

# Emmbrook Junior School

## Inspection report

---

<b>Unique Reference Number</b>	109863
<b>Local Authority</b>	Wokingham
<b>Inspection number</b>	356643
<b>Inspection dates</b>	12–13 January 2011
<b>Reporting inspector</b>	Eileen Chadwick

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

---

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	227
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alexis Smith
<b>Headteacher</b>	Lindsay Page (Acting)
<b>Date of previous school inspection</b>	15 May 2008
<b>School address</b>	Emmbrook Road Berkshire RG41 1JR
<b>Telephone number</b>	01189784940
<b>Fax number</b>	0118 9795006
<b>Email address</b>	head@emmbrook-jun.wokingham.sch.uk

---

<b>Age group</b>	7–11
<b>Inspection dates</b>	12–13 January 2011
<b>Inspection number</b>	356643

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 13 lessons and 10 teachers were observed. Inspectors also held meetings with pupils, staff with key responsibilities, a representative of the governing body and a local authority officer. In addition to observing the school's work and evaluating documentation such as policies, the school improvement plan, pupils' work and records of their learning and progress, inspectors examined 119 completed questionnaires from parents and carers, 97 from pupils and 25 from members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Pupils' attainment on entry to Year 3 and the extent to which the school builds on their attainment.
- Pupils' attainment in Year 6, including that of the current Year 6.
- The extent to which pupils develop their basic skills from Year 3 to Year 6, especially in numeracy.
- The extent to which teaching and the curriculum consistently meets the learning needs of different groups of pupils.
- The effectiveness with which leaders at all levels evaluate the quality of the school's work and use the information for future improvements.

## Information about the school

Emmbrook school is average in size when compared with other junior schools and mainly serves the local community. The school has specialist provision for a small number of pupils with hearing impairment. Most pupils have previously attended the infant school on the same site. The proportion of pupils known to be eligible for free school meals is below average and most pupils are of White British heritage. The proportion of pupils identified with special educational needs and/or disabilities is average, although the number with a statement of special educational needs is higher than the national average. The majority of these pupils have physical disabilities, autism or emotional and behavioural difficulties. The substantive headteacher left at the end of the last academic year and an acting headteacher, who was the previous deputy headteacher, has been in post since September 2010. The school holds a Healthy Schools award.

Daily breakfast and after-school clubs and a holiday club are held on the school's site but these are privately managed and, as such, are not part of this inspection.

**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

Emmbrook Junior is a satisfactory and improving school. It has a welcoming and caring atmosphere underpinned by a drive from all staff to raise pupils' achievement. The school is particularly effective in ensuring pupils are well cared for and kept very safe. These strengths, together with an interesting curriculum, support pupils' good spiritual, moral, social and cultural development as well as their enjoyment of school, high attendance, good behaviour and strong sense of personal safety. The acting headteacher has a clear vision for the school's future, is building on the school's strengths and has begun to make the necessary changes to improve pupils' progress.

Pupils' achievement is satisfactory. Those joining in Year 3 usually have above average attainment and pupils' satisfactory progress results in their above average attainment in English and mathematics by Year 6. Mathematics has improved in recent years but fewer girls reach higher levels than should. Pupils write fluently for a range of purposes but relatively weaker spelling across the ability range prevents attainment rising more quickly. Throughout the school, pupils make good progress in information and communication technology (ICT). Pupils with special educational needs and/or disabilities make satisfactory progress and all are given every opportunity to take a full part in all aspects of school life.

The overall quality of teaching and the curriculum is satisfactory. Improvements to the curriculum help teachers to provide exciting learning contexts which capture pupils' interests. The school has correctly identified that the match of work to pupils' learning needs is not always as precise as it should be and weaknesses in assessment cause slower progress at times, especially for more capable pupils in mathematics. The school is now developing an effective structure for teaching key basic skills in its cross-curricular topics. It correctly acknowledges this is not yet robust enough and there are gaps in some pupils' basic skills, including in mental arithmetic, and restricted opportunities for pupils to apply their numeracy skills in other subjects. The good enrichment of the curriculum through extra-curricular activities and strong partnerships with other schools support pupils' personal development well. Pupils make a good contribution to the school and wider community and many are active in the after-school clubs. They have a good understanding of how to keep fit and eat healthy food, as shown by their Healthy School award.

Leadership and management are satisfactory, as is the school's capacity for sustained improvement. Leaders at all levels are now monitoring the work of the school and this is improving the assessment of pupils' progress. Pupils' attainment has risen since the previous inspection and the leadership's honest and accurate self-evaluation means the school has identified appropriate priorities for moving forward. The acting headteacher is tackling some of the outstanding issues with urgency. Since the beginning of this

**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

academic year, systems for evaluating the progress of individuals and groups have been stepped up and now fully involve all teaching staff. Swift action is being taken to develop middle managers' roles so they can play a fuller part in raising achievement. However, the school improvement plan does not show clear enough attainment targets for each year group and this limits leaders, governors and staff in their checking of the impact of initiatives. Governors' support is strong but their use of data in checking on pupils' attainment and progress are not as thorough as their work in other areas.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **What does the school need to do to improve further?**

- Raise pupils' attainment and improve their progress by:
  - increasing the proportions reaching higher levels in mathematics and ensuring girls and boys do equally well
  - improving the development of pupils' mental skills in mathematics and addressing any gaps
  - improving pupils' spelling.
- Improve the consistency of good teaching and pupils' good learning and progress by July 2011 by
  - making better use of assessment and groupings to ensure that work is consistently matched to all pupils' abilities
  - ensuring the curriculum systematically sets out the basic skills and knowledge pupils are expected to acquire
  - ensuring pupils are given regular opportunities to use their mathematical skills across the curriculum.
- Ensure all those with leadership responsibilities play a full part in actively monitoring and evaluating the quality of provision and use the outcomes to bring about improvement by:
  - including clear attainment targets in the school improvement plan
  - developing the role of middle managers so they play a full part in observing teaching and checking and improving pupils' attainment and progress
  - strengthening the governing body's evaluation of data so they provide greater levels of challenge.

## **Outcomes for individuals and groups of pupils**

**3**

Pupils are articulate and keen to learn. Their good behaviour helps to ensure lessons flow smoothly. Lessons engage pupils because relationships are good and pupils are inspired by the stimulating learning contexts. They are given many opportunities to express ideas and solve problems. This was demonstrated in a good mathematics lesson in Year 5 when a practical problem solving approach enabled pupils to clearly grasp properties of geometrical shapes when they constructed three-dimensional shapes from two-dimensional drawings and descriptions. Pupils were challenged well because activities

**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

were carefully planned so they matched the range of pupils' abilities. However, there is not enough of this good learning through consistently good teaching across the school. Lesson observations and evaluation of pupils' tracking data and their work showed pupils' learning is mainly satisfactory. Pupils enter and leave school with above average attainment but the lack of a steady build-up of basic skills for pupils of all abilities prevents attainment rising more quickly. More capable girls do not always do as well as they should in mathematics. This was demonstrated in the latest end-of-Year 6 assessments when their attainment at higher levels was significantly better in English than mathematics.

Pupils with special educational needs and/or disabilities, for example those with autism and physical disabilities such as hearing impairment, make progress in line with their peers. They are well supported emotionally and physically so their individual needs are met and they successfully adapt to learning in class situations. Pupils with emotional and behavioural difficulties are supported very well and incidents of poor behaviour are extremely rare.

Pupils develop independent research and teamwork skills well. They play a positive and active role within their community, for example through the school council, fundraising and charity work and by acting as role models to younger pupils. Along with demonstrating their responsibility within school, of special note is pupils' respect for each other's backgrounds and other cultures. As a result of assemblies, their work in religious education and the sense of wonder engendered through art and design and humanities education, their spiritual development is good. The extent to which pupils develop and apply their basic skills prepares them soundly for their future life and learning.

**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

*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers' enthusiasm and good use of practical resources and whiteboard technology engage pupils' interests. They use a mix of approaches which encourage the pupils to learn through listening and watching, sharing ideas and investigative work. Specialist support in withdrawal sessions for pupils with special educational needs and/or disabilities, including for those with hearing impairment, is good but, like their peers, activities in everyday lessons do not always fully meet their needs. For example, during writing lessons observed in Years 3 and 4, there was insufficient focus on pupils using dictionaries and word banks to promote better spelling. Planning has recently been overhauled to make better use of assessment for matching work to pupils' needs. However, the school acknowledges there is more to be done to ensure that work is fully matched to pupils' capabilities and grouping arrangements ensure more capable pupils are always challenged in mathematics. The informative marking, along with systematic homework, supports learning suitably.

The broad curriculum stimulates cross-curricular learning. There are many examples of good quality practical work underpinning pupils' academic learning, for example in art and design on the theme of poppies when pupils create vividly painted images to support their learning about the Second World War. However, opportunities for pupils to develop their basic skills are patchy across the school, including opportunities for applying mathematics to other areas of the curriculum. Good links with the community and with other schools

**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

enrich pupils' learning experiences, especially in ICT, where there are very strong links with the secondary school.

Parents and pupils agree that pupils are well cared for. There are well-managed systems for child protection and health and safety across the school. Good induction arrangements help ease the transition from one stage of education to the next. Adults provide strong support for pupils' social and emotional development. The school works very well with outside professionals in order to support vulnerable pupils and help them to adapt to school. Sound partnerships with parents help to promote pupils' satisfactory learning in school.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

School leaders, staff and governors have a common commitment to improving the provision of the school and to raising pupils' attainment. The acting headteacher has begun to create systems to enable them to work together in developing and evaluating the work of the school. Empowering leaders at all levels has been prioritised. Upper and lower school team leaders are already beginning to have more impact on supporting colleagues and checking their work. Teaching and learning are regularly monitored, although this is still predominantly by senior leaders. Professional development is being prioritised and teachers have welcomed the recent training in assessment enabling them to measure the impact of their teaching on the progress of different groups. The school has collected detailed assessment data in the past but there has been insufficient analysis of how pupils are progressing towards their appropriately high targets. Some weaknesses in pupils' progress caused by inconsistency in the teaching and curriculum have not been addressed quickly enough. Governors meet regularly and work hard but they rightly acknowledge that they have been too inclined to listen to the school's view of itself rather than examining progress and attainment data in more depth for themselves.

Systems for safeguarding and risk assessment are good and firmly established in policies, working practices and the school ethos. This is affirmed by the high degree of endorsement from parents in the questionnaires returned. There is no evidence of discrimination, and the relative progress of different groups of pupils, while variable as they move through the school, means that equality of opportunity is satisfactory. Leaders are keen to improve this and they are well aware of the need to ensure that the most able pupils do as well as possible in all lessons. The school promotes cohesion in its own community well. It has evaluated that further work is needed to reach out beyond the

**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

local area and has clear plans in place for promoting and extending pupils' understanding from national and global perspectives.

*These are the grades for leadership and management*

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

## Views of parents and carers

Over a half of parents and carers returned the questionnaires. Most are happy with their children's experiences at school. Inspectors agree with them that their children enjoy school and behave well, the school keeps their children safe and good arrangements for transfer help their children settle well. A few are, nevertheless, concerned about the progress their children make in their learning. Although satisfactory overall, the inspection finds that the school has work to do to ensure pupils make consistently good progress. A few are also concerned that the school does not work closely enough with them or listen to and address any concerns about academic progress. Inspectors find the school's work to involve parents is satisfactory and that it has started to build better systems for teaching basic skills to help address concerns about progress.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Emmbrook 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 119 completed questionnaires by the end of the on-site inspection. In total, there are 227 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	51	53	45	4	3	1	1
The school keeps my child safe	70	59	49	41	0	0	0	0
My school informs me about my child's progress	39	33	72	61	5	4	2	2
My child is making enough progress at this school	35	29	67	56	11	9	4	3
The teaching is good at this school	44	37	70	59	3	3	1	1
The school helps me to support my child's learning	36	30	70	59	10	8	2	2
The school helps my child to have a healthy lifestyle	45	38	67	56	6	5	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)	58	49	57	48	2	2	0	0
The school meets my child's particular needs	36	30	68	57	8	7	5	4
The school deals effectively with unacceptable behaviour	39	33	71	60	5	4	0	0
The school takes account of my suggestions and concerns	37	31	67	56	9	8	1	1
The school is led and managed effectively	48	40	58	50	7	6	0	0
Overall, I am happy with my child's experience at this school	52	44	59	50	8	6	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



15 January 2011

Dear Pupils

**Inspection of Emmbrook Junior School, Wokingham RG41 1JR**

Thank you very much for welcoming us to your school. We enjoyed talking with you and your teachers. This letter is to tell you what we found out about your school.

The school provides you with a satisfactory and improving education. Here are some of the things you and your school do well.

- You enjoy school and this shows in your excellent attendance rates.
- You help to make your school a special place because you behave well and are very helpful.
- You have good learning opportunities in ICT and through visits, visitors and clubs.
- You understand how important it is to keep fit and healthy and know you should not eat too many cakes and sweets.
- You told inspectors that staff take very good care of you and keep you safe and we agree.

This is what we are asking your school to do to improve:

- Help some of you to reach higher standards in mathematics and help all of you to improve your mental arithmetic and spelling.
- Make all lessons as good as the best ones so that the work is at just the right level and never too easy for you.
- Make sure all school leaders play a full part in making the school better and check how well things are going.

We hope you will continue to enjoy school. You can help by working hard at improving your spelling and mental arithmetic. Well done for doing so much for the community. Please keep this up!

Yours sincerely

Eileen Chadwick

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).