



# Cookham Rise Primary School

## Inspection Report

**Unique Reference Number** 109856  
**LEA** Windsor and Maidenhead LEA  
**Inspection number** 278292  
**Inspection dates** 16 May 2006 to 17 May 2006  
**Reporting inspector** Barnard Payne AI

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

<b>Type of school</b>	Primary	<b>School address</b>	High Road
<b>School category</b>	Community		Cookham Rise
<b>Age range of pupils</b>	5 to 11		Maidenhead SL6 9JF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01628 520961
<b>Number on roll</b>	198	<b>Fax number</b>	01628 532536
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Gaynor Sprules
<b>Date of previous inspection</b>	10 July 2000	<b>Headteacher</b>	Mrs Christina Hibbins (Advisory Headteacher)

Age group	Inspection dates	Inspection number
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is an average sized village primary school for children aged 5-11. Most pupils are from White British backgrounds, but a significant minority are from other groups and some have a first language other than English. The number eligible for free school meals is below average. Children's attainment on entry to the school is above average. The school currently has an advisory headteacher who took up the position a fortnight before the inspection.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 4

The school provides an acceptable standard of education. Pupils make satisfactory progress and most meet or exceed the expected levels for their age. However, the results of national tests show that there has been a decline in recent years in the standards achieved by older pupils in English, mathematics and science. The school and inspectors agree that pupils should be doing better, for example boys in their writing and higher attaining pupils in Key Stage 2. Children in the Foundation Stage make good progress and receive a good education. Pupils' personal development and well-being are good.

The school and inspectors agree that overall effectiveness is inadequate because there has been a decline in the quality of education provided since the last inspection. Value for money is inadequate. Weaknesses in leadership and management in particular strategic planning, communication with parents and self-evaluation have been identified by the school as needing significant improvement. The advisory headteacher has accurately identified key issues, but it is too early for the school's action plan to have had an impact.

In accordance with section 13 (3) of the education act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing considerably less well than in all circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to establishing effective and sustainable leadership and management.

### What the school should do to improve further

- establish effective and sustainable leadership and management so that improvements are underpinned by clear planning and organisation,
- improve the use of performance data to track pupils' progress and set challenging targets,
- improve pupils' progress particularly in Key Stage 2 in English, mathematics and science,
- improve communication with parents by ensuring they are involved in the school evaluation.

## Achievement and standards

### Grade: 3

Children in the Foundation Stage generally have well developed skills for their age. They make good progress in the one or two terms they spend in the stimulating reception class. When pupils join the school, standards are above those found in most schools nationally. Pupils make satisfactory progress, which means that most meet or exceed the expected levels for their age. However, the results of national tests in Years 2 and Year 6 show that whilst the standards which younger pupils attain are improving, there has been a decline in recent years in the standards achieved by older pupils in

English, mathematics and science. The school has begun to analyse the reasons for this decline and has identified that some groups of pupils are not making as much progress as they could. For example, in 2005 too few more-able boys reached higher levels in English and science. The school has identified the need to improve the tracking of pupil's progress to ensure that all pupils are set and meet challenging targets.

Pupils with special educational needs and those with learning difficulties achieve satisfactorily because they receive appropriate support and their individual targets are monitored closely. There are no significant differences in the attainment of pupils from different ethnic groups.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good. Pupils enjoy school, which is reflected in their punctuality and good attendance. Behaviour is good around the school. As the school council notes, this is because they have 'well kept school rules'. Pupils know how to react to bad behaviour and any instances of bullying or racism.

Pupils make good progress in their spiritual, moral social and cultural development. They learn to value difference and appreciate each other, which they demonstrate through their considerate behaviour and caring attitudes.

Pupils all know how to keep themselves safe in school. They have a good understanding of the importance of eating healthily and exercising regularly. For example, the school council were particularly keen to ensure that school meals improved and as a result, these now include many healthy options and extras which pupils choose and enjoy. Pupils enjoy taking part in physical activities at lunch and break times, which are well organised and managed by older pupils. Pupils contribute well in these and in many other ways to the school community. For example, the school council manages a small budget which it uses to improve facilities in the school. Opportunities to help the school and their friends combined with sound basic skills helps pupils mature into friendly, competent and confident young people who are well prepared for the next phase of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The school accurately judges its teaching as satisfactory. Teachers enable learners to enjoy their education and they mostly make the progress expected of them, but higher attaining pupils should be achieving more and boys need to make better progress in writing. Some teachers use assessment well to help them plan, ensuring that learners are set work of an appropriate level of difficulty, but this is too variable. High staff turnover, particularly in Key Stage 2, has contributed to a lack of consistency in how well teachers target the work. Overall, teachers need to make better use of prior performance to pitch the work appropriately and meet the needs of all pupils. There

are a few good examples of pupils being involved in assessing their own work, but this not a common feature. Mostly, teachers manage behaviour well. Teaching assistants are deployed satisfactorily and resources are used effectively, including developing the use of information and communication technology (ICT). Pupils with additional learning needs receive the support necessary to ensure they make at least satisfactory progress. There is some good teaching, where teachers plan work and deploy resources effectively to cater for the full range of ability. There is a little unsatisfactory teaching, of which the school is aware, where the teacher does not pitch the work at an appropriate level to engage the learners.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory, meeting statutory requirements and most of the needs of the range of learners in the school. However, while pupils have adequate opportunities to develop their skills in English, mathematics, science and ICT, these are not matched well enough to meet the full range of needs. Provision for creative and practical subjects is good, leading to good outcomes. The school invests in a specialist music teacher, who provides good value for money and has established an effective music curriculum that caters well for all learners. The school provides a good personal, social and health education (PSHE) curriculum that supports pupils' personal development well. As part of a school sports partnership with local schools, the school is able to increase significantly the range of sports opportunities it offers. There are effective links set up with the wider community. A committed school council has developed a set of realistic and relevant ideas to help improve the school.

## **Care, guidance and support**

### **Grade: 3**

Pupils are well cared for and supported. There are robust procedures for child protection and for assessing and dealing with risks. The school works well with specialist agencies to identify problems which pupils face and make sure they get the support they need. This means that pupils with learning difficulties and disabilities and those who are more vulnerable are well supported within school. Such pupils benefit from support from skilful teaching assistants which helps them to work towards and meet their individual targets.

Assessments are not yet used well enough to track pupils' progress and performance to ensure that activities in lessons are appropriate and to set challenging targets for improvement for all pupils.

## **Leadership and management**

### **Grade: 4**

The school accurately judges its leadership and management as inadequate. There is a legacy of past shortcomings. The school has had a large under-spend in its budget, reflecting a lack of confidence and vision regarding strategic use of resources to raise

standards. However, the school runs smoothly and the day to day management of resources is satisfactory. The school lacks a long-term strategic plan, but is addressing immediate weaknesses through a clearly targeted action plan. The advisory headteacher, working in partnership with the chair of governors and the local authority, has a clear view of what needs to be done. Her accurate assessment of strengths and weaknesses has successfully involved staff and governors.

Standards and achievement are satisfactory, but have declined in recent years. There have been inadequate structures in place to ensure teachers relate achievement to learning strategies. This reflects previous weaknesses in monitoring and evaluation. Lack of direction and training has led to weaknesses at all levels of leadership and management, but there is satisfactory subject leadership developing that is focused on improving standards. There is no subject leader for science, an area where standards need to improve.

Governors have recently shown a willingness to challenge the school about its performance and, while they have not previously received the information they need to undertake their role effectively, they have shown commitment and decisiveness in addressing the school's problems. Overall, therefore, governance is satisfactory.

The school has made inadequate improvement since the last inspection. Parents have had serious concerns about leadership and management in the school and also about the level and quality of communication the school has with them. It is too early to assess the impact of the school's new action plan, but it accurately identifies priorities. The school has a sound capacity to improve.

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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Pupils

Thank you for making us so welcome and for telling us about your work and what you like about school. We were very impressed with how well prepared the school council was for our visit and with their ideas for improving the school.

We can see that you have many opportunities at Cookham Rise to be creative, play sports and learn about working with other people. We were very impressed with the work you have produced in art and design and technology. We can also see that you enjoy music and the standard of singing in assembly was very good. You clearly enjoy school and work well together both in and out of lessons.

We think your school is satisfactory, but some things need to improve. We know Cookham Rise is good at some things but it could do more to help you reach high standards. You work hard, but we can see that you could do even better, particularly as you get older and do the tests in Year 6. Mrs Hibbins and the staff work hard and look after you well. They all want the school to do as well as it can and they know it could be a very good school. We also know that you have seen changes of teachers and headteacher and this can be unsettling. That is why we have asked the school to find ways to make sure that the work Mrs Hibbins and the staff are doing continues in the future. We have also asked the school to do more to involve your parents and to keep them up to date.

Barney Payne

Lead Inspector