

Winkfield St Mary's Church of England Primary School

Winkfield Row, Bracknell, RG42 6NH

Inspection dates 19–20 November 2014

| Overall effectiveness | Previous inspection: | Good | 2 |
|--------------------------------|----------------------|-----------------------------|----------|
| | This inspection: | Requires improvement | 3 |
| Leadership and management | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Good | 2 |
| Quality of teaching | | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Early years provision | | Requires improvement | 3 |

Summary of key findings for parents and pupils

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

- Disadvantaged pupils and those who have special educational needs do not achieve as well as others.
- Teaching is not consistently good enough to ensure that all groups of pupils make good progress.
- Teachers' expectations of pupils are not consistently high.
- The early years provision requires improvement because activities are not always sufficiently challenging.
- The pace of improvement since the last inspection has not been quick enough.
- Not all senior and middle leaders are fully involved and supporting improvements in teaching and raising standards.
- Leaders have not analysed in sufficient detail how effectively additional funding to help disadvantaged pupils is used.

The school has the following strengths

- Most pupils make good progress during their time at the school. Standards are high by the time pupils leave, age 11.
- Procedures to keep children safe are excellent. Parents are rightly confident that their children are safe and happy at school.
- Pupils enjoy learning. They behave well and attendance is high.
- Pupils' social, moral, spiritual and cultural development is promoted very effectively. Pupils are well prepared for life in modern Britain.
- The headteacher has taken the right actions to improve teaching and achievement in the time he has been at the school. He and the governors know what still needs to improve.

Information about this inspection

- Inspectors observed the school's work and looked at a number of documents, including information on pupils' progress and the use of pupil premium funding, the school's evaluation of its work, and records relating to behaviour, attendance and safeguarding.
- Inspectors visited 16 lessons, including three that were jointly observed with the headteacher. They looked at pupils' work in their books, attended an assembly and heard pupils read.
- Members of the school council talked to inspectors about their work and the school. Inspectors also talked with pupils in lessons and around school and observed break times and the start of the school day.
- Inspectors met with senior and middle leaders, members of the governing body and a representative from the local authority. They talked with staff and considered 18 responses to Ofsted's questionnaire for staff.
- The inspection team took account of 62 responses to the online questionnaire, Parent View. They also spoke briefly with a small number of parents as they brought their children to school.

Inspection team

Alison Bradley, Lead inspector

Her Majesty's Inspector

Mel Rose

Her Majesty's Inspector

Full report

Information about this school

- Winkfield St Mary's is a smaller-than-average primary school.
- Most pupils are White British and nearly all speak English as their first language.
- The proportion of disabled pupils and those with special educational needs is about average.
- Few pupils are disadvantaged (those eligible for the pupil premium which is additional government funding for pupils known to be eligible for free school meals and children in local authority care).
- Children now join the Reception class in September. They all attend full-time.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher joined the school in September 2012, following the retirement of the previous post holder.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better and all groups of pupils make good progress by ensuring that:
 - all teachers and teaching assistants have the skills and expertise to support pupils with special educational needs
 - pupils with special educational needs get good quality teaching throughout the school day
 - that teachers' expectations of all pupils are consistently high and that teachers check pupils' understanding during lessons and adapt their teaching accordingly
 - pupils have time to respond to teachers' marking so that they can improve their work.
- Improve early years provision by making sure that:
 - staff have consistently high expectations of children
 - time is used well, with a constant and clear focus on children's learning.
- Improve leadership and management by:
 - developing senior and middle leadership so that all are better able to help the school to improve
 - holding senior and middle leaders to account for the impact of their work
 - evaluating how effective actions to improve achievement are and how well additional funding is used.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management requires improvement

- Improvement has not been fast enough since the last inspection. Some groups of pupils do not achieve as well as others.
- The headteacher has taken the right actions to improve teaching and achievement since he joined the school. Too much, however, falls to him because the quality of senior and middle leadership is variable. Some leaders know what has to improve and what is expected of them. They are showing that they can lead improvement in their area of responsibility and support school-wide developments. Others are less clear, or are not fully taking on all their responsibilities.
- The headteacher regularly monitors how good teaching is, taking account of what he sees in lessons, pupils' books and their learning over time. There are regular meetings to discuss pupils' progress, and teachers' pay is now linked closely to the achievement of the pupils in their class. The school's evaluation of teaching is over generous, because it does not take sufficient account of the progress of different groups.
- The headteacher has identified that disadvantaged pupils and those with special educational needs do not achieve as well as others. He makes sure that support for each pupil takes account of their needs, what parents think will help and what research says is most effective. The headteacher meets regularly with parents to agree how the school will support their child and what parents can do to help at home. He tracks pupils' progress closely, comparing it with other pupils. The school does not, however, analyse in sufficient detail how effective different support is and whether best use is made of additional funding, such as the pupil premium.
- The school successfully helps pupils to develop 'wisdom and wonder' and prepares them for life in modern Britain. Explicit teaching of the school's values, and opportunities to discuss the impact of their actions on others, support pupils' moral and social development very well. Pupils learn to value each other's cultures and about their rights and the rights of others. Spiritual development is strong. Pupils are encouraged to be reflective in assemblies and to think about how far people will go for what they believe in. A new approach to teaching religious education is giving pupils a better knowledge of different religions. School council elections, visits to the local council chamber and meeting with a member of parliament help pupils to understand what democracy means.
- Well planned topics take full account of new national requirements to ensure that pupils' knowledge and skills in a range of subjects are developed over time. Detailed information is made available to parents. Regular workshops explain how parents can support their child's learning at home. A good range of first-hand experiences bring learning to life. For example, Year 6 pupils recently re-enacted life in the trenches in the local woods to help them understand what it was like to be involved in the First World War. The recent introduction of whole-school topics looking at global issues helps pupils to appreciate the wider world they live in. Pupils of all ages take full advantage of a very good range of clubs and extra opportunities.
- Leaders are well aware of the challenges that some families face. They act quickly to provide support and get other agencies involved to help. Any concerns about a child's safety or well-being are passed on promptly. Safeguarding procedures meet statutory requirements and are applied rigorously.
- Additional sport funding is used well. Teachers have developed their skills to teach physical education by working alongside experienced staff and coaches. Pupils enjoy a wide range of sports clubs and do well in local competitions.
- In recent years the school has been in the local authority's light touch category. Officers have provided support for the school's termly review of its work and challenged leaders to set targets for vulnerable pupils' achievement from 2015.
- **The governance of the school:**
 - Governors are very supportive of the school and committed to its success, now and in the long term. They are aware of, and meet, their statutory responsibilities and monitor spending carefully. Key policies, such as those that deal with pupils' safety, are reviewed regularly. Procedures for reviewing teachers' pay, and linking it to how effective their teaching is, are clear now. Governors receive detailed information about the school's performance from the headteacher. They know how teaching is monitored and what action the headteacher takes if there are any concerns. Governors are aware that some groups of pupils do not do as well as others. They challenge leaders to explain what they are doing to improve pupils' achievement and what more can be done. Governors are aware how additional funding such as the pupil premium and sport funding is used, but have not formally evaluated its impact.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good.
- Almost all parents believe that the school makes sure that pupils are well behaved, and rightly so. There is little need for reminders about rules because pupils consistently rise to the high expectations staff have of their behaviour around school. The school's values of love, peace and respect are evident in pupils' relationships with each other and with staff. Behaviour on the playground is impeccable. Pupils of different ages play together harmoniously.
- Pupils thoroughly enjoy learning and generally have very positive attitudes to their work. Occasionally, where expectations are not high enough, they do not settle quickly or pay attention in lessons.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Attendance is high. Pupils understand how important it is not to miss any learning. On the rare occasions that there are concerns about a pupil's absence, staff work with the family to quickly overcome any problems.
- Parents who responded to the online questionnaire were unanimous in their view that their children are safe and happy at the school. Pupils feel very safe at the school. They like the worry boxes in their classrooms which they feel 'nip problems in the bud'. Pupils are confident that they know an adult will help them if they have any problems.
- Pupils are well aware of the different forms bullying can take, including the potential dangers of modern technology. They are adamant that there is no bullying at the school. Pupils have a mature understanding of the difference between bullying and falling out, because teachers take time to explain and explore it with them on a regular basis. Pupils know what they should do if they are worried that they, or a friend, is being bullied.

The quality of teaching requires improvement

- Teaching meets the needs of most pupils well. It is not, however, always good enough to ensure that all groups of pupils make good progress over time.
- Pupils with special educational needs are not always taught well. Some staff have had specific training to develop their skills to meet pupils' needs, others have not. Too much depends on teaching assistants supporting pupils in class or taking them out for short bursts of extra support. The support in class often helps pupils to concentrate on their work. It does not always develop their understanding and skills as quickly as other pupils because they do not benefit as much from the class teacher's explanations and questions.
- Learning sometimes slows for a whole class because teachers do not expect enough of pupils. Occasionally, time is wasted when teachers do not insist that pupils are ready to listen and learn. Teachers' expectations of what pupils are capable of, how much they can accomplish in a lesson and how neatly they present their work are not consistently high. Sometimes they set work that is too easy because they do not question pupils effectively to check what they already know.
- Inspectors often saw pupils learning well. When this was the case, teachers knew from previous lessons, or from checking during lessons, precisely what pupils already knew and understood. Teachers used this information to plan or adapt their lessons so that pupils acquired knowledge or developed skills, sometimes at a brisk pace. Clear demonstrations, accurate explanations and skilful questioning helped to develop pupils' understanding. The most-able pupils were challenged to use what they already knew to solve problems or to look at things in a different way.
- Reading is often taught well to small groups. Teachers remind pupils how to work out what unfamiliar words say. They ask good questions to help them understand what they are reading. However, for those pupils who are expected to choose a book to read independently during these sessions, valuable learning time is wasted. This is particularly the case for those pupils who do not read well. They choose books that are too hard for them or those with no words and so make no progress in developing their reading skills.
- Pupils' work is marked regularly. Teachers usually make helpful comments to show pupils what they have achieved and how they can improve. Pupils do not, however, always know what the comments mean and are not routinely given time to respond and improve their work.

The achievement of pupils**requires improvement**

- Most pupils make good progress, and by age 11 standards are high. This, however, masks the fact that pupils with special educational needs and those who are disadvantaged do not achieve as well as their classmates.
- Most pupils have the early reading and writing skills they need by the end of Year 1. Those that do not have extra support, and usually catch up in the next class. By age seven, standards are usually above average. They were not as high in 2014 because pupils with special educational needs did not make the good progress they needed to reach the level expected for their age.
- Standards at age 11 are consistently high. Almost all pupils reach the expected level for their age in reading and writing because those who struggle earlier on are identified and get extra support. In recent years, pupils with weaker mathematical skills have not always caught up. The school has identified this and over the last year has trained staff to support these pupils better.
- The proportion of pupils reaching the higher levels by age 11 is consistently above average. The most-able pupils achieve well because they are identified early, teaching usually challenges them and additional support or extra classes help them to reach their potential.
- The progress made by pupils with special educational needs varies because too much relies on extra support from teaching assistants. In some classes, pupils with special educational needs make similar progress to other pupils; in others, it is slower. Over time, it is not fast enough to narrow the gap.
- In 2014, disadvantaged pupils leaving at age 11 were, on average, almost a year behind other pupils nationally in mathematics, nearly five months in reading and just over six months in writing. The gap between them and other pupils in school was wider because their classmates achieved so well. Disadvantaged pupils were almost two years behind other pupils in mathematics, just over a year in reading and four terms in writing. In some cases, extra support has boosted individual pupils' progress for a while, but this is inconsistent. As a result, disadvantaged pupils generally make typical progress over time, but rarely the rapid progress they often need to make to close the gap with their classmates.

The early years provision**requires improvement**

- Children's skills and knowledge when they join the Reception class are often above those typical for their age. Most have the early reading, writing and mathematical skills they need by the time they move to Year 1. The numbers exceeding the level expected at age five are, however, below average in some areas.
- The school's attention to children's care and well-being starts from the beginning. The school's values are as evident in the Reception class as elsewhere in the school. Children are encouraged to care for each other and think about how what they do affects others. For example, the 'I spread sunshine' chart encourages children to nominate someone who has helped them or made them smile that day.
- Good relationships with parents and pre-school providers help staff to get to know what children can do and understand before they start school. Teaching, however, does not always build quickly enough on children's starting points. Expectations of children's behaviour in lessons and what children should be able to do for themselves are not consistently high. Sometimes, time is wasted because insufficient attention is paid to what children should be learning. Activities are not always challenging for all children, particularly when teaching early reading and writing skills.
- Leaders sought support from the local authority to check the levels children reached last year. They have not, however, reviewed early years provision or the progress children make from their starting points thoroughly enough recently.

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

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| Unique reference number | 109994 |
| Local authority | Bracknell Forest |
| Inspection number | 448402 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| 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 | Mrs Jan Summer |
| Headteacher | Mr Chesters |
| Date of previous school inspection | 21–22 October 2009 |
| Telephone number | 01344 882422 |
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