

# Caversham Park Primary School

## Inspection report

---

|                                |                 |
|--------------------------------|-----------------|
| <b>Unique Reference Number</b> | 109925          |
| <b>Local Authority</b>         | Reading         |
| <b>Inspection number</b>       | 288535          |
| <b>Inspection dates</b>        | 17–18 July 2007 |
| <b>Reporting inspector</b>     | Graham Lee      |

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>                | 4–11  |
| <b>Gender of pupils</b>                   | Mixed   |
| <b>Number on roll</b>                     |   |
| School                                    | 202   |
| <b>Appropriate authority</b>              | The governing body  |
| <b>Chair</b>                              | Councillor Robert Green                                   |
| <b>Headteacher</b>                        | Mrs Sarah Parish  |
| <b>Date of previous school inspection</b> | 12 March 2001   |
| <b>School address</b>                     | Queensway<br>Caversham Park Village<br>Reading<br>RG4 6RP |
| <b>Telephone number</b>                   | 0118 901 5433   |
| <b>Fax number</b>                         | 0118 901 5432   |

---

|                          |                 |
|--------------------------|-----------------|
| <b>Age group</b>         | 4-11            |
| <b>Inspection dates</b>  | 17–18 July 2007 |
| <b>Inspection number</b> | 288535          |

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://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 two Additional Inspectors.

## Description of the school

The school is a little smaller than average but has grown considerably over the past five years. It serves a mixed community with pockets of deprivation. Most pupils are of White British origin and the remainder are from a wide range of cultural backgrounds. A small but increasing number speaks English as an additional language. The proportion of pupils with learning difficulties and disabilities is below average. The school has a Healthy Schools Award and Quality Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Caversham Park is a good school. The headteacher has led the school successfully for a number of years and ensures that it provides its pupils with a good quality of education within a caring, supportive framework. Consequently, pupils' personal development and well-being is good. They feel safe and secure, enjoy their education and achieve well. This is recognised by most parents, who are very supportive of the school. One, representing the views of many, commented, 'I am very pleased with the care and education my daughter is receiving from the school.'

From broadly average starting points pupils of all abilities achieve well because of good teaching and a curriculum designed to meet their needs. Children are now making a flying start in the Reception class because of a stimulating and welcoming learning environment that allows them to flourish in all areas of their learning. This is building a secure platform for their learning as they move through the school. In recent years pupils have made satisfactory progress in Years 1 and 2 and reached broadly average standards by the age of seven. Some pupils, in particular more able girls, could have achieved more. Although more focussed leadership and good teaching is leading to better progress it has not yet resulted in higher standards. Pupils' progress accelerates in Key Stage 2 and by the time they leave the school standards are well above average. Together with their generally good attitudes to learning, this ensures that they are well prepared for secondary school and the world beyond.

Teachers enjoy good relationships with pupils and manage their classes well. They meet the needs of different pupils with the very effective support of teaching assistants, who make an important contribution to the quality of education, particularly for pupils with learning difficulties and disabilities. The curriculum generally provides well for the development of pupils' basic skills and allows pupils to be creative and enjoy their education. Provision for information and communication technology (ICT) has improved markedly since the last inspection and is now being used effectively to support pupils' learning in many subjects. Pupils' education is considerably enriched by visits, visitors and many additional activities. The school works exceptionally well with a range of outside partners to meet the academic and pastoral needs of its pupils.

The headteacher is ably supported by a very effective deputy headteacher, committed staff and knowledgeable governing body. Together they have a good understanding of the school's strengths and weaknesses and constantly strive to improve it still further. There are good systems to track pupils' progress. These are used well by school leaders to provide additional support for those in danger of falling behind and to set targets for improvement. However, teachers have not been sufficiently involved in using the data to set challenging targets for all pupils. The leadership team has recently been expanded in order to distribute responsibilities more widely. The new team is making an important contribution to the development of the school, but their roles in helping teachers to raise achievement, particularly in Key Stage 1, have yet to be fully developed. Issues from the previous inspection have been very successfully addressed indicating that the school has good capacity for further improvement.

### What the school should do to improve further

- Raise standards and pupils' achievement by the age of seven, particularly for more able girls.
- Develop the roles of leaders at all levels in helping teachers to set challenging targets for improvement.

## **Achievement and standards**

### **Grade: 2**

Children begin school life with varied experience and wide ranging skills and understanding. Some only spend a short time in the Reception class. All are now making very good progress and many reach, and some exceed, the goals set for children by time they enter Year 1. For a number of years standards have been broadly average at the end of Year 2 because there has not been sufficient focus on raising attainment in this part of the school. Whilst most pupils reach expected levels in reading, writing and mathematics, not many reach the higher levels. This is particularly true of girls. Pupils have generally made very good progress in Key Stage 2 in recent years and standards in English, mathematics and science at the end of year 6 had been consistently significantly above average, before dipping in 2006. Current Year 6 pupils have done well and met their challenging targets. Standards are well above average and this represents good achievement from their starting points. Pupils with learning difficulties and disabilities are well supported and make good progress.

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

### **Grade: 2**

Pupils' social, moral, spiritual and cultural development is good and their awareness of other cultures is a strength. They showed real enthusiasm in preparing for their school carnival, demonstrated, for example, by Year 6 pupils in their steel pans band! Pupils clearly enjoy their education. They are very positive about their learning and attendance is good. They are particularly enthusiastic about the clubs and visits that are a regular feature of school life. Most pupils behave well and the challenging behaviour of a few is dealt with well by staff. Pupils value and support each other through the excellent 'buddy' system, for example. They understand the importance of keeping safe inside and outside of school. Pupils' understanding of health issues is also good. They know the importance of a healthy diet and exercise and take part in many physical activities. Pupils are very supportive of their school community and willingly take responsibility for tasks in the classroom and around the school. The school council is very active and produces its own newspaper. Pupils are also involved in their local community and support many charities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils achieve well because teaching and learning are consistently good. Some of the teaching is of high quality. Teachers provide interesting activities for pupils and in many classrooms there is a real buzz of excitement. They make very good use of interactive technology to engage and motivate learners. Different tasks and activities are planned so that pupils of different abilities are challenged and progress well. Assessment routines are good and increasingly involve learners. Pupils cooperate effectively and evaluate and celebrate their own and others' achievements. Teachers use questioning well to assess understanding and pupils' work is marked carefully and helpfully. Teachers set targets for improvement in literacy and numeracy but these are not always sufficiently challenging in relation to their prior attainment. Hence, whilst teaching is now strong in Key Stage 1 it has not yet resulted in higher standards.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and has some outstanding features, notably in the provision in the Foundation Stage. This has improved immeasurably since the last inspection. It is exceptionally well organised and provides children with many opportunities to explore the world around them and to acquire good basic skills. As a result children rapidly become confident and eager learners. Provision for basic skills is generally good and additional challenge is provided for more able pupils. This ensures that pupils achieve well in Key Stage 2, but has been less successful in raising the achievement of more able girls, in particular, in Key Stage 1. The school makes excellent use of the local area and the wider community to support learning. Further curriculum enrichment offers activities as diverse as cookery and cycling proficiency, as well as many sporting opportunities and additional subjects such as French. However, there are limited opportunities for younger pupils. There are good links between subjects, which enables pupils to see the relevance of their learning in different contexts. For example, the Year 6 project 'RMS Titanic' enabled pupils to write powerfully and empathetically from the perspective of passengers and the crew, as well as developing their historical and geographical understanding and skills in ICT.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. They are underpinned by a very caring ethos where every child really does matter. This is acknowledged by parents and one commented, 'Everyone working at Caversham Park always puts the children as their top priority.'

Vulnerable pupils are particularly well looked after and the school works in close partnership with a range of agencies to support them and their families. This is illustrated by the sensitive support for pupils with learning and emotional difficulties who feel secure and achieve well as a result. Child protection, health and safety and risk assessment procedures are secure and are regularly reviewed. Systems for monitoring academic progress are good and all pupils are valued as individuals. Pupils know their targets and understand how to improve. Assessment data is used to track progress in English and mathematics but this information has not been used in a way that has ensured consistently good achievement in Key Stage 1.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher and her deputy form a strong team who lead by example. They are very well supported by a talented leadership team who have made a significant contribution to school improvement. For example, the huge improvements in ICT provision and in the Foundation Stage have been largely accomplished through the determination and expertise of the respective coordinators. Rigorous monitoring of the school's performance helps leaders identify areas where improvement is needed. For example, following a fall in mathematics results last year, weaknesses were identified related to pupils' problem solving skills. As a result of an intensive focus, pupils are more successful in this area of the subject and results have improved in Key Stage 2. In recent years the school has lacked leadership in Key Stage 1 which has inhibited improvement. This issue has now been resolved and teachers have a clear understanding of what needs to be done in order to raise achievement. Governors

are very supportive of the school and offer a good balance of challenge and support to school leaders.

**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](http://www.ofsted.gov.uk).**



## Annex A

## 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> |
|--|-----------------------|

### 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> | 2   |
| How well does the school work in partnership with others to promote learners' well-being?  | 1   |
| The quality and standards in the Foundation Stage  | 1   |
| The effectiveness of the school's self-evaluation  | 2   |
| The capacity to make any necessary improvements  | 2   |
| Effective steps have been taken to promote improvement since the last inspection   | Yes |

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

|   |   |
|---|---|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 2 |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 2 |
| <b>How well are learners cared for, guided and supported?</b>   | 2 |

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

## Annex A

**Leadership and management**

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   |
| How effectively performance is monitored, evaluated and improved to meet challenging targets   | 2   |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 2   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 2   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   |
| Do procedures for safeguarding learners meet current government requirements?  | Yes |
| Does this school require special measures?   | No  |
| Does this school require a notice to improve?  | No  |

## Text from letter to pupils explaining the findings of the inspection

3 September 2007

Dear Pupils

Inspection of Caversham Park Primary School, Reading, RG4 6RP

You may remember that I visited your school recently with another inspector. We really enjoyed our time at Caversham Park and you all helped by being so friendly and helpful. It was an exciting time to be in school with all your preparations for the carnival and the end of term! I thought you would like to know what we found out.

You and your parents are right to be proud of your school because it gives you a good education. You make good progress because your teachers give you work at the right level. Those of you who find things a little bit more difficult are given lots of extra help. You told us that teachers make lessons exciting and fun. You also appreciate the many opportunities you have to take part in extra activities. We really enjoyed listening to the steel pans music! By the time you move on to secondary school you are doing well in English, mathematics, science and ICT and are well prepared.

We were impressed with your enthusiasm in lessons and by the good behaviour of most of you. Well done! You all feel safe because staff look after you very well. They also help you keep healthy and to take an interest in your local area.

The school is doing well because it has been led successfully for many years by your headteacher. She gets lots of help and support from all the staff who work very hard to give you a good education. They are determined to make the school even better and we have asked them to do a couple of things that might help.

- We think that some of you could be doing even better than you are by the end of Year 2, particularly some of you girls. We think the teachers are well on their way to helping you to do this.
- We also think it would help if teachers set you even harder targets in Key Stage 1 to help you to do even better.

With the best of luck to you all. I hope that you Year 6 pupils will continue to do well and enjoy your education at secondary school.

Yours truly

Graham LeeLead inspector