

# Inspection of Aldermaston C.E. Primary School

Wasing Lane, Aldermaston, Reading, Berkshire RG7 4LX

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Inspection dates: 11–12 September 2019

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Early years provision

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this school?**

Pupils are cared for well and valued. Staff know the pupils well and have good relationships with them. Pupils enjoy coming to school, although the curriculum they study could be more ambitious and more fully developed.

Pupils' behaviour has improved significantly over the past year. Pupils behave well most of the time. Teachers deal quickly with poor behaviour, so there are no interruptions to pupils' learning. Pupils move around the school sensibly. They listen well to each other in lessons.

Pupils feel safe in school. They know who to go to if they are worried about something. Pupils say that bullying does happen occasionally but are confident that staff will sort it out quickly. Playtimes and lunchtimes are well organised and run smoothly. Pupils enjoy taking part in the wide range of clubs and activities on offer, such as choir and learning to play the recorder. They also enjoy taking part in special days and going on visits.

## **What does the school do well and what does it need to do better?**

Not all subjects are taught well. This means that pupils are not able to achieve as well as they could. Most curriculum plans do not include the knowledge that pupils need to help them know more and remember more over time.

The teaching of early reading is not secure. Some teachers do not have the skills to teach phonics (letters and the sounds they make) well, as training has not been effective. Many pupils struggle to remember previous learning and find their tasks confusing. However, leaders keep a close check on progress and pupils have extra support to help them catch up if they fall behind.

Pupils across the school do not have access to enough high-quality books to stretch and challenge their learning. Leaders have not prioritised this sufficiently. Pupils do, however, read often and enjoy the challenge of reading five times a week.

Most pupils become fluent readers by the end of key stage 2. However, some teaching does not develop pupils' reading skills precisely enough. Pupils' understanding of the meaning of words and phrases is not extended well.

The teaching of mathematics is improving. Teachers are aware of what pupils need to know by the end of each unit of work. Teachers help pupils to learn the basic mathematical knowledge they need. However, some pupils find learning in mathematics too easy, as work is not challenging enough for them.

In many subjects, teachers have insufficient guidance about what to teach. Plans are not clear about the knowledge and skills pupils will learn. Teaching does not sequence learning well enough to build on what pupils already know or prepare

them for future learning. Pupils are not helped to remember what they have learned. Teachers have not had the necessary training to develop their knowledge in some subjects.

Teachers understand the difficulties that pupils with special educational needs and/or disabilities (SEND) have with their learning. They encourage them to do their best. However, pupils with SEND struggle to learn what they should because teaching is not adapted well enough for their needs. Disadvantaged pupils are making better progress. Teachers ensure that these pupils get the support they need in lessons.

Leaders work well with parents. For example, family learning mornings help parents find out how their children learn writing and mathematical skills. Leaders have made strong links with the local community through activities such as contributing to remembrance services and holding harvest festivals.

Leaders provide a range of opportunities for pupils to develop their talents and interests such as learning different musical instruments. Pupils understand different people's views on issues, as they debate events like Brexit. However, pupils' understanding of British values such as democracy, liberty and tolerance is not fully developed.

Children are safe and happy in the early years. Children quickly develop positive attitudes to learning. Teachers develop strong relationships with the children and care for them well. However, leaders have not ensured that teachers build on what children already know and can do. Teachers have not had enough training and support in how to teach the early years curriculum.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils trust staff to look after them and know that there is always someone to go to with their concerns. Staff have regular training and updates so that they know what to do when a pupil may be at risk. They report concerns quickly.

Pupils learn how to stay safe in a range of situations. For example, pupils have a good understanding of how to stay safe online.

Leaders take appropriate action if they have a concern about a child. They work well with the local authority and other agencies to ensure that pupils get the support they need.

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

### (Information for the school and appropriate authority)

- The reading programme is not effective for all pupils. Leaders need to ensure that the teaching of phonics is accurate and consistent. Leaders also need to ensure that teachers teach comprehension skills more precisely through using high-quality texts to extend pupils' learning further.
- The curriculum is not coherent or sequenced well. Leaders should ensure that the curriculum plans for all subjects show teachers the knowledge that pupils should know and when they should know it. Leaders should also check how pupils are progressing through the curriculum and if they understand and remember it.
- Leaders need to ensure that teachers have the skills to be able to implement and deliver a coherently planned curriculum in all subjects. Some teachers require training to develop their pedagogy and subject knowledge.
- Pupils with SEND do not achieve well in all areas of the curriculum. This is because the curriculum is not adapted well enough to meet their needs. Leaders should ensure that teachers adapt the curriculum so that pupils with SEND make progress and gain the agreed knowledge for their ability.
- Pupils do not have a deep enough understanding of life in modern Britain. Leaders need to develop a clear programme to enable pupils to increase their understanding of fundamental British values.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	109947
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10111149
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	149
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sam Chaventre
<b>Headteacher</b>	Melanie Higgs
<b>Website</b>	<a href="http://www.aldermaston.org.uk">www.aldermaston.org.uk</a>
<b>Date of previous inspection</b>	5 March 2019

## Information about this school

- The school has a distinctive Christian ethos.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During the inspection, inspectors met with the headteacher, deputy headteacher and other leaders, pupils, and members of the governing body. Inspectors also spoke to representatives of the local authority and the diocese.
- Reading, mathematics, physical education and music were considered as part of this inspection. Inspection activities included discussions with curriculum leaders, scrutinising curriculum planning, lesson visits and discussion with pupils about their learning.
- Inspectors met with the designated safeguarding leader to check that safeguarding procedures and processes were effective. Inspectors also checked the single central record to ensure that recruitment checks on staff have taken place.
- Inspectors also observed pupils' behaviour at break and as they moved around

the school.

### **Inspection team**

Mo Galway, lead inspector

Ofsted Inspector

Kevin Burrell

Ofsted Inspector

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