

Warfield Church of England Primary School

Inspection report

Unique reference number	109982
Local authority	Bracknell Forest
Inspection number	378027
Inspection dates	3–4 July 2012
Lead inspector	David Radomsky

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under sections 49 and 50 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair	Emma Barnard
Headteacher	Hester Wooller and Anna Kennedy
Date of previous school inspection	15–16 January 2009
School address	All Saints Rise Warfield Bracknell RG42 3SS
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Registered childcare provision	WASPS
Number of children on roll in the registered childcare provision	72
Date of last inspection of registered childcare provision	15–16 January 2009

Age group	4–11
Inspection date(s)	3–4 July 2012
Inspection number	378027



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Introduction

Inspection team

David Radomsky

Additional inspector

Justina Ilochi

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 17 lessons taught by eight teachers. Inspectors also made short observations of the teaching of phonics (letter patterns and the sounds they represent). Many of these observations were made jointly with the interim headteacher and one of the co-headteachers of the school. Account was taken of the responses to the online questionnaire (Parent View) in planning the inspection. Meetings were held with members of the governing body, parents and carers, staff and groups of pupils. Inspectors observed the school's work and looked at school documentation, including teachers' planning, the school's development plans, assessment information, safeguarding documentation and samples of pupils' work. In addition, inspectors listened to pupils read and talked with them about their enjoyment of books. Inspectors analysed 85 questionnaires from parents and carers, 100 from Key Stage 2 pupils and 24 from staff.

Information about the school

Warfield Church of England is an average-sized primary school. The proportions of pupils from minority ethnic backgrounds and those for whom English is an additional language are average. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils supported by school action plus or with a statement of special educational needs is above average. Most of this group have behavioural, emotional and social or moderate learning difficulties. The school meets the government's current floor standards, which set the minimum expectations for attainment and progress. The school runs an Early Years Foundation Stage Nursery for children aged two to four plus a daily breakfast and after-school club. This combined provision, known as WASPS (Warfield After School and Pre School) formed part of this inspection. Since the previous inspection there has been a substantial turnover of staff, including the headteacher and middle leaders. The school is currently being led by an interim headteacher as the two substantive co-headteachers have been on maternity leave, one of whom returned at the start of the inspection.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. The rich curriculum ensures pupils benefit from many enjoyable and stimulating experiences and that their spiritual, moral, social and cultural development is good. The school is not yet outstanding because teaching is not consistently good enough to ensure pupils make outstanding progress in mathematics, and they do not have enough opportunities across different subjects to develop their numeracy skills.
- Achievement is good. From their starting points pupils make outstanding progress in reading and writing and good progress in mathematics. By the end of Year 6, attainment over time is well above average in English and above average in mathematics. There are no significant or consistent differences between the achievements of any groups of pupils.
- Teaching is mostly good and sometimes outstanding. In a small minority of lessons, planned activities do not meet the needs of all pupils and thus progress slows. Pupils know their overall National Curriculum targets but are unsure about what they need to do to achieve them as written details are not in pupil friendly language. Marking has improved recently but pupils do not always respond to their teachers' comments for improvement.
- Pupils behave well and develop positive attitudes towards learning. They feel safe and enjoy coming to school as shown by their consistently well above average attendance.
- The interim headteacher, senior and middle leaders, together with the governing body, rigorously identify areas for improvement and, as a result, have successfully reversed the downward trend in achievement which followed the previous inspection. Good tracking systems are in place and the information gathered is used well to hold teachers to account for the progress of their pupils. Teachers benefit from a range of professional development opportunities which have ensured that the quality of teaching is mostly good or better.

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What does the school need to do to improve further?

- Increase the proportion of high quality teaching to ensure consistently outstanding progress, especially in mathematics by:
 - planning activities in lessons that meet the needs of all pupils
 - ensuring that marking is linked to pupils' National Curriculum targets, presented in pupil friendly language and that pupils consistently respond to their teachers' comments to improve their learning.
- Plan opportunities across the curriculum to extend and develop pupils' mathematical skills.

Main report

Achievement of pupils

Children join Reception with skills that are broadly in line with expectations except in communication and language skills which are slightly lower. The setting provides a highly stimulating indoor and outdoor learning environment in which children flourish. Two children, playing with trucks which they filled with Lego, told inspectors that they were packing their luggage and going on holiday to Turkey. Another explained that he decided to make a sandcastle that day, as the sand was wet owing to the recent rain and was therefore ideal for building. Such child-initiated activities, combined with highly skilled teacher-led activities, especially in the promotion of reading and writing skills as seen during the inspection, ensure children make good and often outstanding progress in Reception. As one parent, representing the view of many, said, 'Our child has settled very well and progressed well with his learning. This is owing to the fantastic teaching team in the class.'

Following a dip since the previous inspection, attainment at the end of Year 2 has improved significantly this year and is now above average in reading, writing and mathematics. Attainment in reading at the end of Year 6 is consistently above average. This is because the school effectively uses a systematic programme for the teaching of letters and sounds (phonics) and pupils are consistently encouraged to apply their sounding out skills to help spell difficult words and improve their writing. Through highly effective support systems, the school ensures that disabled pupils, those with special educational needs and those who speak English as an additional language make similar progress to their peers.

Pupils enjoy learning a great deal as one Year 3 pupil told an inspector, 'As I am getting older, I am getting cleverer and smarter!' In a Key Stage 2 English lesson, pupils quickly recalled their learning from a set text through responding to the teacher's challenging questions and discussing their views with their talk partners. They rapidly moved on to discussing, at their table groups, a range of images where they had to use their imaginations to infer what the content of the next chapter might be. This opportunity to discuss, reflect and infer served as a highly effective

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springboard as they proceeded to write their own individual versions of the text and apply their ideas and extend their vocabulary. As a result they produced written pieces of a high standard.

Most parents and carers feel that their children make good progress and the inspection evidence supported this view.

Quality of teaching

A very large majority of parents and carers and pupils believe that teaching is good. In the best lessons, teachers plan a good range of activities to meet the needs and interests of all pupils, often capturing their interest through imaginative activities to which they can relate. For instance, in a problem solving mathematics lesson, pupils worked enthusiastically in groups to identify the mathematical operations needed in designing an Olympics theme park. Teachers' enthusiasm is infectious and engages the pupils well. Effective questioning ensures pupils are challenged and work set at a good pace ensures rapid progress. Through early identification of needs and the highly effective liaison between teachers and teaching assistants, disabled pupils and those with special educational needs are very well supported so that like their peers they make good and often outstanding progress. The quality of written feedback that pupils receive in their books has improved recently, but pupils do not always follow up on their teachers' comments to improve their work and further develop their skills. In a few lessons, teachers speak for too long and planning does not meet the needs of all pupils. In these cases progress slows. While pupils know their current National Curriculum levels, the shared descriptors of how to get to the next level are typically written in a language which is beyond the full comprehension of the pupils. This diminishes the potential impact of this strategy to help pupils drive their own improvements further.

The scheme for the teaching of reading introduced since the previous inspection is highly effective as it ensures pupils make rapid progress. All adults expertly teach the use of letters and sounds in a systematic way, pupils have opportunities to read daily at school and home reading is positively encouraged.

Pupils experience a very wide range of activities that do much to promote their personal development. These include, art activities, playing musical instruments and sporting competitions. A visit to a local secondary school's performance of *Bugsy Malone*, was used as a springboard to develop literacy skills as pupils had to write a review of the play. Many similar planned activities, such as writing book reviews, also offer good opportunities for pupils to extend their literacy skills. Activities, however, are not similarly planned to systematically extend pupils' mathematical skills. This lost opportunity inhibits pupils from making outstanding progress in their development of numeracy.

Behaviour and safety of pupils

The large majority of parents and carers responding to the inspection questionnaire

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agreed that overall behaviour is good, and good behaviour was evident in lessons, assembly and playtimes observed during the inspection. A small minority however, expressed concerns about behaviour. Considerable effort during the inspection was made to explore these concerns through talking to pupils in the playground and more formally in group discussions, talking to parents as they brought their children to school, and discussions with school leaders. Pupils and parents spoken to said that incidents of disruption are isolated, that the school has effective systems for rewards and sanctions, and that there is no major disruption over time that inhibits learning. Pupils' positive attitudes make an important contribution to the good progress they make.

An overwhelming majority of parents and carers agreed that their children feel very safe at the school. The curriculum provides many opportunities for pupils to learn how they can take some responsibility for their own safety so pupils know how to keep safe when using modern technologies and have a good understanding of personal safety. A small minority of parents and carers raised concerns about the way in which the school deals with bullying. Pupils said that they feel very safe and know that the teachers and other adults in school will help with any problems if they arise. Although a few felt that occasional instances of bullying did take place, they explained that it is more to do with boisterous behaviour during playtime and some name calling not always intended to be offensive but nevertheless taken that way. The school has identified the need to promote better understanding of how words can cause offence.

Leadership and management

The interim headteacher and other new middle leaders have made concerted efforts to substantially raise the quality of teaching this year. Through frequent lesson observations and feedback, a programme of professional development which includes effective links with other schools and universities to learn good practice, mentoring and focused performance management arrangements, leaders have ensured pupils have made rapid progress across the school this year. They have attained very well. Attendance remains well-above average. These successes demonstrate that the school has a good capacity for future sustained improvement.

Staff, leaders and the governing body work together to ensure that pupils' needs are addressed individually and that all pupils have an equal opportunity to succeed. Discrimination is not tolerated. The governing body monitors the work of the school well and provides good support and challenge in helping to drive improvement. The school development plan is detailed and targets improvement in all aspects of the school's work, including aspiring towards more outstanding teaching. Leaders and managers ensure arrangements for safeguarding pupils are robust and fully meet statutory requirements. Breakfast and after-school clubs are well managed. Pupils enjoy participating in the variety of activities on offer.

The curriculum is good. It is broad and balanced with a wide range of extra-curricular opportunities. Well-planned enrichment activities, for example collecting

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funds for charities, choir performances and residential visits, and the harmonious relationships evident in the school ensure that provision for pupils' spiritual, moral, social and cultural development is good.

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The Early Years Foundation Stage delivered in the registered childcare provision

Children enter Nursery with skills that are broadly in line with their age-related expectations. They settle in quickly and enjoy the extensive variety of activities available both indoors and outdoors. One parent told inspectors, 'My son wakes up at 7o'clock and wants to be in school every morning.' Children know how to keep safe and healthy and develop very well in their personal and social skills. This is because there is a good balance between child-initiated and teacher-led activities. Progress in children's language and communication skills is satisfactory as teachers do not assess their progress thoroughly enough to inform the planning of activities tailored to the needs and abilities of individual children. Children's health and safety are ensured and links with families and with external agencies to support children's learning and well-being are good. Leadership and management of the Early Years Foundation Stage are satisfactory. Leaders have begun to plan for putting processes in place to record evidence of the progress children make and to use this information to plan the next steps in learning.

These are the grades for the Early Years Foundation Stage of the registered childcare provision, inspected under sections 49 and 50 of the Childcare Act 2006

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage for the registered provision	3

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



6 July 2012

Dear Pupils

Inspection of Warfield Church of England Primary School, Bracknell, RG42 3SS

Thank you for making us feel so welcome when we visited your school. We greatly enjoyed talking to many of you, listening to some of you read and reading the questionnaires some of you completed. You go to a good school and these are some of the reasons why it is good.

- Your interim headteacher, staff and governing body want to help you achieve your best in all that you do.
- You clearly enjoy school, attend regularly, feel safe and behave well.
- The school provides you with many enjoyable learning opportunities, including visiting so many interesting places, playing musical instruments and singing in the choir. You certainly know a great deal about the 2012 London Olympics!
- Nearly all teachers prepare good lessons, and work with you to make your learning fun.

We have asked the school to do these things to make it even better.

- Make sure teachers give you work that is always suitable to help all of you make the best possible progress.
- Ensure that teachers give you targets that you can easily understand and that they make sure that you always respond to their guidance to improve your work.
- Make sure the school plans more opportunities across the curriculum to improve your numeracy skills.

You can help to improve your school by working hard and making sure you always try to do as well as you can.

We wish you all the best for the future and thank you again for your help.

Yours sincerely

David Radomsky
Lead inspector

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