

Wildridings Primary School

Netherton, Bracknell, Berkshire, RG127DX

Inspection dates 12–13 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The vast majority of pupils make good progress, including those with a statement of special educational needs and new arrivals to the school. Pupils who are behind with their reading, writing and numeracy skills when they start at the school, catch up and make at least expected progress.
- The teaching has improved since the previous inspection as a result of successful evaluation, monitoring, support and staff training.
- Teachers have high expectations of pupils and deliver lessons that are interesting and inspire the pupils to work hard.
- Behaviour and safety have improved from the previous inspection. There is rigorous monitoring, tracking and support for pupils.
- Pupils are happy at school and their views are respected and valued. They feel safe because the discipline is firm and fair. Bullying is rare and pupils know how to use the internet safely.
- The school has a wide, broad curriculum and spiritual, moral, social and cultural aspects are good because of strong community links both locally and internationally.
- The governing body, the headteacher and the senior leaders all work effectively as a team. The headteacher is well supported by other leaders. As a result, pupils' achievement, teaching and learning, behaviour and safety have improved since the last inspection. The governing body has been successful in addressing frail teaching and ineffective middle leadership.

It is not yet an outstanding school because

- There is insufficient challenge for higher ability pupils; as a result, some make less progress due to lack of close monitoring in class.
- Parents have too little involvement in supporting their children's learning.
- Limited information and communication technology (ICT) resources inhibit opportunities for pupils to develop their independent research skills.

Information about this inspection

- Inspectors observed 20 lessons, of which two were joint observations with senior leaders. In addition, the inspection team also made a number of other short visits to lessons.
- Meetings were held with two groups of pupils, the local authority representative, the Chair of the Governing Body and two other governors, senior leaders and subject managers.
- Inspectors looked at a range of the school’s documents relating to self-evaluation, performance management, pupils’ attainment and progress, assessment, school policies and records on behaviour and safety, attendance and monitoring of the quality of teaching and learning, as well as safeguarding documents.
- Inspectors scrutinised 35 questionnaires completed by staff.
- Inspectors took account of 16 parents’ and carers’ responses to Parent View and had informal meetings with parents before school.

Inspection team

Zahid Aziz, Lead inspector	Additional inspector
Gill Walley	Additional inspector
Avtar Sherri	Additional inspector

Full report

Information about this school

- Wildridings Primary School is larger than the average-sized primary school. The number of pupils on roll has increased since the last inspection.
- The proportion of pupils known to be eligible for the pupil premium is below the national average. The proportion of pupils supported at school action is above average and the proportion of pupils supported by the school action plus or with a statement of special educational needs is below average. Most pupils are of White British heritage, with a small number coming from a variety of minority ethnic backgrounds.
- The school meets the current floor standards which set the government's expectations for attainment and progress.

What does the school need to do to improve further?

- Raise attainment levels of higher achievers by planning lessons that are tailored to meet their needs and monitor pupils' progress closely to ensure that pupils are appropriately challenged.
- Raise standards in ICT by providing pupils with more practical resources to develop their independent research skills and attainment.
- Find innovative and effective measures to engage parents more in understanding and supporting their children's learning and progress.

Inspection judgements

The achievement of pupils

is good

- Taking account of their different starting points, the vast majority of pupils make and exceed expected progress when compared with national figures. Last year, all year groups made good progress in reading, writing and mathematics. Through inclusion, team support ensures that all pupils have the opportunity to do well as can be expected in their individual circumstances.
- Work in pupils' books shows progress in all year groups in mathematics, and English is consistently strong. Lesson observations indicate that pupils make good progress in most classes. The majority of parents agree that their children make good progress. The lower attaining pupils and those with pupil premium support make good progress. Pupils' attainment in reading, writing and mathematics is close to the national average, but a much higher proportion of pupils than the national average makes more than expected progress at the end of Key Stage 2.
- On entry to the Early Years Foundation Stage, children's knowledge and experience are below that expected for their age, particularly in their early writing skills. By the time children leave the Early Years Foundation Stage, they make good progress and pupils' achievement through the key stages, and especially in Key Stage 2, is good. By the time they leave Year 6, pupils' attainment in English and mathematics is average overall, although fewer exceed Level 6 due to the limited challenge provided in the classroom activities for higher ability pupils.
- Pupils' eagerness to learn is very much evident. Pupils apply a range of skills systematically across the curriculum, although this is not outstanding in ICT because practical resources are insufficient. As a result, pupils have limited opportunities to explore and develop their independent research skills.
- Disabled pupils and those who have special educational needs make good progress due to the early interventions and support which is highly individualised. These pupils are fully integrated in the life of the school.

The quality of teaching

is good

- Teaching in English and mathematics is consistently good, with some examples of outstanding teaching over time. Teachers set high expectations for pupils and for themselves so that learning is an enjoyable experience for most pupils.
- Teachers use resources well. In a session in the Early Years Foundation Stage, the teacher made good use of both indoor and outdoor provision to improve various skills. For example, use of the climbing frame, bicycles and scooters promoted children's physical development. In another session, the teacher set a challenging task that involved mixed ability children using assorted numbers to put them in sequence up to 20, helping to correct misconceptions such as a difference between 21 and 12.
- In Year 6, pupils are provided with imaginative opportunities to improve their reading and writing skills. For example, they used mind mapping diagrams when identifying differences between similes and metaphors. These lessons are typical examples of how well teachers promote pupils' core skills across the curriculum. However, there are occasions when more able pupils find the task too easy and, as a result, their progress is hindered because work is not matched sufficiently closely to their needs.
- Teachers and support assistants are skilled in identifying and meeting the particular needs of different groups of pupils, including disabled pupils and those with special educational needs, pupils known to be eligible for free school meals and looked after children. This work ensures that their achievement is good.

- Assessment has improved since the last inspection and now a good range of strategies are applied to monitor and analyse pupils' progress. In all subjects, teachers' use of assessment is good. It is particularly strong in English where a range of strategies is used to enable pupils to reflect on their own and others' work.
- The skills-based curriculum, which includes learning of five different skills, is taught in a fun and enjoyable way to introduce new learning and to enhance pupils' existing skills. It links subjects well, effectively widening pupils' knowledge and understanding.

The behaviour and safety of pupils are good

- From the Early Years Foundation Stage onwards pupils' positive attitudes towards learning and their good behaviour in most lessons are a key factor in their successful learning. Pupils' good behaviour over time makes an important contribution to the effective learning environment.
- Pupils get on well together in lessons and at play times. They support each other and show concern and care for others. Pupils are polite, kind, well mannered and they welcome visitors in their class and explain what is happening. However, there are occasions when pupils have to be reminded how to follow rules of best behaviour.
- Pupils confirmed that over time behaviour has improved in classes and corridors because of the strong and consistent approach to discipline implemented by the whole school.
- There have been no exclusions and the few incidents of bullying are dealt with effectively. Pupils are aware of the different forms of bullying and are equipped with strategies to deal with any that might occur. Although some parents feel that school does not deal with bullying well, the inspection team did not find any evidence to support this.
- Pupils feel safe because the teachers are there. They know how to keep themselves safe within and outside the school. They show good understanding of e-safety. Older pupils act as a 'buddy' to the younger ones and those pupils who have been given specific responsibilities carry out their roles sensibly and make a positive contribution to the school community.
- Attendance is just above average and pupils are punctual because they enjoy learning and value highly the good pastoral support they receive. The pupils feel the school is 'fantastic' and teachers are 'cool'.

The leadership and management are good

- The headteacher, effectively supported by the leadership team and the governing body, demonstrates high ambition for pupils' achievement and continuous improvement. Since the last inspection, the headteacher and new leadership team have been successful in reviewing and improving the quality of teaching, learning, behaviour and safety and the curriculum. As a result, provision is now good.
- Teachers are set challenging targets and they have been successful in meeting these. However, higher ability pupils' progress is hindered because planning does not sufficiently take into account their aptitude and needs. The reorganised Early Years Foundation Stage provision has been put into place effectively and is used well to promote good standards of achievement, teaching and learning.
- The headteacher has put into place an effective policy and sound strategy for staff training and development. These are matched carefully to the needs of the staff and to the school's educational priorities after annual performance reviews of the individual staff have been carried out.
- The school's self-evaluation is effective in providing all leaders, including the governing body, with a clear understanding of the school's strengths and areas for development. These strengths, together with the good improvement evidenced since the last inspection,

clearly indicate a good prospect for the school's further development.

- The curriculum is good, although limited ICT resources inhibit pupils' progress. Throughout the school, all pupils are taught the important key skills for learning, such as literacy; as a result, pupils make good progress in this subject and there are good opportunities for their creative development provided through other subjects in the curriculum.
 - Pupils' spiritual, moral, social and cultural development is good. The school makes a positive contribution to community cohesion through instigating projects such as supporting a destitute children's home in India. The local and international links provide pupils with a clear understanding of the diverse and enriched cultures at home and abroad.
 - There are effective procedures for safeguarding pupils and the school meets the current requirements. The policies for teaching and learning, planning and provision for those with special educational needs, and those who receive pupil premium support, ensure that the needs of these pupils are met well.
 - The school has a strong partnership with those hard to reach parents and carers, but overall the opportunities available to enable parents and carers to support the understanding and learning of their children are not well supported. Staff overwhelmingly feel positive about the leadership and current developments in the school.
 - The local authority gives effective challenge and support (for example, in the teaching of mathematics) which have improved the quality of teaching in this subject.
 - **The governance of the school:**
 - The governing body is strong and it carries out its responsibilities to evaluate and appropriately challenge the school's performance to the highest standard.
 - Governors ensure the efficient management of financial resources. This leads to mostly effective deployment of staff and resources.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109941
Local authority	Bracknell Forest
Inspection number	401090

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	372
Appropriate authority	The governing body
Chair	Mrs Pat Watts
Headteacher	Miss J Evans
Date of previous school inspection	September 2009
Telephone number	01344 425483
Fax number	01344 360988
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