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7 March 2013

Mr Grant Strudley  
Headteacher  
Wildmoor Heath School  
Lower Broadmoor Road  
Crowthorne  
Berkshire  
RG45 7HD

Dear Mr Strudley

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

Following my visit to your school on Tuesday 5 to Wednesday 6 March 2013, 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 third 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 – good

Progress since previous monitoring inspection – good

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 they are 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 third monitoring inspection on 5–6 March 2013**

#### **Evidence**

Her Majesty's inspector observed the school's work, scrutinised documents and met with the headteacher, other senior and middle leaders, the Chair of the Governing Body and four governors, pupils and a representative from the local authority.

#### **Context**

A new substantive headteacher started work at the school in January 2013. The deputy headteacher is currently absent from the school on sick leave. Two part-time and two full-time teachers left the school. Two long-term supply teachers have been recruited to work at the school.

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

Children in the Nursery and Reception classes are developing their language and independent skills well because of the positive interactions with adults, who ask sensitive questions to promote talk. Children have many opportunities to choose activities or extend their own learning through purposeful play.

Pupils' progress has accelerated in the majority of classes because learning in lessons is now consistently at least satisfactory and often better. Mathematics lessons are put into an everyday context and are increasingly purposeful so that pupils understand its relevance to them. Additionally, open-ended tasks and investigations are used to develop the broader mathematics skills of problem-solving and reasoning. The school's most recent assessments suggest pupils are making good progress towards meeting the school's spring term targets in reading and mathematics and a much better profile in writing. Senior leaders correctly continue to have the development of writing as a key priority in the school's Raising Attainment plan.

Pupils are keen learners whose positive attitudes make a good contribution to their progress; they enjoy a challenge. For example, in a mathematics lesson, Year 4 pupils put maximum effort into working out the perimeter and area needed for developing their playground. Across the school, pupils collaborate well with one another, listening attentively to their teachers and classmates. They follow instructions promptly and apply themselves diligently to the tasks in hand, showing good social and moral development. The consistently good standard of presentation, particularly in Key Stage 2 pupils' books, shows the pride pupils take in their work.

Progress since the last monitoring inspection on the areas for improvement:

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

### **The quality of teaching**

The intensive focus on accurately assessing pupils' learning is making a difference. This is because lesson plans are now better matched to the needs of individuals and groups. Teachers include a variety of interesting activities and model these clearly for pupils. In the best lessons, classes are managed well and the pace is swift. Learning is well graduated and levels of challenge are high. For example, in lessons observed in Years 3 and 5, good relationships and clear demonstration by the teachers of what the pupils should do encouraged high levels of participation and enjoyment in fast-paced learning. Where teaching is less effective, assessment during lessons does not always identify gaps in pupils' understanding so the pace of learning slows and opportunities to develop pupils' speaking and listening skills are sometimes missed when pupils are not given enough time to formulate their responses, for instance, when discussing a question with their talk partner. The less able pupils are sometimes given work that is too hard and they struggle to complete it even with help.

Pupils' workbooks show that teachers' marking is improving as a result of recent action by senior leaders; marking is completed regularly and frequently indicates to pupils the next steps in their learning.

Progress since the last monitoring inspection on the areas for improvement:

- Improve the quality of teaching and learning so that they are consistently good or better – good

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

Pupils move around the school in an orderly fashion and conduct themselves sensibly in the playground and in the dining hall. They engage well with visitors and are confident in making their views known. Pupils are proud of their school and loyal in their support for the school to improve further.

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

The headteacher, although very new to the role, has gained the confidence of the staff, pupils and support from parents and carers in a short period of time. Determined leadership plus a willingness to acknowledge weaknesses and accept

support have enabled the school to make good progress since the previous section 5 inspection. Staff morale is high, and there is a common sense of purpose. Teachers' expectations of what pupils can achieve are rising because of improved subject knowledge and sharing of best practice. Middle leaders are enthusiastic about their role and are beginning to play a stronger part in driving improvement and consistency but their monitoring and evaluation skills are not yet fully developed.

A whole-school focus on writing has led to a systematic approach to teaching writing skills. Consequently, pupils are beginning to write for sustained periods and for a variety of purposes. Developments to the curriculum mean pupils have increased opportunity to use their writing skills across different subjects. However, senior leaders are aware that the quality of pupils' writing in these subjects is not always as strong as it is in their writing books. There are also more opportunities for pupils to develop their speaking and listening skills in literacy lessons and across the curriculum. Further improvements to the school's systems for tracking and monitoring pupils' progress mean senior leaders have a much better understanding of how each pupil is achieving. The continued implementation of regular meetings between teachers and senior leaders to discuss each pupil's performance has led to greater whole-school accountability for the progress of all pupils. The school is developing suitable plans to monitor and evaluate the effectiveness of teaching assistants.

The governing body organises its work more effectively to ensure that the school's leaders are held to account through regular and close checking on the school's progress. They are knowledgeable about the school's strengths and areas of development and have high ambitions for the improvement of the school.

Progress since the last monitoring inspection on the areas for improvement:

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

### **External support**

The external support provided to the school has been effective and well targeted. The local authority continues to provide good support to the school through, for example, the support of consultants and advisors and training and support for members of the governing body. The local authority has regularly carried out monitoring visits and met with school leaders and members of the governing body to rigorously evaluate the school's progress.