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13 October 2011

Ms L Johns
Headteacher
Wildmoor Heath School
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RG45 7HD

Dear Ms Johns

**Ofsted monitoring of Grade 3 schools with additional focus on behaviour:
monitoring inspection of Wildmoor Heath School**

Thank you for the help which you and your staff gave when I inspected your school on 12 October 2011 and for the information which you provided during the inspection. Please pass on my particular thanks to the staff, pupils, the member of the governing body and the local authority advisor with whom I held discussions.

Since the last inspection, there has been considerable staff turbulence. Two teachers are currently on maternity leave and one teacher left at the end of July 2011. The deputy headteacher has been on maternity leave since June 2011. An existing experienced teacher took on the role of acting deputy headteacher in June 2011. At present there are three newly qualified teachers, two of whom are on temporary contracts. In September 2011 three class teachers moved to teach in different year groups. At the end of December 2011 one teacher is due to retire, one teacher is leaving the school and one teacher is due to begin maternity leave. The bursar is on long term sick leave.. Since the previous inspection there have been two different Chairs of the Governing Body. At present there is an acting Chair of the Governing Body. The school has a falling roll.

As a result of the inspection on 18 and 19 May 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made inadequate progress in making improvements and inadequate progress in demonstrating a better capacity for sustained improvement. In addition, the effectiveness of the school in improving pupils' behaviour is inadequate.

September 2010



The significant turbulence in leadership and teaching posts has had a negative impact on the school's ability to address the areas for improvement identified at the time of the previous inspection. As a result the quality of teaching has not improved, attainment has declined and the learning and progress of pupils is inconsistent across the school.

Standards attained by Year 6 pupils in English and mathematics combined in 2011 were well below the national average. Attainment in mathematics was particularly low. The school failed to achieve its targets for the percentage of pupils expected to attain Level 4 in English and mathematics and standards in both subjects were below floor targets. The progress made by these pupils during Key Stage 2 was also well below national expectations. Across the school, progress made by pupils during lessons remains variable and the use of questioning by teachers does not support pupils to make good progress in their learning. Girls continue to perform better than boys and there are few signs that the gap here is narrowing. Attainment and learning and progress for other groups, including those with special educational needs and/or disabilities, are similar to that for all pupils. However, pupils are making insufficient progress if they are to reach expected levels of attainment by the time they leave the school at the end of Year 6.

The variations in the quality of teaching noted at the time of the previous inspection remain. The evaluation of the quality and pace of pupils' day-to-day learning in pupils' on-going work, particularly for pupils of differing abilities, lacks rigour and areas for improvement are not identified and monitored consistently. As a result, the quality of teaching during lessons and evidenced within pupils' exercise books is variable in quality. Some good teaching was seen. During a Key Stage 2 English lesson, the teacher provided effective opportunities for pupils to consider, with a partner, how they could improve the opening paragraph of their stories. The teacher demonstrated clearly and structured pupils learning judiciously. As a result, pupils were able to use a wider range of verbs, adjectives and adverbs to improve the quality of their writing and higher ability pupils were provided with a good level of challenge. Generally, however, teachers do not routinely draw on a wide range of strategies to test and build pupils' understanding during lessons. In some lessons observed during the inspection, pupils' misconceptions were not fully addressed and this slowed learning.

The curriculum is improving. Science lessons are regularly planned each week and lessons focus on the practical aspects of investigation. Pupils generally have positive attitudes to learning and particularly enjoy the collaborative group work seen in some lessons. Older pupils know their targets, but feedback to pupils following marking remains inconsistent. It is unclear, from the samples of pupils' work seen, whether they have acted on advice provided to improve their work. Opportunities for cultural enrichment through visits and visitors remain limited.

The impact of poor behaviour on the quality of learning in lessons, which was noted in the previous inspection, remains an issue. Pupils say that individual teachers have

differing approaches to the management of behaviour in lessons. As a result, behaviour is not always managed satisfactorily, particularly for boys, and the pace of learning slows markedly because poor attitudes are not promptly and effectively challenged. The behaviour of most pupils around the school and during playtimes is generally appropriate, but some behaviour seen in playground during the inspection was too boisterous and adults did not intervene with sufficient timeliness or rigour to ensure that unacceptable behaviour was addressed.

Since the previous inspection there has been a lack of clarity and consistency in the approach taken by leaders to address those areas in need of improvement. Systems for monitoring and evaluation have not been sufficiently robust and members of the governing body have not provided effective challenge and support to bring about the necessary improvements. School leaders have recently begun to put stronger systems in place for tracking the progress of pupils and taking a more robust approach to tackling underperformance in teaching. However, they acknowledge that this has not had the required impact on achievement. Actions to improve the quality of teaching and address underperformance have not resulted in the necessary impact on accelerating progress and raising attainment. Consequently, the school's ability to demonstrate a better capacity to improve is limited. Staff turbulence and difficulties with recruitment continue to limit the capacity of the school to drive forward improvements at the necessary pace.

The school now meets safeguarding requirements, but senior leaders and members of the governing body have, since the previous inspection, paid too little attention to ensuring that the single central record of required checks is completely accurate.

The school has received substantial support from the local authority which included the support of a local leader of education. However, it has recently reviewed and rightly intensified its support. An associate headteacher is now working regularly with the school each week to provide more focus on the school's leadership capacity. The impact of the local authority's support and the impact of the school's own efforts have yet to sufficiently address the areas for improvement from the previous inspection.

The inspection has raised very serious concerns. These will be considered by the appropriate Regional Director, Inspection Delivery, who will decide when the school will next be inspected.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Ann Henderson
Her Majesty's Inspector

September 2010

Annex

The areas for improvement identified during the inspection which took place in May 2010

- Improve teaching in Key Stages 1 and 2 in order to accelerate pupils' progress so that a majority of teaching is good by July 2011 through:
 - ensuring that all groups of pupils are challenged in lessons, particularly the more able
 - using consistent strategies to enable boys, in particular, to always stay focused on their learning
 - embedding the use of performance data to set challenging targets for all pupils
 - ensuring that marking and feedback consistently help pupils to improve their work.
- Develop the curriculum in order to enhance pupils' creativity and enjoyment by:
 - ensuring that science is given sufficient prominence in planning
 - providing more opportunities for pupils to investigate and pursue their own ideas, notably in science
 - providing opportunities for cultural enrichment through a wider programme of visits and visitors.
- Develop the roles of leaders at all levels in raising achievement and improving teaching.