

Pangbourne Primary School

Inspection report

Unique reference number	109940
Local authority	West Berkshire
Inspection number	378016
Inspection dates	9–10 July 2012
Lead inspector	Keith Sadler

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair	Paul Whiteley
Headteacher	Melissa Fry
Date of previous school inspection	28 April 2009
School address	Kennedy Drive Pangbourne Reading RG8 7LB
Telephone number	0118 984 2315
Fax number	0118 984 1225
Email address	office@pangbourne.w-berks.sch.uk

Age group	3–11
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Introduction

Inspection team

Keith Sadler

Additional Inspector

Charlotte Roberson

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 17 lessons led by 11 different teachers or practitioners, totalling approximately nine hours of observation. Two lesson observations were carried out jointly by an inspector and headteacher. Inspectors held meetings with members of the governing body, staff and groups of pupils. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work and looked at a wide range of documentation. This included the school's analysis of pupils' progress, teachers' lesson plans, the school's development plan, leaders' monitoring records and pupils' work. The questionnaires completed by 89 parents and carers, together with others from staff and pupils, were analysed and their responses taken into account.

Information about the school

Pangbourne is an average-sized primary school. Most pupils are of White British heritage and there are a few from a number of minority ethnic groups. The proportion of pupils known to be eligible for free school meals is about half the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average. The school meets the current floor standards set by the government, which determine the minimum expectations for attainment and progress. The school has gained Healthy Schools status and the Basic Skills Quality Mark.

The Early Years Foundation Stage consists of a part-time Nursery class which is an area provision and is for mornings only, and a Reception class. There is one class for each of Years 1 to 6. The Pangbourne Children's Centre is accommodated on the school site. This is not managed by the governing body and is subject to a separate 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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Pangbourne is a good school. It is not outstanding because although teaching is outstanding in the Early Years Foundation Stage, in Years 1 to 6 it is good. In consequence, this leads to good rather than outstanding overall achievement.
- Pupils of all abilities make good progress in reading and mathematics and achieve well. At the end of Year 6, the standards of more able pupils are not quite as high in writing as in reading and mathematics, because in Years 3 to 6, there are too few opportunities provided for them apply their writing skills across the whole curriculum.
- Teaching is good overall and is particularly effective in the Early Years Foundation Stage. Across the school, teachers manage pupils well and ensure there is a calm and purposeful atmosphere in all classes. They generally provide interesting and engaging activities. However, on occasion, and particularly in Years 3 to 6, work is not always sufficiently well planned to provide challenge for all groups. Although marking is generally thorough and comprehensive, pupils' next steps in learning are not always made clear, particularly in mathematics.
- The pupils feel safe in school. Most behave very well in and around the school. They have positive attitudes to their work and understand how to keep safe.
- Leadership and management are good. The new headteacher has successfully built on the strengths in the last inspection. The curriculum is good and well supports the pupils' spiritual, moral, cultural and social development. Senior staff have focused well on improving teaching and further raising standards by the management of performance. The governing body supports and challenges the school well.

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What does the school need to do to improve further?

- By January 2014, lift the quality of teaching and accelerate pupils' learning so that much is outstanding in all key stages by ensuring that:
 - teachers plan work that consistently provides challenge for all groups of pupils
 - more opportunities are provided in Years 3 to 6 for pupils to practise their writing skills across the curriculum, particularly providing extended writing opportunities for the more able pupils
 - inconsistencies in the quality of marking are removed and that teachers always make next steps in learning clear.

Main report

Achievement of pupils

Children enter the Nursery with skills and abilities that are at expected levels. Pupils leave the school with standards that are consistently above average, and high in some subjects, demonstrating good progress.

Children make outstanding progress in the Early Years Foundation Stage unit in all areas of learning. The adults establish purposeful and positive relationships and this helps the children to feel secure and confident. Children benefit from regular individual and small group sessions with well-trained staff. Their learning is highly enthusiastic and purposeful because tasks are made exciting by the staff. Staff question children well, demanding extended answers. This was clear in an excellent session in which children were learning about the properties of three-dimensional shapes. Children were able to describe and distinguish between complex shapes, and the most able constructed their own accurate models of a wide range of shapes and could describe what they were. 'This is a triangular based pyramid,' announced one proud four-year-old.

In Years 1 and 2, pupils make good progress in reading, writing and mathematics. For example, a group of Year 2 pupils made rapid progress when learning about what constitutes fact and fiction in texts. The class teacher read extracts from *Walk with a Wolf* and the children were able to elicit key facts from the narrative, and they knew that information can be gained from contents and indexes. They developed an understanding of tense and by the end of the lesson they could all explain differences between fact and fiction. Pupils are taught letters and the sounds that they make (phonics) very well, and successfully build words from their phonic knowledge. These features, together with the close tracking of pupils' progress and intervention when needed, ensure that by the end of Year 2, attainment in reading is above average. Pupils' rapid progress in reading continues in Years 3 to 6 and, by the time that they reach Year 6, attainment is high. Year 6 pupils develop sophisticated reading skills. They are able, for example, to provide lucid and evidenced reasons why they prefer the wizards in *Harry Potter* to those in *Lord of the*

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Rings, or the reverse.

All groups of pupils make good progress and achieve well whatever their starting points on entry to school. However, senior staff are keenly aware that although standards in writing are significantly above average by the end of Year 6, more able pupils achieve higher standards in reading, mathematics and science. The school is rightly focusing on strengthening the opportunities for pupils to write extended texts across a range of subjects. Recent revisions to the curriculum to link subjects together mean that the school is starting to provide good opportunities to strengthen these skills.

Disabled pupils and those with special educational needs make good progress because their needs are identified clearly and the right support provided. They learn well in lessons because work is matched effectively to their particular needs.

Quality of teaching

Inspection findings confirm the views of the overwhelming majority of parents and carers who said in questionnaires that their children are taught well. Throughout the school, pupils enjoy learning. Staff generally have high expectations of what the pupils can achieve. Planning is particularly effective in the Early Years Foundation Stage and in Key Stage 1. Here, work is invariably challenging for all groups and this ensures that learning is quick and positive. This is generally, though not always, the case in Years 3 to 6. Here, teachers invariably plan interesting and engaging activities but occasionally work is not as consistently stretching, particularly in mathematics and writing. Teachers make effective use of the interactive whiteboards to enliven learning and to focus pupils on the tasks. The teaching of reading is effective throughout the school. Recent changes to the school's curriculum for reading and writing, which have commenced for all pupils in Years 1 and 2 and for those that find reading hard in Years 3 and 4, are having a positive benefit. Work is tailored well to meet the needs of these pupils and this enables the skilled teaching assistants to provide positive support in one-to-one and withdrawal groups in Years 3 and 4. Teaching assistants also make a valuable contribution to the good quality teaching of disabled pupils and those who have special educational needs. Their work is effective both when giving in-class support and also in the withdrawal groups for literacy and numeracy.

Previous weaknesses in the teaching of information and communication technology (ICT) have been overcome. This has been partly achieved through curricular revisions, with teachers' plans effectively weaving basic skills into their curriculum topics; this gives purpose to ICT activities. Teachers effectively promote the pupils' personal development by providing many opportunities for them to work in pairs or small groups, and this enlivens learning. This was the case in a good quality Year 6 mathematics lesson when pupils were learning about ratio and proportion and were working to plan to furnish bedrooms. Pupils helped each other well and made rapid progress when making scaled plans of furniture to fit their rooms. Teachers also get pupils to confer with 'talking partners' in lessons. This positive characteristic

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strengthens both speaking and listening skills and the pupils' levels of engagement.

Marking is generally thorough, particularly in English, where teachers usually, though not always, provide supportive comments and celebrate successes. In all classes, pupils assess their own work, particularly in writing. However, next steps in learning are not always made clear and this leads to some uncertainty amongst pupils about what they need to do to reach the next level in their learning.

Behaviour and safety of pupils

Inspection observations and school records show that the typical behaviour of almost all pupils is good and many behave very well. Pupils are polite and courteous in lessons and when moving around the school. Staff manage the pupils' behaviour well, relationships are good and all classes have a calm and purposeful atmosphere. Pupils' positive attitudes to learning and their enjoyment of school are reflected in their above average attendance.

Although the very large majority of parents and carers who responded to the questionnaire said that there is a good standard of behaviour at the school, a few said that they had had concerns about bullying. Reviews of school records and policies show that the school deals effectively with any cases that arise. Pupils confirm that bullying is not an issue in the school. As one Year 6 boy said, 'Incidents of bullying are rare and random.' The pupils pointed out the excellent range of comic material they had made using computers, as part of the anti-bullying programme. They have a highly developed sense of all forms of bullying, and the strong personal and social development programme supports this well. Pupils say that they feel safe in school, and parents and carers confirm this. As one pupil said, 'It's a secure area and the adults keep us safe.' Pupils particularly enjoy the regular 'Junior Citizenship' days. Here they learn about first aid and managing electricity, as well as having police input on phone and cyber safety.

Leadership and management

The impact of leadership and management is good. The new headteacher is leading the school well and she is supported by an effective senior leadership group. There is a clear ambition for further improvement and this is shared by the whole staff team. School evaluation is accurate and senior leaders clearly recognise the strengths in provision and areas for further improvement. Close monitoring by senior staff enables the good quality development plan to set the right priorities. These are supported by well-conceived and effective professional development opportunities for all staff. The school promotes equality of opportunity and tackles discrimination well through an increasing focus on the achievement of all groups of pupils, including those whose circumstances make them vulnerable. Taken together, these positive features demonstrate the school's capacity for further improvement.

The school has a broad and effective curriculum that has recently been reviewed to ensure that activities build on pupils' interests and ideas. Reading, numeracy and ICT

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receive a good focus across the curriculum. Opportunities for writing have been extended but the school recognises that whole-school events, such as the recent Greek Olympics topic, are not always fully exploited for extended writing. Pupils' spiritual, moral, social and cultural development is supported well in learning activities and assemblies. This was demonstrated during the inspection by the good quality Years 5 and 6 production of 'Going for Gold'.

Governors are knowledgeable about pupils' attainment and, by regular visits to the school, they develop a good understanding of strengths and weaknesses. This enables the governing body to provide suitable support and challenge for senior staff. The governing body also ensures that safeguarding and staff vetting procedures meet requirements and give no cause for concern.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



11 July 2012

Dear Pupils

Inspection of Pangbourne Primary School, Reading RG8 7LB

I am writing to thank you for making Mrs Roberson and me so welcome when we came to inspect your school, and to tell you what we found. You told us that you enjoy school and learning and that you feel safe because the adults all help you. We agree. Yours is a good school because your teachers help you to learn well and make good progress. You make the best progress in F1 and F2, because here the teaching and activities are outstanding. In Years 1 to 6, your progress is good because your teachers generally make lessons interesting and demanding for you.

Your behaviour is good and you enjoy playing and learning together. Along with many parents and carers, we particularly enjoyed watching Years 5 and 6 perform 'Going for Gold'. We thought your singing, dancing and acting were really good!

Your new headteacher is doing a good job. She is helped by the senior staff and all the other adults. They work closely together and are determined to make your school even better.

Even in a good school like yours, there are some things that can be done to improve it further. We have asked your headteacher and staff to do three things. First, we have asked that your teachers make sure that when they plan your lessons, they provide you with tasks that challenge all of you. This is whether you find learning easy or hard. Second, so that more of you attain Level 5 at the end of Year 6, we want you to get more chances to practise your writing skills in subjects other than literacy. Finally, when marking your work, we have asked your teachers to make clear the next steps in your learning so that you will know what you have to do to reach the next level. You can help by reading their comments carefully and always trying your best. We hope that you continue to enjoy school and learning.

Yours sincerely

Keith Sadler
Lead inspector

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