

Wildmoor Heath School

Inspection report

Unique Reference Number	109812
Local Authority	Bracknell Forest
Inspection number	387044
Inspection dates	7–8 December 2011
Reporting inspector	Jackie Krafft HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	177
Appropriate authority	The governing body
Chair	Jason Cooper
Headteacher	Ms L Johns – Substantive headteacher Michael Harris – Executive headteacher
Date of previous school inspection	18–19 May 2010
School address	Lower Broadmoor Road Crowthorne Berkshire RG45 7HD
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Age group	3–11
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Introduction

This inspection was carried out at no notice by two of Her Majesty's Inspectors. They observed 11 lessons taught by nine teachers. Inspectors spoke with parents and carers and representatives from the local authority. They held meetings with the acting Chair of the Governing Body, staff and pupils. They observed the school's work, looked at pupils' books, the school's pupil tracking information, the school's improvement plan, examples of the school's monitoring, minutes of meetings of the governing body and a range of policies and other documentation. No questionnaires were distributed as this inspection was unannounced.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The consistency of teaching and its impact on learning and progress, particularly in mathematics and for more able pupils, and on the behaviour of boys.
- How effectively the curriculum challenges and engages all pupils.
- Whether leadership at all levels, including governance, is demonstrating the capacity to improve by raising pupils' attainment and improving teaching, learning and behaviour consistently.
- Whether provision in the Early Years Foundation Stage and care, guidance and support remain strengths.

Information about the school

Wildmoor Heath is a smaller-than-average primary school. Provision for Nursery and Reception children is located in the Early Years Foundation Stage unit. The large majority of pupils are from White British backgrounds. Almost a third of pupils are from other minority ethnic groups, the largest being of Asian heritage. The proportion of pupils who speak English as an additional language has increased and is above average. Few pupils are known to be eligible for free school meals. The proportion of pupils identified with more severe special educational needs and/or disabilities at school is high. Speech, language and communication are the most prevalent needs. More pupils than nationally leave or join the school at different times and the number of pupils on the school's roll has fallen. In October 2011 the school received an Ofsted monitoring inspection with an additional focus on behaviour. It identified that inadequate progress had been made since the school's previous section 5 inspection and raised serious concerns. The substantive headteacher is on sick leave and the executive headteacher's interim appointment, which was brokered by the local authority, began at the end of November 2011.

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: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Children get off to a good start at the school in the Early Years Foundation Stage as a result of well-planned, interesting activities, careful monitoring of their progress and effective teaching. They make good gains in their learning and development and are well prepared for their move into Year 1. However, this good start is not built on as pupils move through the school.

By the time pupils leave at the end of Year 6 their attainment is low, particularly in mathematics, and few reach the highest levels in mathematics and English. This is because expectations of what they can achieve are not high enough. Pupils' attainment is assessed regularly and their progress recorded. However, the assessments are not accurate or reliable. Progress is not tracked year on year to provide a clear picture of pupils' achievement over time and ensure that provision is well matched to their diverse needs.

Although pupils enjoy school and attend regularly, the curriculum is uninspiring and does not develop their skills and knowledge progressively by building on what they already know and can do in all subjects. The quality of teaching and learning is inadequate. In too many lessons, tasks are undemanding and not well matched to pupils' different abilities. Learning is not assessed and staff do not move pupils on fast enough, particularly the more able. Opportunities are missed to challenge pupils to explain their ideas more fully and apply their skills. Marking quality varies between classes and does not help pupils sufficiently to identify how they can improve their work. As a result, all groups of pupils, including those with special educational needs and/or disabilities, are underachieving and make significantly less progress than they are capable of making. This is particularly so for boys.

Most pupils are keen to learn, respond to their teachers appropriately and have positive relationships with each other and the adults in school. Behaviour is satisfactory. In the short time that the executive headteacher has been in post he has introduced a strategy for managing pupils' behaviour which has been communicated clearly to pupils, parents, carers and staff. Those who spoke with

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inspectors noted the impact of this and say that the school is a calmer, more orderly place where they feel safe. In most lessons and around the school pupils show respect and consideration towards each other and apply themselves to the task in hand. Where there are occasional lapses of concentration by a few pupils, this is linked to the slow pace of a lesson. However, pupils generally refocus when staff use the strategy and the pace of the lesson is quickened.

The executive headteacher has quickly gained the confidence of parents and carers, pupils and staff through his clear communications and ready accessibility. He and the acting deputy headteacher, who is also the leader of the Early Years Foundation Stage, have a realistic understanding of the effectiveness of the school and what needs to be done to secure improvements. This is not evident at all levels of leadership. Action plans identify the key priorities, but they lack quantifiable targets, ways of judging success and key milestones against which their impact can be measured. Leadership responsibilities are not distributed widely enough and there is a lack of skills and experience to build secure capacity. Leadership at all levels is therefore inadequate. The executive headteacher's evaluation of the quality of teaching and learning is accurate. He understands that action needs to be taken quickly to address underperformance and raise the expectations of both pupils and staff. For example, some pupils who have fallen behind as a result of poor teaching are being assessed by the school incorrectly as having additional educational needs.

Additional support has been provided since the summer by the local authority following concerns about the school's performance. This has had little impact on improving the quality of provision and achievement of pupils because performance management and monitoring systems are not adequate. The understanding of roles and responsibilities by leaders at all levels has lacked clarity and leaders have not been held to account sufficiently for the impact of their work on improving teaching and learning. This has been compounded by many staff changes. Governors have recently restructured their committees and undertaken training to develop their monitoring role, but have been unable to provide the necessary challenge to secure rapid and sustained improvements in provision and pupils' achievement. As a result, the school is unable to demonstrate that it has the necessary capacity to improve.

What does the school need to do to improve further?

- Raise attainment, particularly in mathematics, and accelerate the progress that pupils make, especially boys and the more able, so they achieve well by:
 - ensuring every teacher has consistently high expectations of all pupils
 - providing a well-balanced curriculum that excites pupils and builds their skills and knowledge progressively in all subjects, especially mathematics
 - ensuring teachers' assessments are accurate and reliably identify pupils who need additional support
 - tracking pupils' progress year on year to provide a clear picture of their

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- achievement as they move through the school
 - using the information robustly to secure consistently high-quality provision in all year groups and subjects.
- Improve the quality of teaching and learning so that it is consistently good or better by:
- developing teachers' understanding of what the very best teaching and learning are like
 - providing pupils with varied, challenging activities in lessons that are interesting and carefully matched to their different abilities
 - maintaining a brisk pace by assessing how well pupils are learning throughout a lesson and moving them on to the next steps more quickly, particularly more-able pupils
 - providing opportunities for pupils to develop and explain their ideas
 - implementing a whole-school approach to marking which identifies clearly what pupils have done well and how they can improve further.
- Increase the capacity for sustained improvement and strengthen leadership at all levels by:
- ensuring all staff understand their roles and responsibilities and have the skills, knowledge and support to fulfil them effectively
 - addressing any underperformance swiftly and holding all staff to account robustly for the impact of their work
 - developing the monitoring and evaluation of the school's work by the governing body so that it is able to provide sufficient challenge and support to school leaders
 - ensuring plans for improvement include quantifiable targets, specific measures of success and milestone points at which to evaluate progress.

Outcomes for individuals and groups of pupils**4**

Evidence from lessons and work in books indicate that pupils make inadequate progress in their learning from Year 1 to Year 6 from their broadly average starting point in the Nursery. Consequently, they are inadequately equipped with the skills and knowledge, particularly in mathematics, for the next stage in their education. Pupils, particularly the more able, have few opportunities to extend their learning and develop their enterprise skills. The enjoyment and achievement evident during their participation in the Christmas productions are not replicated in enough lessons to motivated and help all groups of pupils, including boys and those with special educational needs and/or disabilities, to achieve well.

Pupils are generally polite, well mannered and articulate. They offer help and encouragement to each other; for example, in an art lesson one pupil showed

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sensitivity to another’s special educational needs when commenting on figures painted in the style of Lowry. In another lesson, pupils took responsibility for reminding another with behavioural needs to concentrate and listen to the teacher. Pupils participate in physical activity and have a satisfactory understanding of the importance of hygiene and eating healthily. They willingly contribute to the school and the wider community, for example the children in the Early Years Foundation Stage made mince pies for the audience of their production, Year 6 act as playground buddies and pupils have helped to plant bulbs locally. However, they would welcome more such opportunities. Pupils with diverse backgrounds and needs socialise and work together well but their understanding of other cultures and beliefs is limited.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils’ attainment ¹	4
The quality of pupils’ learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	3
Pupils’ behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account:	
Pupils’ attendance ¹	3
The extent of pupils’ spiritual, moral, social and cultural development	3

How effective is the provision?

Relationships are positive, behaviour is managed with increased consistency in lessons and teachers engage appropriately with different groups. Teachers generally share the aim of the lesson with pupils. In the most effective lessons they correct misconceptions and adapt their plans but this is not widespread through the school. An understanding of what makes the most effective teaching and learning has not yet been established through rigorous monitoring and feedback to teachers.

There are some meaningful links made between subjects, for example in history, literacy, geography and mathematics. However, the evidence around the school, in books and observed in lessons is of a fragmented, narrow curriculum which does not

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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enable pupils to develop their interests and skills across all subjects in depth. This limits their achievement, for example in mathematics, and does not deepen their spiritual and cultural awareness.

Pupils are cared for appropriately so they feel safe at school. Attendance and behaviour have improved because pupils and their families are given the appropriate guidance and support. Relevant specialist support is provided when necessary to enable pupils to participate in school life, including those with emotional needs and those with autistic spectrum disorder, which contributes satisfactorily to their well-being.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The executive headteacher has a clear agenda for school improvement. Along with the acting Chair of the Governing Body, meetings have been held with parents and carers to begin to communicate their expectations. The focus on behaviour has made a difference. However, the executive headteacher and acting deputy headteacher realise that this ambition is not yet embedded across all levels of leadership. Much needs to be done to raise pupils' achievement, improve the quality of teaching and learning, and build the capacity of the school to sustain improvement. Robust systems are not yet in place to hold staff to account. Leadership responsibilities are not widely distributed and whole-school approaches such as assessment are not in place. Many staff have not had the training or experience to fulfil their roles competently. The governing body has started to put systems in place and develop its skills, but these are at the early stages of being implemented and are not yet adequately driving improvement.

All appropriate checks and training have been undertaken to ensure pupils are safeguarded satisfactorily and the school is a safe place. The school works to support local events and organisations appropriately to promote community cohesion. New arrivals are welcomed and integrated into the life of the school well but the effectiveness with which equal opportunities is promoted and discrimination tackled is inadequate because pupils are not achieving as well as they should, especially boys and those that are more able.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school’s engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	4
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children feel safe, enjoy themselves and make good progress in the Nursery and Reception classes. They make particularly good progress in communication, language and literacy, mathematics, and personal, social and emotional development. Children are polite, friendly and play happily together. They are confident, independent learners who flourish because of the clear routines and warm personal relationships. Parents and carers are kept closely informed about their children’s progress. One parent commented that the Early Years Foundation Stage felt like ‘a family’.

Teachers and assistants work well together. Planning is agreed across both classes and careful attention given to make sure there is a good balance across all the areas of learning with activities to suit different abilities and interests. Children particularly enjoy the opportunities for physical challenge and exploration in the outside area. All staff make good use of questioning and discussion to extend and assess the children’s learning. Well-planned themes, such as counting and sorting baubles on the classroom Christmas tree, enthuse children and contribute well to their good learning and enjoyment.

There are good systems to keep children safe. The adults are well trained and knowledgeable about how children learn best. The curriculum is modified to ensure it meets the children’s diverse needs. For example, the Early Years Foundation Stage leader has introduced topics such as ‘Monsters’ this term to capture the interests of boys and is also looking at how to provide further challenge for more-able children.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A group of parents and carers who were available to speak to inspectors after the Nativity play were very positive about the quality of the provision in the Early Years Foundation Stage, which they say helps their children to thrive. They commented that their children are happy in school. They appreciate the changes that have taken place as these have made the school a calmer place. They said that communication has improved and that they have confidence in the leadership of the executive headteacher and the acting deputy headteacher.

Responses from parents and carers to Ofsted’s questionnaire

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



9 December 2011

Dear Pupils

Inspection of Wildmoor Heath School, Crowthorne, RG45 7HD

Thank you for making us feel so welcome when we visited your school recently. We especially enjoyed talking with you, looking at your work and seeing you in lessons.

There are some things that the school does well, but there are many things that need improving so that you really do learn well and are better prepared for your next schools. Therefore, we have judged that your school needs extra help; we call it 'special measures'. The school will receive regular visits from other inspectors to check how well it is improving.

When we visited you were busy with Christmas productions which you and your parents and carers really enjoyed. Well done. We were particularly impressed that those of you in the Early Years Foundation Stage made some mince pies to share with people in the audience after the Nativity play. We are sure that they would have really enjoyed them. You attend school regularly which is good. You told us that you enjoy school and feel safe. Your teachers and other adults have made it a safe place to be. You are polite and considerate towards each other. You and your parents and carers told us that behaviour has improved and the school is now calmer and more orderly since your new executive headteacher introduced a system that everyone understands. Most of you are following the system, although one or two still need to be reminded about it in a few lessons.

You are keen to learn and we think you could achieve even more than you already do, particularly in mathematics for example. Your new headteacher thinks so too. He wants to change the way the school does some things so that you get the very best education that you can. We have asked the staff and school governors to help too. We have asked them to make sure more of your lessons are really good and exciting. You are sometimes given work that you can do quite easily so we have asked that your lessons make you think a little harder. You can all help too by continuing to attend school regularly and always trying your very best in all the lessons.

Thank you again for such a warm welcome, and we hope you all carry on enjoying school and learning even more.

Yours sincerely

Jackie Krafft
Her Majesty's Inspector

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