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27 April 2012

Mr M Harris  
Executive Headteacher  
Wildmoor Heath School  
Lower Broadmoor Road  
Crowthorne  
RG45 7HD

Dear Mr Harris

### **Special measures: monitoring inspection of Wildmoor Heath School**

Following my visit with Grace Marriott, Additional Inspector, to your school on 25–26 April 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in December 2011. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Newly qualified teachers may not be appointed

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Bracknell Forest.

Yours sincerely

Kekshan Salaria  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in December 2011**

- 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 which 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 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.

## **Special measures: monitoring of Wildmoor Heath School**

### **Report from the first monitoring inspection on 25–26 April 2012**

#### **Evidence**

Inspectors observed the school's work, scrutinised documents and met with the executive headteacher, other senior and middle leaders, the Chair of the Governing Body, a group of pupils and a representative from the local authority. In addition, inspectors had informal conversations with pupils in classes and around the school.

#### **Context**

Since the previous inspection, two teachers have returned from maternity leave. A member of staff from the partner school has joined the senior leadership team with full classroom responsibility. At present there are two newly qualified teachers. The bursar is on long-term absence.

#### **Achievement of pupils at the school**

School data indicates that attainment is improving. Inspection evidence indicates that pupils' progress and ultimately their achievement vary in lessons because of the variability in the quality of teaching. The school's leadership has correctly identified mathematics as an area for concern. Appropriate action has been taken; however, it is too early to see the impact of these. An analysis of the school's assessment information, pupils' workbooks and lesson observations reveal that more pupils in Year 6 are making accelerated progress. Pupils' work is consistently marked and in some classes this is starting to help guide pupils towards improving their own work. In classes where teaching is less effective, pupils do not have a sufficiently secure understanding of what they need to do in order to make more rapid progress

Progress since the last section 5 inspection:

- Raise attainment, particularly in mathematics, and accelerate the progress that pupils make, especially boys and the more able, so they achieve well – inadequate

#### **The quality of teaching**

There has been a rigorous drive to improve the quality of teaching and learning. Most teaching has improved since the previous inspection, for example there is now more good teaching. However, there is still a very small proportion of inadequate teaching. Most teachers know their subject well and monitoring, training and mentoring have contributed to improvements in planning. These are helping teachers to understand how to meet the needs of pupils in lessons and to ensure that pupils know the skills they are learning. As a result, the learning objectives and

ways of judging success are usually explained and reviewed during the lesson. In more effective teaching, tasks are explained well to the pupils and followed up with individual advice and progress checks throughout the lesson. Activities are practical and engage and motivate pupils. In the less effective lessons, teachers are not always skilled in planning learning that challenges pupils, particularly the more able, in their thinking and enables them to take more control of their learning. Tasks are not readily adapted if pupils do not respond as expected. In particular, teachers spend too much time talking, allowing insufficient time for pupils to develop their speaking skills. Some conclusions to lessons are too rushed and do not focus strongly on checking individual progress. There is insufficient focus on key vocabulary, or on explaining terminology. Helpful aids for learning, such as word walls or pupils' individual targets, are not referred to consistently during lessons.

In the Early Years Foundation Stage, staff work together closely and are sharing their expertise. The children learn and develop best when adults use questioning effectively to develop their speaking and listening skills and broaden their understanding of the world around them. Children have access to an attractive indoor and outdoor learning environment and a range of learning resources. Activities are thoughtfully planned, with opportunities to develop children's language through dialogue. Children are encouraged to become independent and to make choices about their learning.

Progress since the last section 5 inspection:

- Improve the quality of teaching and learning so that it is consistently good or better – satisfactory

### **Behaviour and safety of pupils**

Pupils continue to feel safe. They say that it is easy to make friends and they enjoy coming to school. In lessons, pupils listen well to each other, take turns and behaviour is now good around the school. There are productive and harmonious relationships between pupils and staff and among pupils. Pupils comment that this has not always been the case and attribute the recent improvements to current senior leaders. Pupils like the recently introduced reward system for good behaviour and learning, which staff are using consistently.

### **The quality of leadership in and management of the school**

The executive headteacher and the acting deputy headteacher are providing strong, clear and effective leadership. They have a clear and realistic understanding of the school's strengths and weaknesses. The senior leadership team has made a good start in a short space of time to establish routines and systems to enable staff to evaluate their own performance and that of the pupils they teach. The deployment of both the acting deputy headteacher and subject leader for English into classes is

having an immediate impact on the quality of learning in those classes. They are providing effective role models for good teaching.

The executive headteacher has ensured a culture of accountability in the school by initiating a programme of formal lesson observations and learning walks. Hence, senior leaders have an accurate view of the quality of teaching and learning across the school. In addition, senior leaders are developing a better view of the performance of pupils who are at risk of underachieving through the introduction of pupil progress meetings. These are held by the senior leadership team to discuss the progress of pupils from each class and to suggest strategies to improve pupils' performance. These are all positive developments and staff morale is high. The executive headteacher has reviewed the roles and responsibilities of senior staff and identified ways in which they can make a greater contribution to school improvement. The newly appointed senior leaders have varying levels of experience. They have welcomed initiatives to develop their expertise and are committed to the process of change. The senior leadership team has given middle leaders good support to improve their leadership skills in their subject. However, while there has been satisfactory progress in improving leadership, senior leaders are aware there is still much more work to be done to improve the consistency of middle leadership.

Since the previous inspection, governors have increased the rigour with which they hold the school to account. Members of the governing body have undertaken training to develop their understanding of pupils' progress over time. The governing body has drawn up plans to recruit a permanent headteacher.

Progress since the last section 5 inspection:

- Increase the capacity for sustained improvement and strengthen leadership at all levels – satisfactory

### **External support**

There is effective ongoing external support for the school. The local authority's statement of action, following the school being placed in special measures, was detailed and well focused on identifying and supporting the school to make progress quickly. The work carried out by local authority consultants with teachers has created a greater understanding among staff of what they should do to improve their classroom practice. Teachers have been given the opportunity to observe examples of effective classroom practice in the partner school enabling them to consider how they may improve the way they teach.