
**CAVERSHAM PRIMARY
SCHOOL**



Year 6 Pupils' Inspection Report
3rd-4th July 2017

Type of school: Primary

School Category: Community

Age range of pupils: 4-11

Number on roll: 455: (228 girls and 227 boys)

Chair: Mr. Antony Morris

Headteacher: Mrs. Ruth Perry

Assistant Headteacher FS/ KS1: Miss Clare Jones

Assistant Headteacher KS2: Mrs Annie Hanson

Previous children's inspection: July 2016

School Address: Hemdean Road, Caversham, READING, RG4 7RA

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Charles B-D, Emily L and Juliette McC

Introduction:

The Children's Inspection Team was made up of 12 pupils from Year 6 who have represented their classes on the School Council in the time they have been at Caversham Primary School.

Y6 pupils carried out a review of pupil learning across the school.

The present School Council was interviewed as well as a selection of parents and School Governors to get a clear picture of the school.

Roughly 28 lessons, assemblies and playtimes were observed covering all areas of the curriculum as well as Behaviour and Safety observations at breaktime.

The pupils saw lessons from Reception to Year 6 and subjects that were their interests.

The pupils conducted observations in pairs- focusing on the quality of learning. Lessons were observed on Monday and Tuesday and the report was written collaboratively.

Focus areas:

- Pupils' Behaviour and Safety in the school
- Quality of Leadership in and Management of the school
- Achievement of pupils at the school
- The Quality of Teaching and Learning in the school

Parents and pupils completed an annual evaluation survey.

Stakeholders were interviewed as part of the process.

The final report was ready to be published on the school website on Friday 21st July 2017.

Context:

This large over-subscribed school of 455 pupils serves pupils from a wide area. A few pupils speak English as an additional language and these languages are celebrated through Language of the moment and events like Languages Day. Children are admitted to the Reception classes in September of the academic year in which they reach their fifth birthday. The school has gained a number of awards including Artsmark Gold (for 3rd time) and the Level 2 UNICEF Rights Respecting School award where people's rights and responsibilities are recognised. It is also a St. John Ambulance award school (June 2012). The school also received the British Council International Award in 2013.

Last Inspection findings July 2016:

The things we thought were good:

- The children paid attention in class
- The staff work hard
- Most pupils work their hardest most of the time
- There is good attitude
- The lessons are fun (most of the time)
- The school is equal
- The school is willing to change for the better
- The bells keep teachers on time
- The school is professional at fire drills/ evacuations
- The school helps a lot of charities
- Most children are happy in the school
- Bullying is dealt with well
- The teachers teach with confidence
- Use technology well in lessons
- Learn a new thing every day
- We show our core values every day
- Children are determined
- Pupils are successful learners.

The things we think could be improved:

- Show more resilience- have another go- make a mistake and learn from it
- Let others take a turn/ sharing
- Get rid of all the litter
- Cut back nettles on field
- Not all pupils have displayed honesty
- All pupils to use full stops and capital letters without fail
- Improvement in spelling- same mistakes being made when it has been taught
- Cut back overgrown leaves on field
- More grass on field
- More soil for the outdoor classroom
- Clean outdoor classroom
- Tidy Y3 cloakroom
- More cooking and pottery.
- More lessons outside- like maths
- Need to space out the bins more.
- Some pupils need to have a better attitude in assembly
- Add a water fountain to the backfield.
- Explore more IT opportunities in lessons



Behaviour and Safety
Grade 1: Outstanding

Every Child Matters outcomes

Key outcomes of Every Child Matters

Being healthy

Understanding how to be healthy
Learning about dangers to health
Helping pupils eat and drink healthily in school
Pupils taking physical exercise
Team sports and extra-curricular activities

Staying safe

Preventing bullying
Making sure our school is secure
Health and safety hazards
Teaching pupils about dangers

Enjoying and achieving

How can lessons be more enjoyable?
How can pupils make better progress?

Making a positive contribution

Pupils helping in the school and taking more responsibility
Pupils supporting each other
Helping in the community
Raising money for charity

Economic well-being

Learning about the world of work
Learning how to handle money
Learning skills for later life, like working in teams
Learning about enterprise and businesses in the community

Pupils evaluating the curriculum Discussion with School Council

Questions asked:
<p>1. The curriculum meets pupils' needs and helps them to achieve their ambitions What do you want to be? What skills does the school equip you with to get a job? Actor- school plays freeze frames in lessons.</p>
<p>2. The curriculum provides a wide range of learning experiences What have you enjoyed doing at school this year? Art- sewing insects</p>
<p>3. There is a wide choice of options Choice in subjects, ways to record, activities Yes, there many clubs for children to take part in.</p>
<p>4. All pupils have equal opportunities to access the curriculum Are there things you are not able to do? Not enough time on the Adventure Playground. Lower years can't do football during lunch.</p>
<p>5. Subject teachers explain the curriculum carefully to pupils Do you always understand? Yes-8 No-2</p>
<p>6. All subjects help pupils to develop their literacy and numeracy skills Measuring, scales, graphs in Science. Writing in History, etc Yes, the teachers try to mix subjects into things that they are teaching.</p>
<p>7. All subjects help pupils to develop their ICT skills ICT across the curriculum- taking photos, recording each other, graphs Only some lessons.</p>
<p>8. The curriculum teaches pupils about dangers and how to stay safe Anti-Bullying, Anti-Smoking, Road Safety, Drugs, Stranger Danger Yes, the life bus and SHARE teach pupils about that.</p>
<p>9. The curriculum helps pupils understand how to live healthily Healthy lunchboxes, PSHE- balanced meal, free fruit Yes. PE, Plant Competition, Share, life bus, cooking and the fruit trolley could be reintroduced.</p>
<p>10. There are many opportunities to be physically active- 2 hours per week+ Sports day, competitions, clubs, sport at break and lunch and wake up shake up.</p>

11. There is a wide range of extra-curricular activities- clubs, visits

Yes but the infants would like more clubs.

12. Lots of pupils participate in extra-curricular activities

Yes many pupils take part and enjoy these clubs.

13. Pupils are taught about business and the economy-

Fairtrade, careers day, enterprise and the school bank

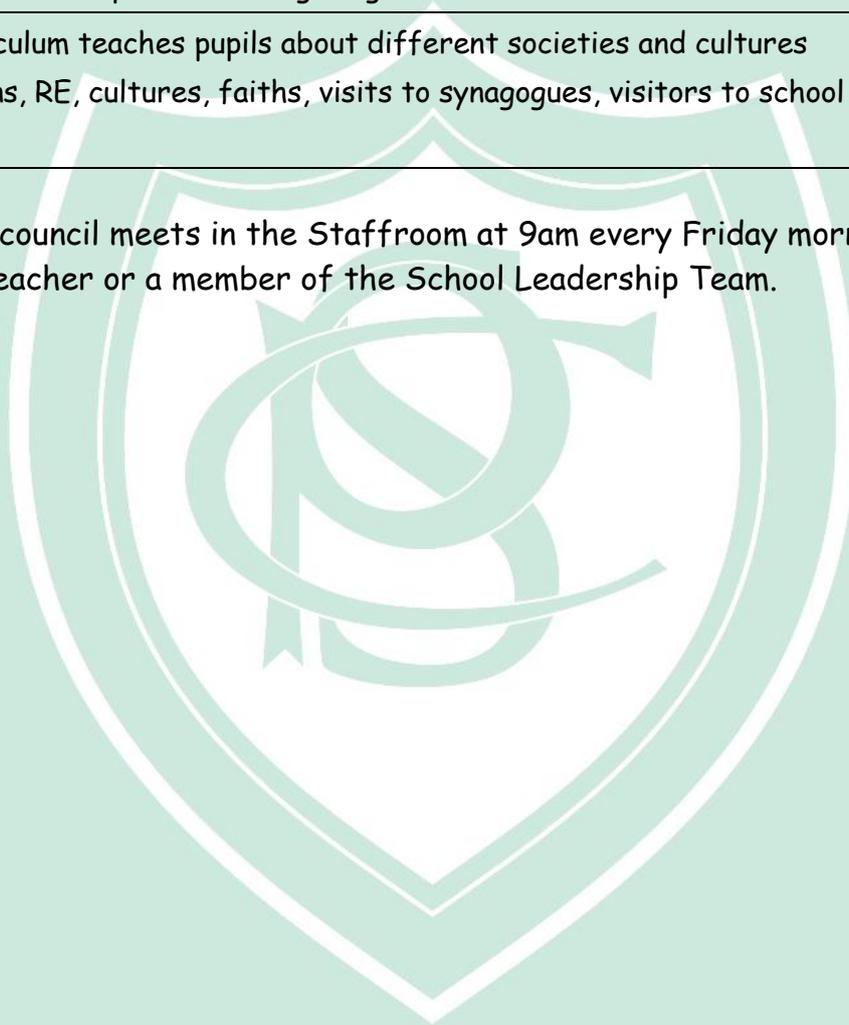
14. Pupils are taught how to manage money

Yes, KS2 do enterprise and budgeting in maths.

15. The curriculum teaches pupils about different societies and cultures

Global Citizens, RE, cultures, faiths, visits to synagogues, visitors to school

The school council meets in the Staffroom at 9am every Friday morning with the Head teacher or a member of the School Leadership Team.



Caversham Primary Student Survey 2017

Question number	Question	Strongly agree	Agree	Disagree	Strongly disagree	Total responses
1	I am happy at school.	270 62.4%	143 33.0%	20 4.6%	0 0%	433
2	I feel safe at school.	279 63.0%	150 33.9%	11 2.5%	3 0.7%	443
3	I am making good progress at school.	235 53.5%	182 41.5%	21 4.8%	1 0.2%	439
4	I am well looked after at school.	269 60.7%	151 34.1%	21 4.7%	2 0.5%	443
5	I am taught well at school.	318 71.9%	109 24.7%	13 2.9%	2 0.5%	442
6	I am set appropriate homework for my age.	221 50.2%	180 40.9%	28 6.4%	11 2.5%	440
7	Schools make sure all pupils are well behaved.	195 44.3%	182 41.4%	53 12.0%	10 2.3%	440
8	School deals effectively with bullying.	206 46.5%	174 39.3%	51 11.5%	12 2.7%	443
9	School is well led and managed.	260 59.1%	157 35.7%	21 4.8%	2 0.5%	440
10	School responds well to any concerns I raise.	184 42.3%	198 45.5%	41 9.4%	12 2.8%	435
11	I receive valuable information about my progress.	220 50.6%	154 35.4%	53 12.2%	8 1.8%	435
12	Would you recommend this school to another child?	Yes 423 95.5%		No 20 4.5%		443

**Leadership &
Management:
Grade 1: Outstanding**



INTERVIEWS WITH THE SCHOOL LEADERSHIP TEAM 2017

Interview with the Headteacher

1. Why did you decide to teach at Caversham Primary School?
2. What made you think you could be head teacher?
3. Have you ever applied to be head teacher before?
4. What year groups had you taught?
5. Have you ever taught at any other schools?
6. Where would you go after Caversham Primary?
7. Do you have any ambitions after being head?
8. What do you think this school is good at?
9. What do you think this school can improve at?
10. What did you coordinate whilst you were a teacher at CPS?
11. How long had you been a teacher before you became to be the head?
12. What responsibilities do you have in the school?

Caversham Primary School has a clear vision and values based on Every Child Matters. The school has agreed Core Values: Compassion, Enthusiasm, Cooperation, Determination and Respect. This is at the centre of everything the school does.



This is communicated to everyone in the school and is very evident in the positive ethos of the school.

Mrs Perry's Interview:

Interviewee: Mrs Perry (Head teacher)

Interviewer: Emily & Ellie

Why did you decide to teach at Caversham Primary School?

I was working as a maths advisor in reading. I was lucky to work in the 37 schools of reading but I loved Caversham Primary so much that I decided to become deputy head.

What made you think you could be Head teacher?

I think I know the school very well. I was very clear how I wanted to make a difference. I came here as a child so I know which direction I want the school to go.

Have you ever applied to Head teacher before?

No I haven't.

What year groups have you taught?

I have taught a range of year groups from 1-8 up and down the country.

Have you ever taught at any other schools?

I have taught in most Reading schools as a maths consultant as well as 2 schools in London.

Where would you go after CPS?

I am not intending to go anywhere but I am enjoying supporting schools in challenging circumstances.

Do you have any ambitions after being Head?

No, not at the moment I am happy at CPS.

What do you think the school is good at?

I think the school has a broad, balanced curriculum. Also everyone listens to pupils and I believe most pupils are happy at the school.

What do you think the school can improve at?

I think our school is good but I think more outdoor learning and getting all pupils good at maths is a main priority.

What did you coordinate whilst you were a teacher at CPS?

I coordinated Foreign Languages and the curriculum lead. I have done Foundation GCSE maths for several years as well as supporting pupils in maths and some Latin teaching.

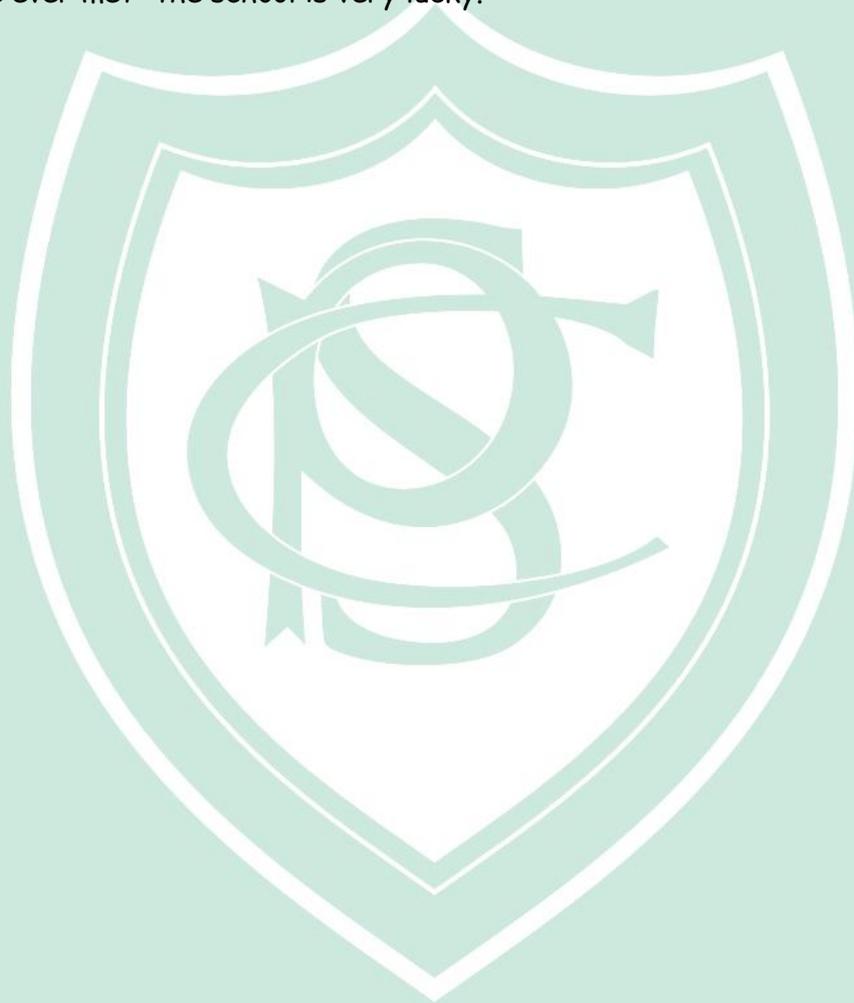
How long had you been a teacher before you became head?
20 years.

What responsibilities do you have in the school?

I have to make sure that all pupils are safe, that the day to day running of the school is smooth and that all pupils have a successful primary school experience.

Q. Do you enjoy working at Caversham Primary School.

A. The staff are absolutely amazing and I love working with them as well as all the pupils. Best staff team I have ever worked with. CPs has the most involved parent group I have ever met- the school is very lucky.



Interview with Miss Jones: Head of EYFS & KS1

Q: How long have you been teaching for?

A: 11 years, 5 years at Caversham Primary.

Q: Who inspired you to become deputy head?

A: In year two my school burnt down so we had a 9 week summer holiday. I made a school at home where I taught my friends.

Q: Would you want to be head teacher?

A: Yes, but in a small school in a little village in the countryside.

- Q: What made you want to be a deputy head?
- A: I wanted to be a EYFS leader which is for young ones at the school .I was teaching there for three years then an opportunity came for me to be an assistant head and I took it.
- Q: How long have you been deputing?
- A: I have been deputy head for 1 year.
- Q: Who inspired you to become deputy head?
- A: When I was 6 years old, in year 2, my school burnt down and 3 weeks extra to our 6 week summer holiday and I made a school at home where I taught my friends.
- Q: How long have you been teaching overall?
- A: 11 years. 9 at other schools and 2 at this school.
- Q: Do you enjoy your job?
- A: Yes I love it I have never had the Monday morning feeling which I am very proud of.
- Q: What made you want to be a deputy head?
- A: Because I wanted to help make big decisions and work as part of a good team.

Interview with Mrs Hanson: Head of KS2

- Q: How long have you been a Deputy Head?
- A: 2 years.

- Q: Who inspired you to become a deputy head?
- A: In the first school I taught at I saw the big decisions they made and I thought that I could do that.

- Q: How long have you been teaching overall?
- A: 8 years

- Q: Do you enjoy your job?
- A: I love my Job

- Q: When you were young what did you want to be?
- A: I wanted to be a midwife because I loved babies but then I found out that I wasn't too keen on blood.

- Q: If you could would you change your Job?
- A: No because I love working in a school but hopefully one day I would love to become a head teacher.

Interview with Mrs Leroy
School Business Manager

Alice G & Ben P

Q. How do you help the school?

A. I run the school finances and make sure that we always get the best value for money when buying things

Q. Where would you go after CPS?

A. Although I love the CPS, I might work in a secondary with the same job.

Q. How long have you been at the school and do you enjoy it?

A. 3 years and yes I do.

Q. Have there been any dramatic changes in funding over the past few years?

A. Yes definitely, the government are really pulling back on funds so now we need to be really careful what we spend it on.

Q. If you could switch your job inside the school, which job would you want?

A. I would work in a classroom as I have never worked in one before and it would be a new experience.

Ms. Sutton Interview SENCo

Interviewee: Ms Sutton (Special Educational Needs Co-ordinator)

Interviewers: Sam and Charles

How many years have you been working at Caversham Primary?

9 years

How difficult is your job?

Very difficult as people don't often understand what I do. I basically give people a chance with additional needs to do what everyone else does on the curriculum. I have to meet with parents and teachers so I can tell them how to help their child.

Did you apply to be a senco or did you apply to be a normal teacher before coming to the school?

I originally applied to be a supply teacher and then I became a reading recovery for five years. After that I became a senco (special educational needs co-ordinator) and here I am now. There is only one problem with being a senco- there is only one person in Reading who can help the schools who need help with ideas. That means we get less and less support, which means I need to think of more and more ideas.

Have you ever been hurt doing your job?

Yes I have but without the child knowing what they were doing.

How many children do you work with?

Over 46.

Do you work all day?

Yes I do. I meditate with children, help children who are feeling down, anxious or angry and much, much more.

Interview with Miss Mulcahy (KS2 Literacy Leader)

- All pupils are making progress
- All teachers have high expectations for pupils,
- All pupils like a challenge,
- All pupils are enthusiastic, confident and engaged.

Q: What made you want to become a teacher?

A: I had a really great teacher in Primary school called Miss Joyce who was really nice and she made me think it would be a great thing to do.

Q: Have you always loved books and reading?

A: Definitely I was always reading as a child.

Q: Who was your inspiration as a child?

A: Enid Blyton and Roald Dahl

Q: What year groups have you taught in and which was your favourite?

A: Year 3,4,5 and 6. I really liked Year 6 because I spent most time there.

Q: Do you enjoy your job?

A: Yes! Definitely, the children always make me laugh.

Q: Have you ever taught at another school apart from CPS?

A: This is my 5th school I have taught at.

Q: How old were you when you applied for your first teaching job?

A: I was 22- 23years old.

Q: Who is your favourite author and why?

A: JK Rowling because she has created a magical world that everyone can access.

Interview with Miss Watt (KS1 Literacy Leader)

Q: What made you want to become a teacher?

A: I always wanted to be one, and loads of people in my family were teachers and they really enjoyed it.

Q: Who was your inspiration as a child?

A: My granny, she loved everything to do with books and learning and she gave me a belief that I could be like her.

Q: Have you always loved books/reading?

A: Yes, my mum and dad used to read to me a lot, and I did a college A-level.

Q: What year groups have you taught?

A: Reception, Year 2 and Year 4

Q: Do you enjoy your job?

A: Yes. I really love my job.

Q: Have you ever taught another school apart from CPS?

A: I was a trainee teacher at 3 schools but I have only been a proper teacher at Caversham Primary.

Q: Who is your favourite author and why?

A: Shirley Hughes, I always thought her books were well written and they are my all-time favourite children's books.

Interview with Mrs Alexander (Maths Leader)

- Q: What inspired you to teach maths?
- A: I wanted to teach maths as it was fun and active. Also wanting to get other people to love it as much as I do.
- Q: How long have you been teaching overall?
- A: I have been teaching for 20 years.
- Q: Do you enjoy your job and why?
- A: I love teaching because I love being surrounded by pupils and seeing how pupils are progressing.
- Q: How welcome did you feel at this school?
- A: I felt very welcome as the school made me feel like this was home.
- Q: If a pupil has been misbehaving is it sometimes hard to tell the pupil off?
- A: Yes I find it quite hard as I don't like being grumpy. Also I don't like the negative atmosphere.

Interview with Mr. Wood IT Leader

How hard is your job as computing leader?

For me it's a very hard job because when you have more resources it makes it really difficult to keep on top of everything.

What did you apply for, computing leader or normal teacher?

I applied to be a normal teacher, but as soon as I got the job the school asked me to be computing leader.

If you could have a different job in a school what would it be?

I would like to be a deputy or assistant head.

What's your favourite subject to teach?

Probably English.

What's your role been for your past schools?

Computing leader.

Interview with Governors

Interviewees: Mr. Cleare

Interviewers: Ellie and Emily

- Q: What does your job include?
- A: Ultimately we are responsible for the running of the school. We oversee all the finance, how the pupils are being taught and the building and safety.

- Q: How do you help the pupils at our school?
- A: We make sure all the classrooms are up to the best standard they can be in order to create the best learning space for all the children.

- Q: What made you want to work at this school?
- A: I had two children go through Caversham Primary and so I was in a lot to help as a parent then I got elected to become a parent governor and when my children left I just carried on being a governor.

- Q: Do you enjoy being a Governor?
- A: Yes, because it makes you feel involved with something and like you can make a difference.

- Q: Do the pupils know who you are and what your role is at Caversham Primary?
- A: Yes a lot of the children do know who I am although the younger ones don't know that I'm a governor. The other governors, however, are not so well known.

- Q: If you could improve one thing at this school what would it be?
- A: There is not one big thing just many little things like space. The cloakroom, changing rooms and toilets for example are cramped and dirty and not a very nice environment to be doing anything in.

- Q: If you could have any other Job at this school what would it be?
- A: I don't really want any other job at the school because I am quite happy doing what I am doing.

Parents' Interview:

What ways do you support the school? I am part of the CPISA and I am a class rep.
How welcome did you feel at this school? Incredibly welcome.

How happy do you feel with the progress your children are making? I'm very happy with their progress and they are well supported.

What ways do you support the school?

I help with big events, teach classes, do parent reading and run the second hand uniform sale.

How welcome did you feel at this school?

Very welcome. I was able to come in and talk to the teacher, which I liked doing.

When your children come out of school, what do they say?

They are usually very happy, but sometimes my eldest one can be a bit grumpy because the work was hard.

How happy do you feel with the progress your children are making?

I am very happy with the progress all my children are making, especially in maths and literacy.

How well do you think the school supports children of different abilities?

The school is exceptional with its help programmes and it's not just for the pupils who are a bit behind the others and there are lots of opportunities.

Do you think the homework level is pitched correctly?

Yes, I think it is good but there should be more homework throughout the school especially maths for KS1.

Pupil Achievement: Grade 1: Outstanding



OUR BIG ROCKS 2016-2017

1. To embed Core Subjects and develop further Foundation Subjects and their assessment

2. To increase value added in Mathematics and writing

3. To develop further the school environment where 'all teachers love teaching and all pupils love learning.'



The 8 key areas to drive school improvement:

In relation to the children:

- The emphasis on developing the whole child;
- Ensuring consistently high quality teaching and learning;
- Ensuring all pupils make good or better progress;
- Continually working at closing the gap.

In relation to the school culture and organisation:

- Continually striving to build capacity and sustainability;
- Building a culture of teamwork and collective accountability;
- Ensuring high levels of staff satisfaction and fulfilment;
- Strengthening partnerships within and across schools.

Caversham Primary School 2017

GOOD LEVEL OF DEVELOPMENT end of EYFS	
National	70.7%
LA	70.6%
Caversham Primary School	81%

Y1 PHONICS	
National	81%%
LA	80%
Caversham Primary School	83%

All but 1 pupil passed re-screening Phonics Y2

% / Number	KS1 2017 National Results	
	Expected	Greater Depth
Reading	75.7%	
Writing	68.3%	
Mathematics	75.2%	

% / Number	KS1 2017 Local Authority Results	
	Expected	Greater Depth
Reading	74.7%	
Writing	67.3%	
Mathematics	75.2%	

% / Number	KS1 Caversham Primary School 2017 Results	
	Expected	Greater Depth
Reading	86%	44%
Writing	71%	27%
Mathematics	85%	39%

% / Number	KS2 2017 National Results	Greater Depth
	Met the new expected standard	Working at Greater Depth with the new expected standard
Reading	71.0%	24.3%
Writing	76.5%	17.7%
Grammar, Punctuation and Spelling	77%	
Mathematics	74.7%	22.4%
Combined R, W, Ma	61%	

% / Number	KS2 2017 Local Authority Results	Greater Depth
	Met the new expected standard	Working at Greater Depth with the new expected standard
Reading	68.4%	23.1%
Writing	74.8%	17.7%
Grammar, Punctuation and Spelling	76.9%	
Mathematics	72.7%	24.7%
Combined R, W, Ma	58.2%	

% / Number	KS2 2017 Caversham Primary School Results	Greater depth
	Met the new expected standard	Working at Greater Depth with the new expected standard
Reading	95%	59%
Writing	85%	36%
Grammar, Punctuation and Spelling	92%	51%
Mathematics	95%	52%
Combined R, W, Ma	xx%	

Outstanding pupil results- well above national average
Extremely high 'value added' progress measures



**Quality of Learning
(Grades 1 and 2)**

Learning Observations

1. Pupils are well-behaved and courteous
2. Pupils respect others in the classroom and the environment
3. Pupils are willing to take turns and collaboration is good when working together
4. Pupils ask and answer questions
5. Pupils enjoy learning in the school
6. Pupils are confident in their ability to make progress
7. Pupils can think for themselves and can sustain concentration
8. Pupils are reliant on the teacher and find it difficult to work independently
9. Pupils can manage their time in order to meet deadlines
10. Pupils can select resources and equipment for their work
11. Pupils have targets for learning
12. Pupils agree that targets help them to learn
13. Pupils know what progress they are making
14. Pupils are fully involved in tasks and work at a good pace
15. Pupils have a good understanding of the learning objectives
16. Pupils make good progress against the learning objectives

Learning Crib sheet

	EVIDENCE
1.	Listening, paying attention to each other
2.	Looking after books, pencils, etc. Let each other speak, listening. Respect others - not laughing. Concentrating.
3.	Do they get on? Does one person take control? Is there squabbling in group 1? Is anyone left out? Taking turns?
4.	Does everyone get a chance to speak? Do they ask a question? If they're unsure? Do boys speak more than girls? How are all pupils involved?
5.	Are they having fun or mucking about? Are they getting it finished but enjoying doing it?
6.	Do they know how to get on with their work? How much has been recorded? Staring into space?
7.	Work independently? Get targeted questions from the teacher?

8.	Keep asking for help? Line of pupils at teacher's desk? Too much explanation from the teacher - task should be explained once and the pupils then get on with it. Are pupils asking each other what they have to do? Is there copying?
9.	Do they get the work finished on time? Do pupils need longer to get tasks done?
10.	Do they know where to get equipment from? Are they able to name equipment and can they use it properly?
11.	Where are your targets?
12.	How often do you check your targets? Does it make a difference to your work?
13.	Can they tell you what they're doing in the lesson? Have you done your best in that lesson? If not, why not?
14.	Pupils interact with the lesson, keeping on task, 'buzz', about the room. Can they articulate?
15.	What they are learning in that lesson.
16.	Self-evaluation of lessons, pupils can talk about their success in that lesson. Did they enjoy it? Did they learn something? Are they better at something than when they came in?

Teacher:	Observer:	Subject:	Year group:
Time:	Set:	Adults:	Number of pupils:
Learning Objective:			

Caversham Primary School Classroom Observation Form

Lesson Observation: *(Please make notes about what you see without judgements - list what happens in the lesson)*

Big Rocks: *(How/where were ICT, Global Citizenship, Economic Well-Being reflected in the lesson?)*

- ICT -
- Global Citizenship -
- Economic Well-Being -

POINTS TO LOOK OUT FOR:

- pupils are making progress.
- high expectations of all pupils
- excellent subject knowledge
- planning available
- challenging tasks
- imaginative teaching strategies
- support and intervention
- high levels of enthusiasm, resilience, confidence and independence, engagement and interest

- time is used very well
- marking and constructive feedback
- pupils understand how to improve their work

**CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION
JULY 2017**

	Observer- Aine and Maddie	Subject- English	Year group- Year 4
Time- 11:00	Set- Beech	Adults- 3	Number of pupils- 29

The class started the lesson with a handwriting warm up where they did curved petals and filled them in with their spelling patterns of that week. All of the children enjoyed doing this task and they had fun creating different patterns to go in their literacy books. The teacher engaged with all of her pupils and us Year 6s by asking a different variety of people with their hands up, not just a few of the same. The class stayed calm and quiet throughout the exercise. After the warm up, the main lesson titles was 'Features of presentation' and they all contributed to the bullet point list. They had already started to write up their stories that they were writing and today they carried on doing it. The main focus of the lesson was to get Beech class writing neatly, fluently and with ease because they had already written the stories. All of the pupils were enthusiastic during the lesson.

**CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION
JULY 2017**

	Observer- Maddie and Aine	Subject- Maths	Year Group- Year 5
Time- 11:00	Set- Hazel	Adults- 1	Number of pupils- 19

Hazel class began the lesson by rearranging their seats because lots of the pupils were out doing their BikeAbility course. The teacher asked two children to hand out the maths books, however they spent about 5 minutes handing them out. Even though some children were talking, the Teacher easily made them stop. If a student was finding a question difficult, she would help them out so they could understand. The environment was friendly and educational with the right mix of fun and educational artwork around the room. Whilst working in groups of 3 or 4, the noise level was quite high, but unlike other classes, they weren't distracted by the inspectors. All pupils moved around the

classroom, as there was a variety of maths- related activities to complete. The pupils helped each other complete the tasks by explaining it and telling each other what to do and how to do it. As well as the Teacher, there were also two helpers who were there for half of the time; they were in Holly for the other half. Most of the pupils contributed enthusiastically in this lesson.

**CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION
JULY 2017**

Teacher-	Observer- Aine and Maddie	Time- 9:50	Subject- English and DT
Year group- Y2	Set- Robins	Adults- 2	Pupils- 30

The children behaved very well when the teacher told them to be quiet and listen to her, and rarely talked. However, some of the children were quite distracted whilst we were on the room. The environment was very child friendly and the TA was very helpful when children were stuck on a question in their bird comprehension. Once finished, they sat down on a bean bag to read quietly without disturbing others. After they had cleared away their comprehension, the Teacher asked them to come to the carpet and listen to her. She addressed them about how to use the sewing pins safely and repeated it several times to be sure. The kids were helping each other and being enthusiastic in class.

**CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION
JULY 2017**

Teacher-	Observer- Alice G & Ben P	Subject- KS1 Assembly	Year Group- Y2
Time- 14.10	Set- KS1	Adults- (1)	Number of pupils- 29

Children focused and listening
 Good contributions to class discussions
 A few are shouting out
 Teacher providing good info
 Some pupils distracted
 While getting in line they started to talk
 Quiet chatter on way to ICT suite
 Pupils don't respond on first clap
 Quickly went to seats when they arrived in ICT suite

**CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION
JULY 2017**

Teacher-	Observer- Ben P	Subject-	Year Group- Y1
Time- 1.00	Set- KS1	Adults- (1)	Number of pupils- 30

A bit loud at 1:30
 Everyone concentrating and engaging
 Some people fidgeting
 They are interested
 People sat at the back not paying attention
 They were waiting patiently
 Remembering lots of things
 Teacher explaining well
 Answering well
 Creative ideas
 Good knowledge
 A few distracted
 A few chatting
 People looking around
 Catching each other's eyes

**CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION
JULY 2017**

Teacher-	Observer- Alice & Ben P	Subject-	Year Group- Y1
Time- 9.35	Set- KS1	Adults- (3)	Number of pupils- 30

Children are quiet when asked
 Children are focused
 A few pupils fidgeting and not paying attention
 Majority enjoying lesson
 One child lounging on stage for short period of time
 Pupils engaging in activity
 A few are really enjoying the lesson
 A few aren't doing as told
 High noise level
 A few messing around during activity

**CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION
JULY 2017**

Teacher-	Observer- Alice & Ben P	Subject-	Year Group- Y1
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Time- 9.45	Set- Maths Cones	Adults- (3)	Number of pupils- 31

Lesson observations:

Everyone in the lesson was concentrating

Topic was ways of displaying data

As a warm-up they played a Tudor game directed by Calum (a pupil). Logic & strategy, it develops their strategical thinking, they have all had a go at playing Nim (the game).

All pupils engaged

Supportive behaviour during game but not out of control

Nice learning atmosphere

Everyone enjoys maths

**CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION
JULY 2017**

Teacher-	Observer- Alice & Ben P	Subject-	Year Group- Y4
Time- 11.15	Set- English	Adults- (2)	Number of pupils- 31

Majority of pupils engaged

A few people chatting and fidgeting

High noise level

Topic story on Tudors (work for week)

Pupils to supply info on class topic

Teacher engaging pupil

Majority enjoy what they are doing

**CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION
JULY 2017**

Teacher-	Observer- Alice & Ben P	Subject-	Year Group- Y3
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Time- 9.00	Set- Literacy Carousel	Adults- (2)	Number of pupils- 29

Everyone was quiet & concentrated

All talk on learning but still quite loud

Teacher engaging with pupils

Pupils distracted by chatter

Came straight back from lessons

Pupils given help when needed

Teacher is supporting pupils

Enjoying activities

**CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION
JULY 2017**

Teacher-	Observer- Alice & Ben P	Subject-	Year Group- Reception
Time- 9.00	Set-	Adults- (1)	Number of pupils- 30

Quiet and concentrating

Waiting patiently

Nice changeover from lesson

Responding well when not given first choice

Teacher is helpful

Pupils don't fidget while waiting

Pupils engaging in conversation

Coming up with shapes we can't name

Pupils are creative and co-operative

**CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION
JULY 2017**

Teacher-	Observer- Emily Watson & Ellie Hayden	Subject- Playing	Year Group- Reception
Time- 11.00	Set-	Adults- (7)	Number of pupils- 30

It was a calm and relaxing environment with lots of different activities available. The children were interacting well and they were all listening and concentrating excellently .There was lots of positive attitude towards school.

**CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION
JULY 2017**

Teacher-	Observer- Emily Watson & Ellie Hayden	Subject- English	Year Group- 3
Time- 9.25	Set-	Adults- (3)	Number of pupils- 28

The children seemed to be having fun and getting involved. All of them were paying attention well to the teacher. But there was maybe a bit too much shouting out during some parts of the lesson. We felt the lesson was an exciting fun filled lesson with a calm and happy environment

**CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION
JULY 2017**

Teacher-	Observer- Emily Watson & Ellie Hayden	Subject- Playing	Year Group- Reception
Time- 11.00	Set-	Adults- (7)	Number of pupils- 28

It was a calm and relaxing environment with lots of different activities available..

**CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION
JULY 2017**

Teacher-	Observer- Emily Watson & Ellie Hayden	Subject- Maths	Year Group- 1
Time- 9.45am	Set-	Adults- (3)	Number of pupils- 29

We felt that the children were enjoying the lesson and were making good progress. Mrs Calvin the teacher was very fair and allowed every pupil to get involved. The lesson was very interactive and fun so the children stayed focussed and there was definitely improvement throughout the lesson. However, we felt that some individuals weren't on the ball and were being a bit too silly therefore distracting their peers. Overall this lesson was a quality lesson educational and enjoyable.

**CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION
JULY 2017**

Teacher-	Observer- Emily Watson & Ellie Hayden	Subject- Maths	Year Group- 2
Time- 11.00am	Set-	Adults- (3)	Number of pupils- 27

When the children started to work in groups and talk to each other it got quite loud but as soon as the Teacher wanted silence the children went silent. At first when he asked questions a few of the children did not want to tell the class their views but after a bit of encouraging they decided to tell the class what they thought. The teacher had given his class a sheet to work on and if they had finished they could go onto the extension. One of the pupils told us that the first sheet was too easy and the extension was challenging but the right level to work at. The classroom was bright and cheerful with lots of helpful tips also it was quite organised. The Teaching Assistants gave the correct help to each child and the Teacher made sure each child understood what they were supposed to be doing. Both the teachers in the class taught the children so that if the other one got something wrong then someone else was on standby.

**CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION
JULY 2017**

Teacher-	Observer- Emily Watson & Ellie Hayden	Subject- DT	Year Group- 2
Time- 11.00am	Set-	Adults- (3)	Number of pupils- 29

The children were working hard to complete their mini-beast DT project. When the children thought they had finished they went to see the Teacher and she would give them constructive feedback. The Teacher was very clear and safe as she made sure no one started pinning until they knew exactly what they were doing. She gets the pupil's attention as and when she needs it. She is also very organised as she has a carpets space for each pupil so they won't get distracted by their friends as they are not sitting next to them. Her classroom is very organised creating the best possible learning environment for the children.

**CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION
JULY 2017**

Teacher-	Observer- Emily Watson & Ellie Hayden	Subject-	Year Group- 1
Time- 2.10-2.30pm	Set-	Adults- (3)	Number of pupils- 29

The class were very peaceful when we entered as they were working hard to copy out a piece of writing in their best handwriting. The Teacher was making sure that her class were working well and having fun at the same time. If her pupils couldn't see the board they could either move and sit in a free seat or sit on the carpet and carry on writing that way. The classroom was full of previous work that the children had done, creating the best possible working environment.

**CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION
JULY 2017**

Teacher-	Observer- Emily Watson & Ellie Hayden	Subject- Maths	Year Group- 1
Time- 9.45-10.10am	Set-	Adults- (3)	Number of pupils- 28

The children were working well as a team and were sharing dictionaries in order to find as many spellings as they could, although it was not a challenge. The teacher made sure that everyone understood what they were supposed to be doing, and that everyone got the help that they needed. The Teacher made sure that there were no distractions and, if there were, she dealt with them instantly. The Teacher would warn her class when the noise level was too high. She keeps her classroom neat and tidy at all times, with all the books and pieces of paper neatly stacked on the shelves, in order to have the best learning environment.

**CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION
JULY 2017**

Teacher-	Observer- Harriet and Zoe	Subject- Maths	Year Group- 3
Time- 11.00	Set-	Adults- (3)	Number of pupils- 28

After clearly explaining the activity and helping any children who didn't understand, the teacher fairly put each child into pairs and gave out the work. He also gave the children a small opportunity to talk

**CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION
JULY 2017**

Teacher-	Observer- Harriet and Zoe	Subject- Phonics and Choosing	Year Group- Reception
Time- 9.45	Set-	Adults- (3)	Number of pupils- 28

The children were enjoying taking part in a range of different activities. They got to choose where they played and who they played with, and what they wanted to do. The teacher spent an equal amount of time with each group of individuals, encouraging them in what they were doing and answering questions. Three teaching assistants were helping the class, creating a safe and happy environment for the pupils. The children were independent, sharing the equipment, helping each other and enjoying their lessons.

**CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION
JULY 2017**

Teacher-	Observer- Harriet and Zoe	Subject- Music	Year Group- 5
Time- 9.00	Set-	Adults- (3)	Number of pupils- 30

The children were enjoying singing a range of different songs for the Y5/Y6 play. The teachers were helping them improve their signing and knowing the words off by heart .Although some children were not as confident as others, they all took part and enjoyed their lesson. In the future the pupils need to learn how to organise themselves quicker.

**CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION
JULY 2017**

Teacher-	Observer- Harriet and Zoe	Subject- English	Year Group- 4
Time- 11.00	Set-	Adults- (3)	Number of pupils- 30

LO: To use neat, cursive script to prepare a story for publication.
 Before entering class, all pupils lined up outside the classroom and waited for the teacher. Keeping the noise level low, the teacher put a clear learning objective on the board and started the lesson. She engaged very well with the class, asking the questions and taking in suggestions. The Teacher made sure that the lesson structure was clear and that all the children were warmed up before continuing with their writing. Most pupils enjoyed the lesson although some would have liked a wider range of subjects to write about.

**CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION
JULY 2017**

Teacher-	Observer- Harriet and Zoe	Subject- Outdoor PE	Year Group- 2
Time- 1.00	Set-	Adults- (3)	Number of pupils- 30

The children enjoyed practising a range of cricket activities (e.g. throwing and catching.) The teacher encouraged the children and told them what needed to improve and what they did well.

CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION

JULY 2017

Teacher:	Observers: Sam and Charles	Subject: Guided reading	Year Group: 3
Time: 9:00	Set: None	Adults: 4	Number of pupils: 30

All children engaged
 Silence in the classroom
 Some children walking around the classroom
 Teachers help all children
 Most children working or quiet reading
 A Positive attitude
 Lots of work displayed around the classroom
 Imaginative teaching strategies
 Children behaving well

CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION JULY 2017

Teacher:	Observers: Sam and Charles	Subject: Guided reading	Year Group: 4
Time: 1.45pm	Set: Pryamids	Adults: 3	Number of pupils: 20

Learning Objective: to investigate angles in quadrilaterals
 Most pupils engaged. Lots of compliments about work. Pupils behaving well. Most pupils are quick at getting down to work. Challenging subjects in class. Clear and enthusiastic explanations from the teacher. The teacher asked lots of questions for the pupils to answer. The teacher has positive attitude towards the class. A few children giving answers. Clear instructions given on the subject. The teacher was going round helping children. Explaining every part of the subject. Imaginative teaching strategies. Good listening. A varied knowledge between the pupils.

CAVERSHAM PRIMARY SCHOOL CLASSROOM OBSERVATION JULY 2017

Teacher: Mrs Calvin	Observers: Sam & Charles	Subject: wildlife	Year group: 1
Time: 11:00	Set:	Adults: 2	Number of pupils: 30

Pupils are asked what they did in the previous lesson
 The children know what they are doing

Teacher was asking questions
 Clear instructions
 Some children looking the wrong way
 All children get a chance to contribute
 Step by step instructions
 Very clear instructions
 Every detail is known by the pupils
 The children are shown exactly what to do before they do it
 There is silence and the children are paying attention
 Appropriate behaviour
 Viewable knowledge in the children
 Children are engaged and concentrating

LUNCHTIME OBSERVATION

The lunchtime monitors make sure that everyone is safe and that any troubles are either reported back to the child's class teacher or is dealt with on the playground. In order to keep the children safe, the hard balls are only to be played with in a certain area. As well as being kept safe the children are having fun and relaxing before they go into lessons. All of the lunch time monitors were wearing florescent yellow high-vis jackets in order for the children to spot them if they had a problem. The first aider was wearing an orange high-vis jacket so that the children can recognise the first aider from a slight glance. At 12:30 there were 3 adults on the playground with one on the infant playground and by the end of lunch we found there were 5 adults there- this is good staffing.

KS2 ASSEMBLY OBSERVATION

Teacher-	Observer- Emily Watson & Ellie Hayden	Subject- KS2 School assembly	Year Group- Reception
Time- 2.45	Set-	Adults- (7)	Number of pupils- 282

The children were a bit noisy when they were coming in and when the assembly started not all the children were concentrating but after a while most were paying attention. The teachers were very good at noticing noisy pupils and moving them if necessary. We thought it was great how the assembly was active and exciting and it definitely engaged every one and made the children pay much more attention.

KS1 ASSEMBLY OBSERVATION

Teacher-	Observer- Maddie and Aine	Subject- KS1 Assembly	Year Group- KS1
Time- 2:45	Set- KS1	Adults- (2)	Number of pupils- Y1 and Y2

The children entered the conservatory quietly and without talking to each other. The teacher introduced the pupils to four Year 6s who were telling the pupils about their enterprise project which will hopefully raise money for their leavers' hoodies. All of the children listened very well and were able to say how much each item costs after it was said. After the Year 6s had left, Mrs Grover began the 'Birthday Assembly' and asks the three children who have celebrated their birthday in the past week, what they did to celebrate. After they had all sung 'Happy Birthday' to the pupils at the front. Then, teacher says that they also need to think about the little celebrations in your life, not just the major ones like birthdays. Some children said things like, 'I managed to finish my merit card' and 'I completed my rabbit fact file.' They ended the assembly with a little thinking moment, and exited very calmly.



Friday 14th July 2017

Letter to the pupils of Caversham Primary School on the findings of the school PUPIL inspection

Y6 PUPIL INSPECTION OF CAVERSHAM PRIMARY SCHOOL, READING RG4 7RA

Dear Pupils,

We inspected your school in the week of 3rd- 4th July 2017 to see what was going on in your classes. We spoke to you, the teachers, parents, School Council and some Governors to get a fair picture of the school. We should like to thank you and the teachers for letting us see your lessons. We thoroughly enjoyed the whole experience. It was really interesting to see what you were doing and listen to what you had to say.

The things we thought were good:

- Pupils' engaged well in class
- Children feel safe
- Children enjoy school
- Good length of school day
- Staff work very hard to make sure every child is safe
- Teachers have clearly planned out lessons
- Children not afraid to ask for help
- Good sports facilities
- Deal with bullying efficiently
- Have a range of different lessons

The things we think could be improved:

- Need more space
- When it is hot, children could have 'hot play'
- Could have air-conditioning
- More active lessons
- Blinds throughout school
- More Bluetooth keyboards
- More Drama classes
- Bring back free fruit trolley for break time

We hope you enjoy reading our report. It has been really useful for Mrs. Perry as our Headteacher and we have read through the findings with her. The Governors will discuss the main findings of the report at their next meeting next term. The report will be put on the school website for you all to read.

Yours sincerely,

Aine M, Ben P, Alice G, Ellie, H, Emily W, Maddie H, Harriet R, Zoe W, Sam S, Charles B-D, Emily L and Juliette McC
