

Alexandra House  
33 Kingsway  
London  
WC2B 6SE

T 08456 404045  
F 020 7421 6855  
enquires@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



09 January 2008

Mrs A Jarvis  
Headteacher  
Peppard Church of England Primary School  
Church Lane  
Peppard  
Henley-on-Thames  
Oxfordshire  
RG9 5JU

Dear Mrs Jarvis

Ofsted survey inspection programme – Evaluation of the Primary and Secondary National Strategies

Thank you for your hospitality and co-operation, and that of your staff, during my visit with Deana Holdaway ADM on 7 December 2007 to look at work in the Primary National Strategy (PNS).

As outlined in my initial letter, as well as looking at key areas of the PNS, the visit had a particular focus on the impact of assessment for learning (AfL).

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of three lessons.

The overall effectiveness of the PNS was judged to be inadequate

Achievement and standards

Pupils' achievement and the impact of AfL on pupils' achievement and personal development are inadequate.

- The majority of pupils arrive at the school with skills above those expected for their age. By the end of Key Stage 2 pupils achieve standards in line

with the national average in mathematics. Lesson observations and work in pupils' books confirms they make inadequate progress.

- Pupils with learning difficulties remain focused on activities and tasks because they are effectively supported by teaching assistants.
- Pupils are well behaved, polite and have good attitudes to learning.

### Quality of teaching and learning of mathematics

The quality of teaching and learning and the impact of AfL on teaching and learning are inadequate.

- Teachers have weak subject knowledge. Objectives are highlighted at the start of the lesson, but they often describe tasks to be completed, rather than the learning that will take place.
- Although teachers' plans are detailed, tasks are not always appropriately matched to the needs of individual pupils. Additionally, planning does not always take into account pupils' starting points because assessment is infrequent and inaccurate. This is having a negative impact on pupils' progress.
- In some of the lessons observed, progress is slow because teachers fail to ask questions that require pupils to think or explain.

### Quality of curriculum

The quality of the curriculum is satisfactory. The impact of AfL on the curriculum is inadequate.

- The curriculum has sufficient breadth and statutory requirements are met.
- Curriculum provision for the Foundation Stage does not cater for those pupils capable of more challenging work.
- Pupils' workbooks indicate that in most classes there is an over-reliance on worksheets rather than on practical or investigative activities.

### Leadership and management

Leadership and management in mathematics and the effectiveness of the leadership and management of AfL are inadequate.

- Systems for monitoring, analysing and evaluating the quality of education are at a very early stage of implementation. It is too early to gauge their impact.
- Strategic planning does not sufficiently focus on pupils' outcomes. Targets, in the school improvement plan mostly describe processes and procedures rather than the desired outcomes for pupils.
- Distributive leadership is under-developed. Consequently, the headteacher has responsibility for most developments in the school.

## Assessment for learning

The impact of AfL overall is inadequate.

- Whole school assessment procedures are inadequate. Summative assessment data is used to identify gaps in pupils' learning but day to day assessment is not developed to inform planning or to match work to pupils' abilities.
- Some elements of AfL were evident in lessons, these are not yet embedded in practice, nor is there any evidence that they are making a difference.
- The quality of marking is varied. While some is regular, helpful and encouraging, other marking does not provide pupils with sufficient guidance on how to improve.

## Inclusion

The impact of AfL on inclusion is inadequate.

- There is significant underachievement in the school. Pupils' progress does not match their abilities because teachers give them work that is too easy. The more able pupils are insufficiently challenged.
- Senior managers and teachers' expectations of pupils are too low and as a consequence too many pupils do not achieve as well as they can.

Areas for improvement, which we discussed, included:

- ensuring all teachers have access to appropriate training
- ensuring success criteria in the school improvement plan is linked to pupils' measurable outcomes
- ensuring that responsibilities at all levels are distributed equitably across the school.

I hope these observations are useful as you continue to develop mathematics and assessment for learning in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Kekshan Salaria  
Her Majesty's Inspector