

Cookham Rise Primary School

Inspection report

Unique Reference Number	109856
Local Authority	Windsor and Maidenhead
Inspection number	337386
Inspection dates	26–27 May 2010
Reporting inspector	Derek Aitken

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	190
Appropriate authority	The governing body
Chair	Mrs G Sprules
Headteacher	Helen Daniels
Date of previous school inspection	3 July 2007
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Introduction

This inspection was carried out by three additional inspectors. Eight teachers were observed, teaching 11 lessons. Meetings were held with governors, staff and groups of pupils and informal discussions were held with parents and carers in school and on the playground. The inspectors observed the school's work, and looked at documents, including policies relating to the safeguarding of pupils, self-evaluation records, the school's plan for raising attainment, and assessment data. The inspectors analysed 111 questionnaires from parents and carers, 107 from pupils and 20 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' achievement in mathematics and science
- the quality of challenge for the more able pupils
- the impact of pupils' attitudes and behaviour on their learning and progress
- how well teachers and pupils use assessment to promote pupils' progress
- how well leaders use assessment data to analyse pupil performance and adapt the curriculum
- how effectively the new outdoor facility is being used to improve learning and development opportunities for Reception children.

Information about the school

Cookham Rise is slightly smaller than average. The proportion of pupils who have special educational needs and/or disabilities is broadly average, but this varies from year to year. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average. Early Years Foundation Stage children are taught in a single Reception class. In line with the current policy of the local authority, children join Reception in the term after their fifth birthday in January or in April. The headteacher took up post in January 2009 and several new teachers joined the school in September 2009. At this time the school joined a local authority programme, the ISP (Improving Schools Programme), to raise standards. The school holds the Activemark and Artsmark Gold awards and has Healthy Schools status

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Cookham Rise provides its pupils with a satisfactory education. All aspects of its pastoral care are good. Parents and carers overwhelmingly agree. Comments such as 'this school provides a very caring environment for my child so he is so happy to come to school each day' testify to the good relationships which underpin pupils' enjoyment of school. The school's successful strategies for promoting pupils' well-being are reflected in very positive outcomes in terms of their personal development.

A further strength of the school is the good provision in Reception. Children adapt quickly to the routines and most become confident and self-reliant learners. Pupils' starting points on entry to Year 1 are above national expectations in all areas of learning, although literacy skills are slightly weaker. This promising start is not built on as well as it should be as standards in Year 6 are average in mathematics and science. This is because pupils do not have enough good opportunities for practising thinking skills or carrying out investigative work independently, and curriculum development in science has lagged behind the other subjects. By contrast, pupils make exceptional use of the curriculum's outstanding promotion of healthy lifestyles. Satisfactory teaching, coupled with pupils' positive attitudes and behaviour, ensure that pupils make satisfactory progress overall, but the pedestrian pace of some lessons does not provide enough challenge for pupils, especially the more able. Teachers are not consistently using assessment and pupils' personal targets well enough to accelerate pupils' progress.

The highly regarded headteacher, the school's fifth in as many years, has brought stability to the school. She has worked with unrelenting determination to set a course for school improvement and to enhance teachers' accountability for standards, through, for example, the more regular assessment of their pupils' work, aligned to ISP objectives. This has improved the rate of progress of several middle-ability pupils. Most of the school's good, new initiatives are at an early stage of implementation, and can only demonstrate limited impact. These include the adaptation of the curriculum to cater better for the needs of groups of pupils, for example those pupils who have special educational needs and/or disabilities. Similarly, systems for analysing assessment data to set more challenging whole-school targets and for reviewing pupils' progress through lesson observations are not tight enough. Leadership roles are not widely shared as new teachers have not yet acquired the experience to take on wider responsibilities for monitoring pupils' progress and checking on their learning. This is reflected in some over-optimistic judgements in the school's self-evaluation of its performance which do not pay sufficient attention to the impact of actions taken. However, the addition to the staff of some promising new teachers, combined with recent positive changes, provide

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the school with a satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Raise achievement in mathematics and science by:
 - providing pupils with better opportunities to test out their ideas and carry out independent investigations
- Strengthen the quality of teaching further so that it is consistently good by:
 - ensuring a brisk pace to lessons to provide more challenge to pupils, especially the more able
 - making better use of assessment and pupils' individual targets to enable pupils to contribute more fully to their learning
 - monitoring with greater sharpness through lesson observations how the quality of teaching impacts on pupils' learning and progress.
- Develop the capacity of leaders to monitor more robustly the performance of pupils as they move up the year groups by:
 - analysing assessment data more effectively to adapt the curriculum and set more challenging targets for pupils
 - ensuring new initiatives are sharply evaluated to demonstrate impact on pupils' learning and progress.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory. Children's skills when they join Reception vary, but overall they are above those expected for their age. In all years standards are average, but there is a smaller proportion of lower-attaining pupils than is usually the case. Lessons seen during the inspection confirmed a picture of satisfactory progress overall in both key stages for all groups of learners, including the more able and pupils who have special educational needs and/or disabilities. Pupils like books and their reading skills are slightly above average. They enjoy school and most are keen to do well. Sometimes, as, for example, in science, pupils take a less active part in lessons as they have too little time for discussion to develop their thinking skills, work out ideas and plan experiments. On a few occasions pupils are passive, get distracted for short periods and listen less carefully, which holds back their progress.

Pupils' attitudes and behaviour are good. Pupils relate well to each other and to the staff. They emphasise that they feel safe and well cared for. The school's awards for promoting healthy lifestyles are well merited. Pupils of all ages take part enthusiastically in a wide range of physical activities, demonstrating considerable talent, for example for synchronised movement in dance. They contribute to the school very effectively as school councillors and eco-warriors. Pupils' spiritual, moral, social and cultural development is good but there are a few gaps in their knowledge of different cultures. Although attendance is above average, pupils' average standards in literacy, numeracy

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and information and communication technology (ICT) mean that they are set up only satisfactorily for the next stage of their learning and future lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

There are some good features common to the most successful teaching. Teachers explain clearly and make sure pupils know what they are expected to learn. They have good subject knowledge and, mostly, make good use of questions to test pupils' understanding of basic concepts. They establish constructive relationships with pupils, which has a good impact on their behaviour and attitudes to learning. However, while there is no teaching which is, or borders on, the inadequate, there is not enough good teaching. In a good literacy lesson the more able pupils forged ahead writing their own verses while the learning of other pupils was supported effectively by writing frames. The pace of learning in other lessons is less brisk when planning is less well matched to pupils' needs. This reduces the time pupils have to practise skills, develop more creative ways of thinking and test out new ideas. While some teachers make good use of assessment and pupils' personal targets to plan lessons and to engage pupils in their

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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learning, this is often not the case

Enrichment activities make a major contribution to pupils' enjoyment of school. Pupils participate keenly in the wide range of activities, spanning sport, drama and the arts, many of which are led by trained specialists. The curriculum ensures pupils know how to stay safe and special theme events, such as the very recent 'science week', are used well to enable pupils to appreciate the wider relevance of their learning. By contrast, provision for pupils who have special educational needs and/or disabilities is still at the developmental stage and this reduces the school's capacity to deploy teaching assistants to maximum effect. In addition, there is little planned provision for gifted and talented pupils.

An important factor in pupils' well-being in school is their sense of safety at school. Relationships are secure and the quality of pastoral care is very effective in ensuring that the school is a happy, settled community. The emotional and social needs of pupils whose circumstances may make them vulnerable are met well by individual support from specialists or through partnerships with other agencies. The headteacher's determined pursuit of improved cooperation with parents and carers, through the new website, the establishment of a parents' and carers' forum and the adoption of a more rigorous approach to pupil absence, has helped to restore attendance to its previous above-average level.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher's focused approach and high aspirations for pupils' achievement have gained her the respect and confidence of the staff, governors and parents and carers. Well-conceived plans have been established to review the school's work and implement necessary changes. The school has taken successful initial steps to enhance teamwork through involving teachers in pupil progress meetings. The governing body is effective in its work and, together with the headteacher, has recruited wisely to the staff. School leaders are rigorous in ensuring pupils are safe and systems for child protection are based on good procedures and practice. New staff are at a very early stage of developing the necessary leadership skills to enable them to monitor and evaluate the school's work accurately. The school promotes equalities to only a satisfactory level, as its good work for supporting pupils pastorally is not yet reflected in similar outcomes for pupils' academic progress. The promotion of community cohesion is strong in the school

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and within the local community and there are plans in place to pursue national and global links. These plans, however, are at an early stage.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Assessments carried out in Reception shortly after children join the setting indicate that their skills and knowledge vary but are largely above those expected for their age. Children settle well in Reception because routines such as self-registering, and resources are carefully organised to get their day off to a good start. Children generally use these opportunities well, show an interest in the activities they select and persevere in their learning. Mostly, they cooperate well with each other, for example to complete dinosaur jigsaw puzzles. Children progress more quickly in the focused sessions as teachers match the work well to children's varied needs. The staff have made substantial headway since the very recent acquisition of the improved outdoor facility in incorporating this new resource into their planning. Consequently, children make good use of the exciting new climbing apparatus to develop their motor skills. Children also show skilful footwork in hopscotch exercises. They know that it is sensible to drink water after these physical exertions. While children's writing skills lag behind their physical accomplishments, they are starting to pick up now as a result of improved opportunities for mark-making and emergent writing. Adults are attentive to ensuring that children are safe and all welfare requirements are met. Reception staff are reflective practitioners and use their complementary skills well to lead and manage the work of the setting.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The statistical responses and written comments reflect the support of most parents and carers for the work of the school. The written comments pay tribute to the enthusiastic, caring staff and, in particular, to the strong dedicated leadership of the headteacher, who, in the words of several parents and carers, has 'achieved amazing changes in a very short time'. Inspection findings support these very positive comments. A few isolated responses were less positive. Their common theme reflected some lack of challenge for pupils. Inspectors found evidence to validate these views, and these are described elsewhere in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cookham Rise Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 111 completed questionnaires by the end of the on-site inspection. In total, there are 190 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	84	76	25	23	1	1	0	0
The school keeps my child safe	93	84	17	15	1	1	0	0
The school informs me about my child's progress	69	62	40	36	1	1	0	0
My child is making enough progress at this school	65	59	41	37	4	4	0	0
The teaching is good at this school	73	66	34	31	3	3	0	0
The school helps me to support my child's learning	75	68	33	30	3	3	0	0
The school helps my child to have a healthy lifestyle	72	65	39	35	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	59	53	45	41	2	2	0	0
The school meets my child's particular needs	69	62	37	33	2	2	0	0
The school deals effectively with unacceptable behaviour	55	50	46	41	6	5	0	0
The school takes account of my suggestions and concerns	67	60	39	35	3	3	0	0
The school is led and managed effectively	91	82	19	17	1	1	0	0
Overall, I am happy with my child's experience at this school	90	81	18	16	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 May 2010

Dear Pupils

Inspection of Cookham Rise Primary School, Cookham SL6 9JF

I would like to thank you for your help to the team when we inspected your school. Special thanks to those pupils who wrote, telling me why, exactly, you enjoyed school. Now I would like to share with you what the inspection team found out.

Yours is a satisfactory school but there are some good things about it

- children get off to a good start in Reception
- the staff take good care of you. You get on well with them and each other, feel safe and behave well
- you have a super understanding of how to keep healthy and take lots of exercise
- your headteacher has already made some good changes to the school.

The staff are working hard to improve your standards, which are average at the moment, and your rate of progress, which is satisfactory. To help the staff in this task I have asked them to:

- give you better chances in mathematics and science to test out your ideas and carry out investigations
- make sure all of the teaching is good or better, so that you learn at a faster pace and are stretched to do your best, especially those pupils who find learning easier
- make sure the teachers use assessment and your personal targets better so that you can become more responsible for your learning
- check really carefully on your learning when the senior staff visit your lessons
- provide you with more challenging targets to stretch you further
- make sure they check that all the changes they put in place really help you to learn better.

You can help by keeping up your good attendance, making sure you concentrate hard at all times and by trying your best, especially in mathematics and science.

Yours sincerely

Derek Aitken

Lead inspector

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