

Francis Baily Primary School

Skillman Drive, Thatcham, West Berkshire, RG19 4GG

Inspection dates 21–22 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

This is a school that requires improvement. It is not good because:

- Pupils in Key Stage 1 are not making enough progress in reading, writing and mathematics.
- Not all teaching challenges the most able pupils to reach the highest levels.
- In lessons where teaching is not good, pupils do not settle to work quickly enough and low-level poor behaviour has a negative impact on pupils' learning.
- Until recently pupils eligible for the pupil premium (additional funding from the government for pupils eligible for free school meals, in local authority care or with a parent or carer in the armed forces) have made progress at a slower rate than the other pupils in the school.
- Middle leaders are not playing a full part in supporting colleagues to improve teaching.

The school has the following strengths:

- The senior leadership team and the governing body have a clear plan in place and have taken actions that have already led to improvements in teaching, and are beginning to improve pupils' attainment and behaviour.
- Pupils get off to a good start in the Reception class due to good teaching. Teaching is also strong in Years 5 and 6 where teachers have high expectations of work and behaviour.
- Standards in Key Stage 2 have improved and were good in mathematics and reading in 2013; this improvement is projected to be maintained in 2014.
- Disabled pupils and those with special educational needs make good progress throughout the school.
- Pupils feel safe and secure in the school and the school has good arrangements to keep them safe.

Information about this inspection

- Inspectors observed 24 lessons or parts of lessons, of which 10 were joint observations with the headteacher or one of his deputies.
- Inspectors listened to pupils read, examined work in books and talked to pupils about their learning.
- Inspectors, accompanied by pupils, toured the school to explore the breadth of the curriculum and the additional activities the school provides for pupils.
- Inspectors analysed data relating to pupils' attainment and progress. They also scrutinised the school's own documentation, including self-evaluation and documents relating to safeguarding and behaviour.
- The views of 40 parents and carers who responded to the online questionnaire (Parent View) were taken into account, and some parents and carers were spoken to in the playground at the start of the school day.
- The views of 31 members of staff were gathered from the staff questionnaire.
- Meetings were held with pupils, senior and middle leaders, governors and a representative from the local authority.

Inspection team

Janet Maul, Lead inspector

Additional Inspector

Olson Davis

Additional Inspector

Sue Cox

Additional Inspector

Full report

Information about this school

- Francis Baily Primary School is larger than the average size primary school.
- The proportion of pupils supported by the pupil premium is low, and nearly all of these pupils are eligible because they are eligible for free school meals. There are no pupils in the care of the local authority, and very few have parents or carers serving in the armed forces.
- The proportion of pupils identified as disabled or who have special educational needs and are supported at school action is lower than the national average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportion of pupils who come from minority ethnic backgrounds or who do not have English as their first language is low. Few pupils are from any single minority ethnic group.
- The headteacher joined the school in September 2013. There are two deputy headteachers, one of whom acted as interim headteacher prior to the appointment of the present headteacher.
- The school meets the government's floor standards, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Accelerate the progress of pupils, particularly in Key Stage 1, by:
 - embedding the structured teaching of phonics (the sounds that letters make) throughout Reception and Key Stage 1
 - ensuring that teachers plan work that is challenging for all pupils, particularly the more able
 - making the increase in challenge for more-able pupils part of the school's staff development programme
 - sharing good practice across the school by, for example, team teaching and modelling good practice
 - closely monitoring the progress of pupils eligible for the pupil premium, and intervening quickly if progress slows.
- Improve behaviour in lessons by:
 - senior staff modelling behaviour management strategies and high expectations to colleagues
 - making sure all staff consistently adhere to the behaviour policy, and have the same expectations of pupils
 - making the policy simpler and reintroducing it to all stakeholders, including pupils.
- Improve middle leadership by:
 - ensuring that middle leaders understand the school's data and refer to them when working with colleagues so that they have a shared understanding of progress
 - giving middle leaders some responsibility for teaching and learning within their year groups
 - middle leaders planning with colleagues to improve outcomes for pupils.

Inspection judgements

The achievement of pupils

requires improvement

- The achievement and attainment of pupils in Key Stage 1 requires improvement because pupils are not making enough progress or reaching high enough standards in Years 1 and 2.
- Children enter Reception class with broadly average skills and attainment. They make good progress and leave with higher attainment than similar children nationally.
- The phonics screening check scores have been low for the last two years, but evidence now shows that, due to more consistent teaching strategies introduced by the new headteacher, pupils are now working at the expected level.
- In 2013 pupils in Key Stage 2 attained well, with pupils performing at a higher level than other pupils nationally, particularly in mathematics and reading. The standard of writing was not quite as strong, with fewer pupils achieving the highest levels. The inspectors found evidence to suggest that these higher standards are likely to be maintained in 2014.
- Disabled pupils and those with special educational needs performed well compared to their peers in tests at the end of Key Stages 1 and 2. The inspectors found that this picture was reflected throughout the school. Pupils are well supported and their progress carefully tracked.
- Pupils in Key Stage 1 who are eligible for the pupil premium performed less well than similar pupils in the national tests. In Key Stage 2 these pupils made faster progress than similar pupils nationally; nevertheless at the end of Key Stage 2 pupils eligible for the pupil premium were on average still eight months behind the other pupils in mathematics and writing, and 14 months behind in reading. The school is addressing this and evidence is emerging that pupils eligible for the pupil premium are now making progress at a similar rate to other pupils in the school.
- Pupils from minority ethnic groups are few in number and come from a variety of backgrounds, but taken altogether they performed slightly better than White British pupils.

The quality of teaching

requires improvement

- Teaching requires improvement because not enough pupils make consistently good progress over time.
- In Reception and throughout Key Stage 1, pupils do not always have the opportunity to extend their learning and understanding as questioning is not always used effectively. For example, adults frequently accepted and expected one word answers to questions instead of encouraging fuller answers to promote language skills.
- Good teaching was seen in Years 5 and 6. Lesson observations and scrutiny of work in books showed that pupils are challenged to work hard and develop thinking skills, resulting in work of a high standard. In other parts of the school, lack of challenge for the most able pupils was seen in many classes.
- Dedicated teaching assistants support pupils diligently; however they need more guidance from class teachers about when it is appropriate to step back and allow pupils to work independently.
- Pupils enjoy learning and in most lessons seen during the inspection teaching was good.
- In Reception, phonics is well taught, with pupils very proud of themselves as they sounded out simple words and wrote them on small whiteboards.
- Pupils read regularly and use reading record books which are shared with parents and carers.
- Teachers assess pupils' learning regularly and track their progress through the school.
- Marking is a strength of the school and pupils know how well they are doing. Pupils are given time to read and respond to their teacher's comments. Pupils are set targets which are updated regularly.
- Teachers set homework regularly and use it to support pupils' learning in the classroom.
- Interesting displays around the school celebrate pupils' work, and displays in classrooms are

used to support learning.

- Staff track the progress of pupils eligible for the pupil premium. The effect of the support being given is monitored and action taken if progress is not fast enough. However, this close scrutiny is relatively recent, having been introduced this academic year by the new headteacher.
- The progress of disabled pupils and those with special educational needs is tracked and monitored very well, and appropriate interventions are made resulting in good progress for this group of pupils.

The behaviour and safety of pupils

require improvement

- The school's work to keep pupils safe and secure is good. The site appears safe and well maintained and there is a comprehensive risk assessment register.
- The single central record is up to date and rigorously maintained.
- Levels of supervision are good for all activities including during lunchtimes and breakfast and after-school clubs.
- Nearly half of the staff have up-to-date first-aid training. Systems are in place for recording and reporting accidents and for the administration of medicines.
- Several staff and governors have undertaken Safer Recruitment training.
- All but the most recently appointed staff have undertaken safeguarding training, and five members of staff have advanced training.
- The behaviour of pupils requires improvement because in classes where teaching was not good, low-level disruptive behaviour was seen, for example calling out in class. This made the pupils feel unsettled and is detrimental to the learning environment.
- There are no serious behavioural issues and pupils consider that behaviour is now good, having improved a great deal since September when the new headteacher joined the school. Evidence to support this was found in the school records which show a sharp decrease in the number of behavioural incidents compared with the same period last year.
- Pupils state that they feel safe and well cared for in school. They report that bullying seldom happens and is dealt with well by staff. They understand that racism is wrong, and said that it is very rare. Records are kept for incidents of bullying, behavioural incidents and racist incidents.
- The senior leadership team uses school assemblies effectively to promote equality, to tackle discrimination and to foster good relationships. The behaviour seen during school assembly was good because pupils were involved in activities, they were interested, and the teacher had high expectations of them.
- Attendance is good, and exclusions are in line with national figures.
- Poor attendance is followed up assiduously, and pupils who may not attend school regularly enough are invited along to the breakfast club. This has resulted in improved attendance for these pupils.

The leadership and management

require improvement

- Leadership and management require improvement because there has been a legacy of underachievement at Key Stage 1, and steps are only now being taken to address this.
- At present middle leaders do not take responsibility for improving teaching; however, the school has plans to rectify this.
- The new headteacher has had a positive impact since he joined the school in September. The introduction of a comprehensive tracking system and improvements to phonics teaching are having a positive effect on pupils' education, but this is only just starting to have an impact on standards.
- Pupils appreciate the headteacher's visible presence and the changes he has made, commenting particularly on the improvement in behaviour; they also said, 'He gets involved with things and

pops his head into all the classrooms.’

- The headteacher is assisted by two deputies who share his vision for school improvement and improving pupils’ life chances.
- The inspection team found the senior leadership team’s judgement of lessons and identification of strengths and weaknesses to be accurate, and the feedback they gave to teachers was fair and balanced, with professional discussion to help improve lessons.
- The headteacher is managing performance effectively, setting appropriate targets. Pay generally reflects performance.
- The school’s curriculum is broad and balanced, and supported well by a wide variety of visits and visitors planned to inspire pupils. The senior leadership team and governing body are currently planning the implementation of the new National Curriculum.
- Pupils social, moral, spiritual and cultural development is good. For example, the inspectors saw evidence of a whole-school project and display on ‘people who inspire us’ which aims to raise aspiration in pupils. Pupils could talk about this with considerable insight.
- The pupil premium grant is well spent and the impact monitored. Regular meetings to monitor pupils’ progress provide the opportunity to discuss how best to target support.
- Francis Baily Primary School has good links with the neighbouring secondary school, and transition arrangements are good, particularly for more vulnerable pupils.
- The government’s new sports funding is used well. Part of the money has been spent on a sports coach who is helping teachers to improve their teaching skills in physical education. He also runs sports clubs and pupils who might benefit are invited and encouraged to attend.
- The school takes part in a large number of competitive sporting events.
- The school has the confidence of the parents and carers who are generally happy with the education their children receive.
- Staff are very positive about the school and the new headteacher, and most are happy with the changes that he has made to improve the school.
- The local authority provides light touch support for this school, although it has recently provided additional support for the new headteacher.
- The school has a good capacity to improve, and has already started this process.
- **The governance of the school:**
 - Members of the governing body have a good understanding of where the school is now, and how it could become better; they speak knowledgeably about recent improvements. Governors know what the quality of teaching is like, and what the headteacher is doing to make it better. The governing body receives regular reports about the school’s performance data, which they interrogate thoroughly. The governors manage the school’s finances well, ably assisted by the school’s business manager. The governors ensure that the pupil premium grant is spent well in order to provide good outcomes for pupils. They are involved in the performance management process and liaise closely with the headteacher to ensure that pay reflects performance. The governing body is very supportive of the school, but will also challenge the headteacher when appropriate. The governing body fulfils its statutory duties.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109831
Local authority	West Berkshire
Inspection number	432021

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	523
Appropriate authority	The governing body
Chair	Asa Parker
Headteacher	Chris Davis
Date of previous school inspection	7–8 July 2011
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