



Pippins School

Inspection Report

Unique Reference Number 110095
LEA Slough LEA
Inspection number 278370
Inspection dates 16 January 2006 to 17 January 2006
Reporting inspector Graham Lee AI

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

Type of school	Primary	School address	Raymond Close
School category	Foundation		Rodney Way
Age range of pupils	3 to 11		Colnbrook, Slough SL3 0PR
Gender of pupils	Mixed	Telephone number	01753 682937
Number on roll	210	Fax number	01753 685549
Appropriate authority	The governing body	Chair of governors	Mr Dexter Smith
Date of previous inspection	11 December 2000	Headteacher	Mr Nick Fry

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Pippins is an average size primary school close to Heathrow Airport. Around a third of pupils are of ethnic minority background and the majority of these are of Indian heritage. One in ten pupils speak English as an additional language. Three pupils are at the early stage of learning English. Fewer pupils than usual have learning difficulties. The school serves a mixed community but relatively few pupils are entitled to free school meals.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Pippins is a good school. Pupils achieve well and enjoy their education. The school provides good value for money. The school judges its performance to be outstanding but some of the most able pupils are not yet reaching the highest standards. The headteacher is a good leader who is well supported by an effective leadership team, governing body and capable staff. They take good care of the children and are committed to raising standards and improving the quality of education. However, the best practice is not used consistently to improve standards still further. The school has improved markedly since its last inspection and is well placed to make further improvements. Pupils' make good progress throughout the school because the teaching is good. It is particularly strong in Years 5 and 6. Consequently, by the time they leave pupils are reaching standards that are above average. They are well prepared for secondary school. The school is particularly successful in ensuring that almost all pupils reach expected levels. However, a few more able pupils could do even better with challenging targets that set out precisely what they are expected to achieve. The outstanding curriculum provides very successfully for creativity and enjoyment as well as basic skills. Children make a good start in the Foundation Stage because of good teaching and a stimulating learning environment.

What the school should do to improve further

* ensure that targets for more able pupils are sufficiently precise and challenging to help them to achieve as well as they can* develop the strategy of sharing the best practice in teaching throughout the school so that all teaching is of the highest standard.

Achievement and standards

Grade: 2

Pupils achieve well at Pippins and reach standards in English, mathematics and science that are above average by the time they leave the school. They make good progress because they are well taught. Progress accelerates in Years 5 and 6 where the teaching is particularly strong. Children's attainment on entry to the nursery varies considerably from year to year. However, overall children start in the nursery class with skills and understanding that are broadly typical of children of that age. Children in the Foundation Stage are making good progress because of good teaching and the interesting curriculum. Children in the reception class are well on their way to reaching the goals set for them. Standards at the end of Year 2 in reading, writing and mathematics have been broadly average for a number of years. Although standards in the current Year 2 remain average pupils have made good progress since the end of the Reception year, particularly in writing. The attainment of this year group had been below average at the end of the Foundation Stage. Pupils with learning difficulties are well supported. Consequently, they achieve well. The few speaking English as an additional language make as much progress as their peers because they have many

opportunities to develop their language skills. The school is particularly successful in ensuring that most pupils reach expected levels at both key stages. Targets for the higher levels are not challenging enough for the more able pupils.

Personal development and well-being

Grade: 2

Pupils' personal development and well being are good. They have a clear understanding of right and wrong, and demonstrate respect for their own and others' cultural traditions, values and beliefs. Behaviour is very good throughout the school due to high expectations and positive relationships between all members of its community. Pupils are keen to help others and they give generously to for charities such as Children in Need, Comic Relief and Leukaemia Research. Pupils enjoy all that school has to offer. This can be seen in their positive attitudes to learning and their full participation in all aspects of school life. They feel safe in school and conduct themselves in a safe and orderly manner around the rather cramped site. They make good contributions to the school community through the school council, where their suggestions for changes have been taken up by the school. This is helping pupils to develop a good understanding of democratic principles and equipping them with the skills and qualities for working roles. Pupils' attendance is satisfactory and has improved in recent years. The school emphasises the benefits of having a healthy life-style and pupils enthusiastically explain the need for a varied diet, taking exercise and avoiding harmful substances.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is consistently good throughout the school and ensures that pupils make good progress. The teaching is particularly strong in Years 5 and 6. Teachers are enthusiastic and manage their classes well. As a result, pupils enjoy their learning, behave well and are keen to contribute to lessons. Teachers prepare well and make particularly good use of interactive technology to engage and motivate pupils. In the most effective lessons, teachers challenge pupils to discuss and explore their ideas through probing questions and effective pair and group work. In a Year 6 science lesson on circuits, for example, pupils tested and challenged each other's understanding as the lesson progressed. In these lessons work is very well matched to the abilities of all children. As a result pupils of all abilities deepen their understanding and make rapid progress. Teachers enjoy a very productive partnership with teaching assistants who make an important contribution to pupils' learning. Teachers provide pupils with good feedback on what they need to do in order to improve their work through marking and verbal advice. They also involve pupils in setting their targets for improvement. However, the targets for the most able are neither demanding nor precise enough to help them to achieve even more.

Curriculum and other activities

Grade: 1

The curriculum is of outstanding quality. As well as catering for pupils' academic needs, creativity, enjoyment and enrichment are at the heart of the curriculum. For example, imaginative theme weeks such as 'Recycling and Renewable Resources' help the pupils to make very effective links between subjects. This not only builds on pupils' previous knowledge and experience but makes learning relevant to life in the 21st century. This emphasis on a broad and stimulating curriculum begins in the Foundation Stage where great improvements have resulted in an interesting and engaging curriculum for the youngest children. The curriculum is enriched for pupils in a variety of ways. For example, pupils' learning is brought to life through visits to locations such as The Planetarium and Katesgrove Victorian Schoolroom. Residential visits provide opportunities for pupils to experience adventurous and challenging physical and intellectual activities. In addition, there is a very good range of activities during and after school. Interesting visitors add to pupils' delight in learning. The school also offers all pupils the opportunity to learn French from Year 5.

Care, guidance and support

Grade: 2

The school makes good provision for pupils' care, guidance and support. The induction arrangements for children starting at school are very good and they settle quickly to school routines. This gives confidence to parents and begins a fruitful partnership between home and school. One parent commented 'my children are extremely happy at school and are thriving in a safe and well organised environment.' Pupils feel safe and secure in school because adults know them well and they have someone they can go to if they have anxieties or concerns. They are very confident that any bullying will be dealt with effectively by the adults. There is a good level of supervision when pupils are outside in the playground. The cramped site is managed very well. Arrangements for safeguarding children are good and regularly reviewed. Health and safety routines are good and the school carefully assess all potential risks. Every effort is made to minimise the impact of the noise from nearby Heathrow Airport by providing triple glazing for example. Child protection procedures are clear and understood by all staff. The school makes effective links with local agencies involved in promoting pupils' health, safety and welfare.

Leadership and management

Grade: 2

Leadership and management are good although the school judged these aspects to be outstanding. The headteacher has led the school successfully over several years and has established a caring atmosphere in which children feel safe and valued. He is well supported by an effective leadership team who lead by example and play a key role in improving teaching and learning. Governors are knowledgeable and provide an appropriate balance of support and challenge to school leaders. They have been

particularly effective in the prudent management of financial resources through a difficult period and in securing additional funding for the school. The school monitors its performance adequately and all teachers are given targets to improve further as a result of regular observations. School leaders also work alongside other teachers but this occurs on an ad-hoc basis rather than as part of a planned programme. As a result it is not as effective as it could be. The school improvement plan takes good account of the evaluation of performance and parents, pupils and governors are consulted regularly about different aspects of the school's performance. The school has addressed the issues from the last inspection successfully. As well as the improvements to the Foundation Stage systems for monitoring and evaluation are much better. These improvements together with the drive and commitment of the leadership team show that the school is well placed for further improvement.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	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	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	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?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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

I am writing to thank you all for making us so welcome when we visited the school earlier this week. We enjoyed our time at Pippins and you all helped us by being so friendly. We thought that you would like to know what we found out.

You are rightly proud of your school because it has a very good atmosphere and you are all well looked after. You all enjoy school and always do your best. We were very impressed with your behaviour. Teachers make the work interesting and help you to improve. You are very lucky because there are lots of fun things for you to do through clubs and the interesting visitors you have to the school. When you come to the school you make a good start because the staff help you to settle down well. As you get older the teachers help you to learn more and more. You are doing well by the time you leave the school and are ready for secondary school. Those of you who find things a little bit more difficult do well because you get lots of help. The headteacher makes sure that you are well looked after. He has made many things better over the years. All teachers and other staff in the school help him to do that.

There are a couple of things that we want the school to do to make it even better. All of you have targets to improve but some of you could have more exact targets to help you to do even better. We also think that you are lucky to have good teachers. We would like them to do even more to share their ideas to make teaching even better.