment data are not used well enough by early years and school leadership to identify the progress of children and the impact of teaching on their learning. This means that priorities for action, particularly to improve teaching, are neither sharply defined nor their impact evaluated and adapted as needed.
- Adults plan carefully to promote the children's personal and social development. Relationships are strong, so children settle quickly and enjoy coming to school. This supports well the inclusion into the classroom of pupils with specific learning difficulties.
- Significant numbers of children exceeded levels expected for their age in reading by the end of Reception in 2014 as a result of more effective phonics teaching. Routines in these sessions are securely understood by children so their learning flows uninterrupted.
- Behaviour is good and children are keen to learn. They become quickly engaged in the activities, particularly those supporting their creative and physical development. They feel safe, are kind to each other and cooperate well. They become adept at choosing activities they want to explore and selecting resources to support their learning.

## 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>	109836
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	449313

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>	297
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Crowley
<b>Headteacher</b>	Jane Barlow
<b>Date of previous school inspection</b>	1 February 2011
<b>Telephone number</b>	0118 9784628
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