



Churchend Primary School

Inspection Report

Unique Reference Number 109797
LEA Reading LEA
Inspection number 278271
Inspection dates 4 October 2005 to 5 October 2005
Reporting inspector Keith Sadler AI

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

Type of school	Primary	School address	Usk Road
School category	Community		Tilehurst
Age range of pupils	3 to 11		Reading RG30 4HP
Gender of pupils	Mixed	Telephone number	01189015450
Number on roll	266	Fax number	01189421256
Appropriate authority	The governing body	Chair of governors	Mr Robert Spokes
Date of previous inspection	18 October 1999	Headteacher	Mrs Kate Dethridge

Age group 3 to 11	Inspection dates 4 October 2005 - 5 October 2005	Inspection number 278271
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three additional inspectors. One inspector attended the school for one day, and two for two days.

Description of the school

Churchend School is in Tilehurst on the western outskirts of Reading. The proportion of pupils eligible for free schools meals is below the national average. An increasing number of pupils are from minority ethnic backgrounds though the large majority are White British pupils. The largest ethnic minority group of 60 pupils, are of Indian heritage and there are pupils from ten other ethnic minority groups. Currently, 12 pupils speak English as an additional language and are at an early stage of English acquisition. Around 15 % of the pupils have learning difficulties or disabilities.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school in almost all respects. Pupils make rapid progress, attain exceptionally high standards and love their school and learning. Children get off to an excellent start in the nursery class and this is built on very successfully in the reception class. Provision in the Foundation Stage is superb and the children settle quickly and learn and achieve very well. Teaching and learning are of very high quality throughout the school. By the time that the pupils leave the school, standards are exceptionally high in English, mathematics and science. Parents are overwhelmingly supportive of all aspects of the school. In particular, they say that their children are well cared for, they enjoy school and the school is well led and managed. Inspectors agree with these views. Leadership and management are outstanding. There have been many improvements since the last inspection and there is significant capacity to improve further. This is due to the highly effective leadership of the headteacher who is supported extremely well by the leadership team and the staff. Governors, too, play a positive role in the school's success. Although the school's overall evaluations of its provision and performance are over-cautious, inspection findings show that their self-evaluation processes are outstanding. The work of the school is assessed critically through the thorough examination and analysis of teaching and learning, and its impact upon pupils' progress. Clear priorities for improvement are set and invariably met. The impact of improvement strategies, such as that focusing on raising the proportion of pupils gaining the higher levels in tests for 11 year olds has been positive in all cases. The school is very aware of its many strengths, but is not complacent. Staff and governors strive for continual improvement. The school offers excellent value for money.

What the school should do to improve further

There are no significant areas that require improvement.

Achievement and standards

Grade: 1

The school has gone through a sustained period of rising standards. National data and inspection evidence show that standards are exceptionally high with pupils having made outstanding progress by the time they leave the school. When children enter the school they have the skills and knowledge typical of three-year-olds. Owing to the outstanding provision, the children in the Foundation Stage have settled very quickly. They already feel safe and happy and are currently achieving very well. Pupils get off to a flying start in Year 1 and this is maintained through Year 2. In the national tests for seven-year-olds, results have been consistently significantly above the national average. Pupils progress very well because the quality of teaching, learning, care and guidance is so good. Rapid progress is maintained throughout the junior years. By the end of Year 6, standards attained in national tests have been consistently and exceedingly high in all subjects. The school has been successful in meeting its priority

of increasing the proportion of pupils that gain higher levels in English, mathematics and science. The plans for this are of high quality: they are clear and sharp and pin-point exactly the range of strategies to be used. The school is deeply committed to ensuring that all its pupils make rapid progress. As a consequence, the needs of all groups of pupils, including lower and higher attainers, boys and girls, and those learning English as an additional language, are catered for exceptionally well and each group makes outstanding progress.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. There is a high level of commitment to helping pupils understand and respect how people of other cultures live and worship and to their contribution to the local community. Assemblies are used very effectively for this purpose. The school is highly aware of, and diligent in, promoting the pupils' health and safety. The wide range of clubs promoting physical activity is very well supported. The pupils are wholehearted in confirming that they feel very secure at school. The school's procedures for ensuring the safety of its members are meticulous.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding. The school has developed and significantly improved the teaching since the last inspection when weaknesses were found particularly in the teaching of ICT (information and communication technology). This is now of very good quality. The teaching is having a positive impact on the pupils' performance and their learning. Lessons are very well prepared, teachers' expectations of what pupils can achieve are very high and relationships are outstanding. This helps the pupils to feel secure, raises their self-esteem and hence boosts their learning. In addition, teachers ensure that the high quality tasks set match the needs and abilities of all pupils. The quality of the work of the teaching assistants is particularly noteworthy. They work very effectively alongside pupils to guide and support them when required. In addition, they contribute particular skills and expertise which enhance learning. For example, in an outstanding Year 6 ICT lesson in which the pupils were learning to develop sophisticated routines to control a programmable machine, the teaching assistant led much of the lesson. A very good range of practical and engaging activities enables both the nursery and reception children to make rapid progress. Teachers and support staff fully understand the needs of all the children. They monitor the children effectively and assess how well the children are doing and are always on hand to guide and support them.

Curriculum and other activities

Grade: 1

The curriculum is outstanding and has improved very well since the last inspection. The school judges its curriculum to be good but has also identified many outstanding features. The Foundation Stage provides stimulating activities that capture the children's interest and fascination with the world around them. Throughout the school the pupils enjoy learning because the curriculum is brought alive by practical and engaging activities. Very good links with other organisations and schools help to enhance the pupils' experiences within and beyond the local community. Residential visits are linked very well to history or environmental topics. A greater understanding of cultural diversity is fostered in assemblies and in the celebration of special festivals. Other aspects of the curriculum are excellent, especially in areas such as sport, music and the creative arts. Pupils and parents value the school's extra-curricular provision which includes an extensive range of sports. The pupils are very successful in competitive sports. The outstanding standards achieved by the pupils reflect the school's high expectations and its commitment to providing a rich and broad curriculum that meets the needs of all pupils.

Care, guidance and support

Grade: 1

The school's provision is outstanding in these areas. The school is meticulous in ensuring that the pupils are safe and well looked after. All the adults know the pupils very well and the support and guidance that is provided for the pupils' personal development are outstanding. The pupils get along together exceptionally well. Arrangements for assessing how well children are doing academically are exemplary. They are given extremely good advice about how well they are doing and clear guidance on how to improve. The school has a very clear understanding of how well all the pupils, including those in the nursery and reception classes, are progressing. Older pupils know what their targets are in English and mathematics and they are proud to talk about their academic achievements and how they have met their targets. Teachers' marking of work is thorough and their comments link well to the pupils' individual targets and give clear guidance on how to improve further.

Leadership and management

Grade: 1

Leadership and management are excellent. The headteacher leads the school outstandingly well. She has steered the school successfully through a period of sustained, across-the-board improvements since the last inspection. She is very well focused and determined to ensure that the school provides well for all the pupils both in terms of their academic achievement and personal development. This is partly achieved by ensuring that all the staff work closely as a team to support each other and the pupils. The leadership team and subject leaders provide excellent leadership. Throughout the school, monitoring and evaluation processes are highly effective and

they provide a detailed and comprehensive picture of the full range of school's provision and standards. All monitoring information is used very well to contribute to the school's development plan. There is close attention to minute detail, and this meticulous approach has helped to ensure that there has been a very positive impact in each of the areas identified for development. Each development issue is rigorously pursued and any potential slips in timescales are quickly corrected. There is significant capacity for even further improvement. The governors are an active body who support and challenge the school very well and ensure that the school meets legal requirements. Teaching resources are deployed efficiently. The budget is in surplus, and there are plans to use this for additional accommodation.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

We had a wonderful time when we visited your school. We can understand why you like it so much. We all enjoyed talking with you and your teachers and watching you learn.

We checked out many things about your school and this is what we found: * Your school is outstanding in every way. * Your headteacher is excellent and she makes sure that you learn well. * Everyone is safe and the staff work really well together. * You enjoy going to school because your lessons are exciting and challenging. * Your behaviour is outstanding and you work together very well. This means that the teachers do not have to waste time dealing with problems. * We think that all the adults in the school do an excellent job. Your teachers are very talented and work very hard and make sure that the teaching is excellent. * There is a very wide range of exciting activities for you to do in school, and lots of clubs after school. This helps to make school life more interesting for you.

In most schools we visit we make a list of things that can be improved. For your school, we do not have any.