

Wildmoor Heath Primary School

Lower Broadmoor Road, Crowthorne, Berkshire RG45 7HD

Inspection dates 10–11 July 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Pupils' attainment and progress at the end of Key Stages 1 and 2 are broadly in line with national levels; variations remain in the rates of progress in different subjects and classes. There is a trend of improvement but this is not yet strong enough.
- There is not enough good or outstanding teaching to help all pupils make good progress in reading, writing and mathematics.
- Middle leaders new to their post are still developing their roles to help secure more good teaching across the school.
- Teaching does not have a consistently good impact on pupils' learning, and assessment is not always thorough for all pupils.
- Planning and the use of resources are not well matched to the needs of pupils and time is not always used well.

The school has the following strengths:

- The substantive headteacher is strongly focused on raising pupils' achievement. He knows the school's strengths and what needs to improve.
- Children in the Early Years Foundation Stage get off to a good start as they develop their knowledge and skills well and confidently, and are happy and eager to learn.
- Pupils behave well throughout the school and get on well with each other and with their teachers.
- The work of the governing body has improved. Governors ask more probing questions based on their secure knowledge of how well the school compares to others locally and nationally.

Information about this inspection

- Inspectors observed 11 lessons or part-lessons. The majority were observed jointly with senior leaders. Inspectors listened to pupils read from Years 1 and 5.
- Meetings were held with two groups of pupils, staff, including senior and middle managers, four members of the governing body, and a representative from the local authority.
- Inspectors took account of the 26 responses to the online questionnaire (Parent View).
- The inspection team looked at a number of documents, including information about safeguarding, information on the progress and the attainment of pupils, the school's self-evaluation, and records of monitoring in relation to teaching, pupils' behaviour and attendance.
- Inspectors looked at books in lessons as well as a substantial number out of lessons in order to evaluate the progress made by pupils over time.
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Inspection team

Kekshan Salaria, Lead inspector

Her Majesty's Inspector

Ken Bryan

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- Wildmoor Heath is a smaller-than-average size primary school.
- The large majority of pupils are from White British backgrounds. Almost a third of pupils are from other minority ethnic groups, the largest being of Asian heritage.
- The proportion of pupils eligible for the pupil premium, which is additional government funding for pupils known to be eligible to free school meals, looked after children and children of service families, is well below the national average. There are currently no children of service families in the school.
- The proportion of pupils supported through school action is below the national average and the proportion supported through school action plus or with a statement of special educational needs is also below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school was placed in special measures at its previous inspection in December 2011. This was because it was failing to give its pupils an acceptable standard of education. Since then four monitoring inspections have taken place. Initially the school made satisfactory progress moving on to good progress.
- A substantive headteacher took up post in January 2013.

What does the school need to do to improve further?

- Ensure that all teaching is good or better, so that pupils make consistently good progress in reading, writing and mathematics by:
 - ensuring that teaching methods and resources maximise learning opportunities for each pupil in every lesson
 - making sure all lessons are well thought through and precise so that pupils are clear in what they have to do and what they should achieve
 - making sure teachers check pupils' learning during lessons and adapt their teaching quickly to help those who are finding things hard or too easy and particularly when working without an adult
 - ensuring all staff ask pupils challenging and probing questions.
- Improve the effectiveness of leadership and management by:
 - ensuring that long-term planning focuses equally on the outcomes expected as well as the actions being taken to improve provision
 - checking more closely the impact of the school's work on pupils' outcomes
 - strengthening the contribution of subject leaders to improving teaching and learning.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement. Children join the nursery with skills and knowledge broadly expected for their age. They settle quickly and benefit from a good range of well-planned activities carefully matched to their needs. A lively and stimulating environment enables them to make gains in independence, social skills and confidence. They start Year 1 with the levels of development relevant to their age.
- Year 6 pupils leave the school with attainment that is close to national levels, but do not build well enough, between Years 1 and 6, on the good start they make when younger. However, a clear trend of improvement is emerging, although variations remain across the younger year groups, especially in pupils' quality of writing.
- All groups of pupils, including those who join part-way through the year and those who speak English as an additional language, make the progress expected during their time at the school in reading, writing and mathematics. This is an improvement since the previous inspection.
- However, progress varies in different classes and subjects because not enough teaching is good. Consequently, too few pupils make better than the nationally expected progress.
- The school has carefully used the pupil premium funding to target support for groups of pupils in danger of falling behind. The introduction of more frequent and rigorous checks on pupils' progress by both teachers and senior leaders is ensuring that early signs of underachievement are dealt with promptly through well-delivered intervention sessions. As a result, the gap between the performance of pupils for whom pupil premium funding is received and that of their peers narrowed in 2013.
- The additional support provided for disabled pupils and those with special educational needs ensures that they make progress in line with that of similar pupils nationally.

The quality of teaching

requires improvement

- The quality of teaching is uneven and requires improvement. Although improved since the previous inspection, not enough good teaching ensures pupils make good progress in all classes and subjects. Where teaching requires improvement, planning and the use of resources are not well matched to the needs of pupils and time is not always used well.
- In the Early Years Foundation Stage, early reading and mathematics skills are taught effectively. Children's learning is planned systematically and adapted well according to what individual children need. Their learning and development are observed closely and carefully. Staff are quick to identify any extra help that children require and adjustments are made quickly.
- The school's current focus on mathematics and writing is evident throughout the school and a good feature of this is the effective use of appropriate key vocabulary in lessons. Some teachers focus well on developing pupils' literacy and numeracy skills across different subjects.
- In Key Stage 1, teachers do not observe and check pupils' learning during the lessons as sharply as they do in the Early Years Foundation Stage. For example, teachers sit with one group and teach them without keeping an eye on how well the other groups are learning. As a result, they miss opportunities to intervene with the other pupils, to either support pupils who are struggling or move on others to more challenging tasks.
- The most effective lessons are planned carefully and teachers set tasks which engage all of the pupils in their learning. For example, in a Year 5 mathematics lesson, pupils solved problems involving a mixture of multiples, fractions and factors. They worked individually and collaboratively and produced work of substance, making their learning relevant. In another Year 3 English lesson, pupils organised a traditional tale. They talked enthusiastically about time and place, learning the conventions of paragraph writing.
- Clear demonstrations by the teacher, focused on the learning objective and success criteria, coupled with good rapport, encouraged high levels of participation and enjoyment in fast-paced

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learning. However, this is not consistent throughout the school and learning at times is slow because teachers' questioning is weak, pupils are not always clear about the aims of the lesson and teachers do not use pupils' answers to questions to probe or assess their learning further.

- In the Early Years Foundation Stage, free-choice writing areas include attractive word and phonics lists (which help with spelling) so children can readily draw on these when writing independently. This supports their development of writing particularly well.
- Marking varies in quality. There are some examples of teachers giving pupils good advice and guidance about the quality of their work with links to their targets. In Key Stage 2, pupils know how well they are doing and the majority understand what they need to do to improve. In other instances, feedback does not identify the strengths and weaknesses nor are pupils encouraged to respond to the written comments.

The behaviour and safety of pupils

are good

- Teachers build good relationships with their pupils and pupils learn in an atmosphere of care and support. Classrooms are inviting and there are useful resources on display, which pupils readily use.
- The atmosphere around the school is calm and orderly. Pupils conduct themselves sensibly in the playground and in the dining hall. They engage well with visitors and are confident in making their views known.
- The positive promotion of pupils' spiritual, moral, social and cultural development is a key factor in their improving attendance and good behaviour. This is seen in the effective way that pupils from a wide variety of backgrounds and heritages get on exceptionally well with one another.
- Pupils' benefit from clear guidance on how to keep themselves and others safe. They say they feel safe in the school. They have a good understanding of bullying, including cyber bullying, and feel bullying is rare and dealt with quickly by the school when it does happen.
- Attendance is improving and is broadly average. Particularly noteworthy, is the successful use of the pupil premium funding in appointing a family support worker who has successfully narrowed the gap in attendance and punctuality for this group of pupils compared to nationally.

The leadership and management

require improvement

- The substantive headteacher has brought much needed stability to the school's leadership. He has set high expectations for what every pupil and teacher should achieve and high standards for quality and performance.
- The spiritual, moral, social and cultural provision promoted by the school is strong. It has been further strengthened through the introduction of the 'Wildmoor Heath Values'. Pupils speak enthusiastically about the values and look forward to the awards, such as 'Star of the week', linked to the values.
- Senior leaders understand the school's strengths and weaknesses. They acknowledge that the quality of teaching is not consistently good enough and are working hard to reduce the variability. Nevertheless, the steady improvement to pupils' learning, behaviour and attendance are secure indications of the school's growing capacity to sustain improvements.
- The systems which senior staff use to regularly track pupils' progress are effective. They give a clear picture of individual pupils' attainment and progress in relation to national expectations and are an important tool for identifying those pupils who need additional support. There are still some weaknesses in teacher's day-to-day assessment routines however.
- The senior leaders identify the right priorities for further improvement and the new school improvement plan is in the process of being created. This plan should make sure that senior leaders rigorously focus on the actions taken to improve provision and the essential task of checking the impact of the school's work on pupils' outcomes.
- Partnerships with parents and carers are strong and the large majority are now pleased with the school.

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- A number of other leaders are fairly new to their posts. They say that senior leaders are supporting them well to develop leadership of their subjects and their leadership skills.
- The strong commitment to equality of opportunity by school leaders ensures that most pupils make similar progress in their learning. For example, the funding from the pupil premium is spent on supporting the learning of those pupils for whom it is intended through one-to-one support in reading.
- Staff know that they will be held accountable for the progress that pupils make and that the quality of their work will be considered when making decisions about salary progression.
- A programme of professional development tailored to individual needs ensures that teachers are supported in improving their practice, although opportunities for staff to share good and outstanding practice are not always used.
- The well-developed range of subjects in the curriculum helps pupils to learn important basic skills, such as literacy and numeracy, while also helping them to understand and appreciate the world around them. A specialist music teacher helps pupils to develop their creative skills.
- The local authority believes the school is improving rapidly. Good support has been provided for the governing body and staff, which has resulted in improving the quality of teaching and pupils' outcomes. Reports are helpful for senior leaders in guiding the school's plans for improvement and providing an external view of the school's effectiveness.
- **The governance of the school:**
 - The governing body has increased its knowledge of the school's work during this year by working closely with the headteacher. Following training, governors are better equipped to hold the school to account for its work and ask pertinent questions about its performance. Governors know about the quality of teaching and what is being done to ensure it improves further. They understand the progress teachers make in benefiting from their professional development and how pay links to pupils' achievement. Governors ensure additional funding provided through the pupil premium is used to support pupils known to be eligible for free school meals. For example, they check that additional learning opportunities for these pupils are successfully closing the gaps in their performance when compared to their peers nationally. They monitor arrangements for safeguarding to ensure that statutory requirements are met.

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	109812
Local authority	Bracknell Forest
Inspection number	420446

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	190
Appropriate authority	The governing body
Chair	Jason Cooper
Headteacher	Grant Strudley
Date of previous school inspection	December 2011
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