

# The Pines Primary School

Hanworth Road, Bracknell, RG12 7WX

**Inspection dates** 24–25 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Leaders and governors have successfully tackled the issues identified in the last inspection. They have securely established improvements in the quality of teaching and pupils' achievement.
- Teaching is good. Teachers motivate pupils to learn and they use questions well, both to assess what pupils know and to encourage them to work things out for themselves.
- From starting points below those typical for their age, children make good progress in the early years and are well prepared for starting in Year 1.
- Pupils continue to make good headway as they move through the school and reach broadly average levels in reading, writing and mathematics by the end of Year 6.
- The headteacher leads the school well. She checks teaching and learning regularly to maintain their quality. Middle leaders are driving improvements in their subjects effectively.
- Pupils are happy. They feel safe in school and know there is someone to turn to if they have a problem. They are well looked after and cared for.
- Pupils' spiritual, moral, social and cultural development is a strong feature of the school. Pupils have a good understanding of different religions, cultures and British values.
- Pupils' behaviour has improved to good levels. They relate positively to each other and to visitors. They are confident when speaking to adults.
- Teaching assistants provide effective support for pupils of all abilities.

### It is not yet an outstanding school because

- Too few of the most able pupils in Year 6 are on course to achieve above average standards in writing. This is because they sometimes receive insufficient guidance about how to improve their work.
- Pupils do not always act upon their teacher's marking, so improvements are sometimes slower than they need be.
- Some pupils have too many absences, which affects the consistency of their progress.

## Information about this inspection

- Inspectors observed teaching and learning in 19 lessons or part lessons. All of these observations took place jointly with the headteacher and the deputy headteacher. In addition, the inspectors listened to pupils read in Years 2 and 6.
- Inspectors met with groups of pupils, school staff, the Chair of the Governing Body and three other governors, as well as a representative from the local authority. Inspectors also held informal discussions with a number of parents.
- The inspectors observed the school's work. They looked at a wide range of documentation, including safeguarding documents, the school's procedures for gaining an accurate view of its own performance and pupils' work in their books.
- In planning and carrying out the inspection, inspectors took account of 62 responses to the Ofsted online questionnaire, Parent View. They also considered 31 questionnaires completed by teaching and support staff.

## Inspection team

David Harris, Lead inspector

Additional Inspector

Kanwaljit Singh

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school. The school is in the process of expanding from one to two forms of entry. There are currently two classes in Reception and Year 1.
- The vast majority of pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs is average.
- The proportion of pupils who are disadvantaged, that is, eligible for additional pupil premium funding, is average. The pupil premium supports pupils known to be eligible for free school meals and those who are looked after.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Children in the Reception classes attend full time.
- The school runs a breakfast club, which was included in this inspection.
- There has been a high turnover of staff since the last inspection. Most classes are taught by teachers new to the school.

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

- Raise the quality of teaching from good to outstanding by ensuring that:
  - teachers give sufficient guidance to the most able pupils about how to improve their writing
  - pupils have sufficient opportunities to improve their learning through acting upon the guidance teachers give them when marking their work.
- Work more closely with the families of those children who are frequently absent to improve their attendance.

## Inspection judgements

### The leadership and management are good

- The headteacher, other leaders and staff have brought about good improvements since the previous inspection. A culture of positive action has raised pupils' achievement and improved teaching. There have also been improvements to pupils' behaviour.
- The leadership team checks the quality of teaching very thoroughly through regularly observing lessons, reviewing the quality of pupils' work and checking teachers' assessments.
- Teachers are held accountable for the progress of pupils. They receive good quality training to help them improve their skills and make sure that pupils make faster progress.
- The school has an accurate view of its work. Leaders ensure that plans for development are carefully considered and accurately identify aspects of the school's work in need of further improvement. They rigorously review how successful these have been in raising pupils' achievement and make changes where needed. For example, leaders know that there is more to be done to improve the provision for the most able pupils in writing.
- Middle leaders contribute to school improvement effectively. They have revised the school's subject teaching so that it reflects the high expectations of the revised National Curriculum. Middle leaders help to check and improve the quality of teaching.
- Leaders make effective use of pupil premium funding to provide additional support where needed, both in classrooms and in developing pupils' emotional and social skills. Consequently, these pupils grow in confidence and are better placed to succeed.
- The school's curriculum is good. The school carefully plans how pupils will progress through a wide range of different subjects. A focus on reading has been successful in improving pupils' confidence. Basic mathematical skills are well catered for, using a range of interesting resources.
- The school is strongly committed to providing equality of opportunity, fostering good relationships and discouraging discrimination.
- Communications with parents are effective. Fostering good relationships is a shared responsibility for everybody in the school's community. For example, regular coffee mornings bring parents into the school and informative newsletters let them know what their children are learning.
- Safeguarding arrangements fully meet requirements and are effective. Children feel safe in school and their parents agree that they are kept safe.
- There is a strong emphasis on encouraging pupils' spiritual, moral, social and cultural development. Pupils are encouraged to appreciate and value diversity and to respect others. For example, the school takes positive steps to widen pupils' understanding of different cultures and helps to prepare pupils well for life in modern Britain.
- The additional primary sports funding enables the school to offer a range of clubs and staff training. The school provides a variety of sports and physical activities for pupils, including tag rugby, football and gymnastics. Pupils enjoy sport, and participation in sport is high in the school.
- The school has a good relationship with the local authority and has benefited from well-targeted challenge and support. This has been particularly useful in helping to improve the quality of teaching and checking the accuracy of the school's judgements.
- Leaders understand that they have not been fully effective in ensuring attendance is good for everyone.
- **The governance of the school:**
  - Governors are effective. They have an accurate view of how well the school is doing compared with others nationally and locally through their good understanding of its data. The governing body receives regular reports about the quality of teaching. School leaders keep the governors up to date about what is happening in school, especially concerning the management of teachers' performance. Consequently, the governors know what the school is doing to improve teaching. They ensure a clear link exists between pay and pupils' performance. The school does not tolerate weak teaching. The governing body monitors the school's finances closely, including the pupil premium and sport funding, to ensure that pupils benefit from the spending to which they are entitled. Governors make sure that they remain effective by attending training and sharing their learning with each other.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. Most pupils are keen to do well and they have positive attitudes to learning. They are attentive and well behaved during lessons and this has a significant impact on their good progress.
- The school manages pupils' behaviour well. Pupils understand the consequences of poor behaviour and why it is important to behave well. Pupils who spoke to the inspectors had a good understanding of right and wrong. They also said that behaviour was typically good in the school.
- Conduct in and around the school is good and pupils follow the school rules. When pupils come together, for instance in singing assembly, they are polite and courteous and show that the school is a happy, harmonious community.
- Pupils are proud of their school and speak highly of the staff. They develop a strong social conscience and are eager to take on extra responsibilities, such as those which come with being a member of the school council.
- The majority of parents, staff and pupils talk positively about pupils' behaviour in the school. Most parents who responded to Parent View felt that pupils behave well.

**Safety**

- The school's work to keep pupils safe and secure is good. Pupils are happy in school and feel well looked after. This is a view supported by parents. One parent said, 'I'm very happy leaving my children and knowing they will have a good day.'
- Pupils have a good understanding of how to keep themselves safe. They know the importance of being vigilant on the internet and are able to talk sensibly about combatting cyber-bullying.
- Some parents who completed Parent View raised behaviour and bullying as a concern. Inspectors considered a range of evidence which shows that bullying and racist incidents are rare. Pupils who spoke with the inspectors confirmed this was the case.
- Pupils are trained as Anti-Bullying Ambassadors, a position of responsibility which they enjoy. These ambassadors work successfully with other pupils, providing them with support in finding ways of sorting out playground disputes. Behaviour logs show a reduction in the number of incidents occurring.
- Pupils have a clear understanding of fire precautions, stranger danger and road safety. They enjoy school because they feel secure.
- The levels of school attendance are not improving quickly enough and the school has identified that more needs to be done with some families to tackle the frequent absence of their children.

**The quality of teaching is good**

- Teaching has improved since the last inspection and is now good. Work seen in pupils' books shows that the teaching of literacy and numeracy skills has improved to good levels.
- Teaching assistants make a significant contribution to pupils' learning, working with the class, small groups or individuals.
- The school teaches reading effectively. Improvements to the teaching of phonics (sounds that letters and combinations of letters represent) have ensured that pupils develop key reading skills quickly. The most able readers read complex texts confidently. The school promotes pupils' enjoyment of reading well.
- Although the progress of the majority of pupils is good in writing, too few of the most able pupils reach the above-average levels that they reach in reading and mathematics. This is because they are not always given enough guidance about how to improve their writing. Leaders have identified this, by virtue of their good understanding of what the school needs to improve further, and have introduced additional training for staff. Although it is too soon to see the impact of this in higher results, pupils' work, school records of progress and the quality of learning seen in lessons all indicate that improvements are being made.
- Pupils learn well in mathematics because the teaching is good and activities are planned effectively. Pupils say they enjoy the opportunities to challenge themselves and deepen their knowledge. For example, in a Year 6 class, pupils enjoyed learning how to solve algebraic problems. Pupils were able to explain clearly the mathematical skills needed to solve different equations.
- Teachers' marking and guidance to pupils are generally of a good standard. However, pupils do not regularly act upon these suggestions. This hinders their ability to improve their work rapidly and transfer these skills to their next piece of learning. Consequently, the progress of some pupils slows.

**The achievement of pupils is good**

- Children join Reception with skills below those typical for their age. A high level of challenge and good teaching ensure that they achieve well throughout the school. By the end of Year 6, their attainment is now in line with national averages and shows they have made good progress over time.
- Information on pupils currently in school confirms that they generally make good progress, especially now in reading and mathematics. Work in books shows that pupils' achievement has improved since the last inspection.
- Children make good progress in the early years provision and, by the end of the Reception Year, the percentage of children who achieved a good level of development is above average.
- Children make good progress in Years 1 and 2. The phonics screening check at the end of Year 1 shows that pupils learn to read well and that the teaching of phonics is good. In the last phonics screening check in 2014, the proportion reaching the expected standard was average, an improvement on the previous year. By the end of Year 2, pupils are currently working at standards that are above average in reading, writing and mathematics.
- Published data in 2014 were influenced by the fact that a third of pupils in Year 6 were disadvantaged or had special educational needs. In addition, the high proportion of pupils joining or leaving the school outside the usual times had a negative impact on results. However, as a result of the school's successful work to improve the quality of teaching, pupils' attainment this year has improved dramatically in reading and mathematics.
- The school provides a good level of challenge for the most able pupils in Key Stage 1. In 2014, the proportion of Year 2 pupils achieving the higher Level 3 in reading, writing and mathematics was above average. While in 2014 the proportion of Year 6 pupils achieving the higher Level 5 or above in reading, writing and mathematics was below the national average, this is now above average for Level 5 in reading and mathematics. However, some of the most able pupils struggle to reach the higher levels of attainment in writing because teachers do not always give them clear guidance about how to improve their work.
- Disabled pupils and those who have special educational needs benefit from good teaching and achieve well. Teachers work closely with teaching assistants to make sure that these pupils benefit from all the activities provided for them, which are specially adapted to their needs when appropriate.
- In 2014, the attainment of disadvantaged pupils in Year 6 was one-and-a-half years behind that of other pupils in mathematics, two years behind in reading and one year behind in writing. The gap in attainment between disadvantaged pupils in Year 6 and other pupils nationally was one year three months in mathematics, two years behind in reading and one year behind in writing. However, as a result of significant measures put into place to remedy the underachievement of disadvantaged pupils this year, the school is successfully narrowing these gaps, ensuring accelerated progress for all disadvantaged pupils across the school, especially in mathematics.

**The early years provision is good**

- The early years provision is well led and managed by an enthusiastic leader. The setting provides a stimulating environment where children can learn and thrive. A wide range of exciting indoor and outdoor learning activities are planned and provided.
- While children make good progress, the early years progress is not outstanding because not enough children achieve beyond a good level of development. They are well prepared for Year 1.
- Children's behaviour is good. They settle quickly into their daily routines and form excellent relationships with adults and each other. They are polite to adults and work well together. Staff have created a caring and positive environment where children feel secure and able to engage in their learning.
- Teaching is good. Teachers make good use of assessment so that work meets the children's needs well. Staff provide an interesting range of activities for children to select that engage their interest and enjoyment well. For example, children were learning about dinosaurs and the range of activities enabled them to develop their reasoning and questioning skills.
- The provision meets all statutory requirements for ensuring children's health, safety and well-being.

## 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>	134740
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	462457

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>	255
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rachel Morgan
<b>Headteacher</b>	Emma-Kate Gower
<b>Date of previous school inspection</b>	2–3 July 2013
<b>Telephone number</b>	01344 426413
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