

Wooden Hill Primary and Nursery School

Inspection report

| | |
|--------------------------------|-------------------|
| Unique Reference Number | 109922 |
| Local Authority | Bracknell Forest |
| Inspection number | 378009 |
| Inspection dates | 5–6 October 2011 |
| Reporting inspector | Carolyn Carnaghan |

This inspection of the school was carried out under section 5 of the Education Act 2005.

| | |
|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 359 |
| Appropriate authority | The governing body |
| Chair | Jo Riddaway |
| Headteacher | Joanna Quinn |
| Date of previous school inspection | 31 March–1 April 2009 |
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| | |
|---------------------------|------------------|
| Age group | 3–11 |
| Inspection date(s) | 5-6 October 2011 |
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Introduction

This inspection was carried out by three additional inspectors. They observed 18 lessons taught by 16 teachers and held meetings with staff, members of the governing body and pupils. They scrutinised the school's documents and policies and the responses to 128 questionnaires from parents and carers, and those completed by staff and pupils.

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

- Whether teaching in all key stages is sufficiently challenging to meet the needs of the most able pupils.
- Whether teaching has improved since the last inspection to ensure a rise in attainment and progress.
- How effectively the school has closed the gap in achievement between English and mathematics.
- How effectively the school is ensuring equal opportunities for all groups of pupils.

Information about the school

This is a larger than average-sized primary school, with below average proportions of pupils known to be eligible for free school meals or who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average. The majority of these pupils have difficulties with speech, language and communication. The school has provision for a morning and afternoon Nursery as part of the Early Years Foundation Stage and there is a before- and after-school club, managed by the governing body.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. Children arrive in the Early Years Foundation Stage with just below average levels of age-related skills. They currently make good progress there and satisfactory progress in the main school. Pupils leave the school with average attainment and this represents satisfactory achievement for all groups, including those with special educational needs and/or disabilities.

The school has undergone a period of change in staffing in the recent past and is now settled and improving. Leaders and managers have galvanised staff and have raised the expectations and ambitions of both staff and pupils. The school's capacity for sustained improvement is satisfactory because the staff now work closely as a team and there is clearer focus on accurate self-evaluation, particularly on what needs to be done in lessons to raise attainment. Leaders and middle managers have laid the foundations for better learning. The school provides good pastoral support and guidance both for pupils and their parents and carers, often helped by the effective family liaison officer.

Progress in mathematics has been slow over several years but new developments in the way teachers deliver this subject are beginning to pay off. Inconsistencies in pupils' progress across year groups and subjects, and for those who are known to be eligible for free school meals, have meant attainment remains average. Lessons are now adequately planned and generally offer opportunities for all pupils to achieve at a satisfactory or better rate. However, not all learning activities provide sufficient challenge, particularly for the more-able. Pupils' progress is satisfactory but inconsistent, and sometimes pupils have to wait for others to catch up. Occasionally teachers do not ensure there is enough pace throughout the lesson and pupils' attention flags. The good teaching seen in some lessons is not yet fully shared across the school to bring about further improvement. Although pupils often show good understanding of the targets their teachers have set, and understand the next steps in their learning, this is not consistent. This can hold pupils back, particularly the more-able.

Writing has been another area of concern. However, a concerted effort from those who plan the curriculum, from the teachers who deliver it, the parents and carers who help support their children at home through preparation for writing and from the pupils themselves, has led to a recent acceleration in progress.

Pupils' attendance is above average at school and they enjoy their work. They make

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good progress in their personal development, behave well and support each other by becoming peer mentors and serving on the school council. They have the opportunity to learn, and enjoy, a modern foreign language and they take up the many enrichment activities on offer with enthusiasm. Pupils do not have enough chances to find out about life in other parts of this country or the wider world because the school has not ensured there are sufficient opportunities to build links with different peoples and places.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment by September 2012 by:
 - ensuring 80% of lessons are good or better by capitalising on the best teaching that already takes place in the school
 - making sure all pupils understand their own targets and the next steps in their learning
 - providing appropriate learning opportunities that fully stretch all pupils, including the more able.

Outcomes for individuals and groups of pupils**3**

Children's needs are effectively met and they achieve well in the Early Years Foundation Stage. They spend the first term in Year 1 gradually progressing towards the challenges posed in Key Stage 1. Progress in writing and mathematics has been slow over many years and pupils in Key Stage 1 have not achieved as well as those higher up the school. Pupils' performance is accelerating because the headteacher has reorganised her staff team to provide a more effective and demanding learning environment to improve pupils' basic skills. Pupils' recent assessments have shown that progress in mathematics and writing is rising across the school, with those known to be eligible for free school meals and with special educational needs and/or disabilities reaching satisfactory levels of achievement more in tune with their peers.

More-able pupils receive targeted support, often from the dedicated team of teaching assistants. Although their progress is not consistently good, numbers reaching higher levels in English and mathematics are rising, but still have some way to go. Where lessons are challenging, well planned and fun, learning goes on apace. These good lessons often have opportunities to use core basic skills in different contexts, such as searching the school for shapes explored in class in Year 1. Independent learning is encouraged from Key Stage 1, such as by inviting pupils to research their own monster from outer space, using the internet at home, and then applying ideas to extended writing in class. Parents and carers are also involved in this learning and homework, sometimes saying that it turned into a family trip to explore a place or idea. Extended writing is now a regular activity and pupils are excited by the chance

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to choose the subjects that they write about.

Good behaviour from pupils ensures most learning is not interrupted. Pupils’ good attitudes to one another and to their work mean that activities are safely carried out. Pupils move around school sensibly, watching out for each other. Behaviour at break times is excellent. Above-average attendance has been a feature of the school for several years and pupils are satisfactorily developing the skills necessary for their future lives.

Pupils use their initiative in working for charity, where they have chances to learn about different peoples of the world. However, these are not extensive and pupils’ understanding of the world’s cultural diversity is underdeveloped. Many use the opportunity afforded through the very popular after-school cooking club to learn about healthy eating and how to look after themselves.

These are the grades for pupils’ outcomes

| | |
|---|----------|
| Pupils’ achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: | |
| Pupils’ attainment ¹ | 3 |
| The quality of pupils’ learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils’ behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| 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 | 3 |
| Taking into account: | |
| Pupils’ attendance ¹ | 2 |
| The extent of pupils’ spiritual, moral, social and cultural development | 3 |

How effective is the provision?

Teaching is satisfactory, although there is plenty of good practice going on in classrooms. The best lessons are planned closely with the needs of the pupils in mind. The highly active team of learning assistants are deployed effectively, sometimes supporting on a one-to-one basis, other times moving around the classroom, meeting immediate learning needs. The best planning assures learning through appropriate challenge and pace. Less effective lessons lack energy and are insufficiently focused on the ability of each pupil. While planning is thorough, not all

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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lessons deliver enough challenge for the most able. However, those with special educational needs and/or disabilities are suitably supported and cared for so they can work at the pace that meets their needs and challenges them.

The curriculum has undergone radical reform and development. There is a cross-curricular emphasis where basic skills are used and encouraged across subject boundaries. Mathematics teaching has been improved and its features currently focus on the number skills that pupils use across all kinds of calculations. Work is placed into context and made fun. The extended writing lessons in English have helped pupils enjoy applying their literacy skills, backed up with letters and sounds work to help develop their reading skills. Lesson objectives are generally shared and understood by pupils and, where targets are straightforward and accessible, there is clear ambition to reach them. Less successful learning happens when pupils do not understand what they can do to improve or move towards their next steps. Assessment is sometimes very effectively used so everyone understands pupils' progress and needs. However, teachers do not always ensure pupils appreciate what they have to learn next to move ahead.

Good care, guidance and support make a very positive impact on pupils' personal development. This often involves their parents and carers too. The school engages and communicates with families effectively, ensuring parents and carers are aware of their children's progress. Pupils are taught how to be safe both in and out of school; for example, they understand internet safety and whom to turn to if they need help. They are well cared for and happy at the before- and after-school clubs because activities are well planned and relationships are very positive.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The recent changes in leadership and management have resulted in an ambitious team at the helm of the school, one that shares its goals with its middle managers and teachers to drive improvement. Teachers now work closely together, planning for curriculum developments and ways to help raise achievement. Teaching is regularly and accurately monitored but this has not yet had a significant impact on its overall quality. The leadership team ensures staff receive appropriate training and support. An improved use of assessment has helped the school to identify and close gaps in pupils' achievement, particularly in mathematics and writing. As a result, the school promotes satisfactory equality of opportunity.

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The effectiveness of the governing body is satisfactory. Members of the governing body are closely involved with the school, frequently coming in and helping with events. They have surveyed parent and carer opinion, and supported the school in the development of its grounds and entrances, making it safer for pupils. They are developing a clearer understanding of how well the pupils are doing by being linked to subjects and were supportive of the headteacher during recent staff changes. They challenge the school adequately, based on their appreciation of pupils’ current needs, and they communicate well with parents and carers. However, they have not always ensured the school has addressed disparities between achievement across key stages, subjects and groups of pupils.

Safeguarding is good. The school has robust procedures to keep pupils safe and secure from risk at all times and regular training of staff ensures everyone is up to date with, and implements effectively, current safeguarding requirements.

The school as a whole engages well with its families and makes use of relevant partners to ensure most pupils’ needs are met. Outside agencies work closely with the family support advisor. The school is a positive member of its local community, making links with local churches and organisations, but does not look further afield sufficiently to build positive relationships with communities in this country and beyond.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school’s engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 3 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

There is a sincere and welcoming atmosphere in the Early Years Foundation Stage. This means children and their parents and carers feel confident and happy coming into school. The good balance of child-centred and adult-led activities helps children

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with different learning styles make good progress from their slightly below average starting points. New arrangements in staffing are beginning to have a positive impact on children’s progress. Self-esteem and self-confidence are very clearly in evidence and children feel safe, enabled to learn from their mistakes. They leave with skills that are typical for their age.

A positive and caring ethos pervades the setting, with a culture of mutual respect between children and adults. Teaching assistants are well deployed, supporting the wide range of activities inside and out that help build good progress. Children are encouraged to be independent, and outstanding behaviour ensures a safe and harmonious environment.

Assessment is used to paint an ongoing picture of children’s progress, captured in learning journals that provide a record of their daily activities. Parents and carers are regularly consulted about their views and opinions of their children’s education, helping them become more closely involved in their development. There is detailed planning and monitoring by leaders and managers, afforded by the open and shared environment, and resources are targeted to support the needs of each child. Good teaching motivates and inspires children and their developing curiosity, creativity, imagination and concentration.

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

The vast majority of parents and carers who responded to questionnaires stated that their children enjoy school and that they are safe there. A small number said that they do not feel the school deals effectively with behaviour. The inspection found that behaviour was generally good and any failings are quickly addressed. A few stated that they do not feel their child is making sufficient progress at school; the inspection found that pupils make satisfactory progress at Wooden Hill.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wooden Hill Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 128 completed questionnaires by the end of the on-site inspection. In total, there are 359 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 72 | 56 | 51 | 40 | 5 | 4 | 0 | 0 |
| The school keeps my child safe | 84 | 65 | 43 | 33 | 2 | 2 | 0 | 0 |
| The school informs me about my child’s progress | 57 | 44 | 61 | 47 | 7 | 5 | 0 | 0 |
| My child is making enough progress at this school | 50 | 39 | 65 | 50 | 9 | 7 | 2 | 2 |
| The teaching is good at this school | 54 | 42 | 72 | 56 | 0 | 0 | 0 | 0 |
| The school helps me to support my child’s learning | 51 | 40 | 72 | 56 | 5 | 4 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 59 | 46 | 67 | 52 | 2 | 2 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 52 | 40 | 63 | 49 | 3 | 2 | 0 | 0 |
| The school meets my child’s particular needs | 49 | 38 | 72 | 56 | 3 | 2 | 1 | 1 |
| The school deals effectively with unacceptable behaviour | 40 | 31 | 73 | 57 | 11 | 9 | 0 | 0 |
| The school takes account of my suggestions and concerns | 50 | 39 | 64 | 50 | 7 | 5 | 0 | 0 |
| The school is led and managed effectively | 65 | 50 | 58 | 45 | 4 | 3 | 0 | 0 |
| Overall, I am happy with my child’s experience at this school | 71 | 55 | 54 | 42 | 3 | 2 | 1 | 1 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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 October 2011

Dear Pupils,

**Inspection of Wooden Hill Primary and Nursery School, Bracknell RG12
8DB**

Thank you very much for making us feel so welcome when we recently visited your school on inspection. It was lovely meeting you and seeing you working and enjoying your lessons. We have decided that your school gives you a satisfactory education. You enjoy coming to school and behave well, often helping each other out by volunteering for the school council or simply by being kind and thoughtful to one another.

We found that your school looks after you well and that it makes sure you and your parents and carers are kept informed about how well you are doing. There are some things your teachers can do better and so we have asked that they:

- make sure most lessons are good or better by ensuring the best teaching practice is extended across all classes
- make sure you all understand your targets and the next steps in your learning
- provide learning opportunities to fully stretch you all, including the more-able.

You can help by trying your best in every lesson and always ask if you do not understand the next steps in your learning.

Yours sincerely

Carolyn Carnaghan
Lead inspector

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