



Warfield Church of England Primary School

Inspection Report

Unique Reference Number 109982
LEA Bracknell Forest LEA
Inspection number 278329
Inspection dates 2 November 2005 to 3 November 2005
Reporting inspector David Humphries HMI

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

Type of school	Primary	School address	All Saints Rise
School category	Voluntary controlled		Warfield
Age range of pupils	4 to 11		Bracknell RG42 3SS
Gender of pupils	Mixed	Telephone number	01344862074
Number on roll	242	Fax number	01344861310
Appropriate authority	The governing body	Chair of governors	Lynne Hughes
Date of previous inspection	11 October 1999	Headteacher	Mrs Andrea Griffiths

Age group 4 to 11	Inspection dates 2 November 2005 - 3 November 2005	Inspection number 278329
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors.

Description of the school

Warfield is a Church of England primary school with 242 pupils on roll. The social and economic backgrounds of pupils are generally favourable and the proportion of pupils entitled to free school meals is well below average. Children join the school at different times during the reception year depending on when they reach age five and so there are marked variations in their experience of school when they start Year 1. Thereafter the proportion of pupils leaving or joining the school is variable, but higher than average in some year groups.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Inspectors judge that Warfield is a good school. This confirms the view held by senior managers and governors, because they have a clear understanding of the school's overall strengths and weaknesses which they are taking forward into a more rigorous approach to self-evaluation and improvement planning. The school has good capacity for further improvement and provides good value for money. There is a very positive and productive atmosphere, underpinned by mutual respect and a common sense of purpose. The school is highly regarded by the great majority of pupils and parents. Pupils' personal development is outstanding. Behaviour is very good and pupils respond well to opportunities to take initiative and responsibility. Pupils feel safe and appreciate the ways in which they are supported by the school. Pupils make good progress throughout the school so that the standards they achieve at age eleven are often above and sometimes well above average. Nevertheless, there is scope to raise standards in literacy, particularly writing; the school is beginning to address this. While the overall quality of teaching is good, teachers do not always make the best use of assessment information or set individual targets which help pupils to improve. A well planned curriculum meets pupils' needs and is greatly enhanced by a rich programme of visits and extra-curricular activities. The very good leadership of the headteacher underpins many of the strengths of the school. She has a clear view of how to drive the school forward and is well supported by a capable deputy and committed governing body. The overall effectiveness of key stage and curriculum coordinators is satisfactory, but more variable.

What the school should do to improve further

* improve the quality of pupils' writing throughout the school* implement fully the recently adopted and more rigorous approach to evaluating the impact of the school's work on teaching and learning and pupils' achievement* make better and more consistent use of assessment information, particularly when setting individual targets for pupils* develop the role of key stage and curriculum coordinators so that they have a greater impact on the quality of teaching and learning.

Achievement and standards

Grade: 2

Children start the school at different times during the reception year, depending on when they reach age five. Those who start earlier often reach or exceed the standards expected by the start of Year 1; in contrast, those who join the school later in the year often have a lot of catching up to do. Pupils make good progress in Key Stage 1, though it is greater in reading and mathematics than in writing. The standards they reach at age seven are variable because of their different starting points. Consequently, in some years pupils' test results at the end of Key Stage 1 are well above what is expected; in other years they are much closer to the national average. Pupils continue to make good progress in Key Stage 2 and their overall attainment at age eleven is

often well above the national average, though this varies from year to year and is sometimes affected by the relatively high proportion of pupils who join or leave the school during the course of each school year. Pupils make better progress in mathematics and science than in English. The school recognises that while test results in English are generally above the national average, there is scope for pupils across the school to reach higher standards in literacy. This is particularly the case in writing where pupils' performance in national tests does not always build on their good work in lessons; the school is beginning to address this by focussing more sharply on how teachers' assess pupils' work and set targets for improvement.

Personal development and well-being

Grade: 1

The school is a harmonious and hard working community where the quality of the pupils' overall development is outstanding. Mutual respect and very good behaviour are evident throughout the school. Pupils' spiritual, moral, social and cultural development is impressive. The school council plays an important part in the life of the school; its elected members meet regularly to discuss and decide on improvements and changes. Pupils contribute to a wide range of events in the local community, eagerly take on responsibility for the school environment and are keen charity fund-raisers. They have mature and responsible attitudes to issues such as respect and understanding of religious and cultural differences. They are kind to one another, feel safe and are confident about approaching friends and adults for help and support. Pupils involved in the peer mediator programme make a valuable contribution to the life of the school and, in turn, benefit from opportunities to take responsibility. Pupils have positive attitudes to their learning. They are attentive, keen to be involved in lessons and their attendance is good. They are proud of their school and participate enthusiastically in the wide range of enrichment and extra-curricular activities.

Quality of provision

Teaching and learning

Grade: 2

Although there are variations across the school, the overall quality of teaching is good. Pupils are encouraged to give their opinions and respond confidently even when they are unsure of an answer, because they know that their contributions are valued. Pupils make most progress when teachers make their expectations clear and refer to them regularly in order to check on pupils' learning. The best lessons are lively and challenging and enable pupils of different abilities to make good progress. There is a strong emphasis on raising standards in writing and pupils benefit from stimulating experiences provided by visiting theatre groups, poets and storytellers. The development of a more detailed target setting and tracking system has the potential to build on recent improvements and is increasingly being used to identify the needs of specific groups of pupils. However, teachers do not always make the best use of assessment information; while pupils receive helpful praise and encouragement, teachers

do not always provide them with sharply focussed advice about their learning or targets for improvement.

Curriculum and other activities

Grade: 2

The curriculum is planned well to meet pupils' needs. Pupils have many opportunities to apply their literacy, numeracy and information and communication technology [ICT] skills in other subjects and to develop knowledge and understanding of the arts, humanities and physical activities. The curriculum is greatly enhanced by a rich programme of visits and extra-curricular activities. The school is now developing a more creative curriculum to enable pupils to understand the relevance of their work and appreciate the links between subjects. A well designed programme of personal, social and health education enables pupils to develop social awareness, an understanding of what is involved in belonging to a community and an appreciation of the importance of celebrating diversity and respecting each other's views and feelings.

Care, guidance and support

Grade: 2

In the reception year well planned and enjoyable induction activities help pupils to feel safe and valued and this lays the foundations for the good quality care and support that they receive throughout the school. Pupils with a wide range of special educational needs are well supported and provision for the most vulnerable pupils is outstanding. The school meets statutory requirements for health and safety and for child protection, and staff are familiar with the relevant procedures. The few incidents of bullying are dealt with sensitively and effectively. Pupils receive helpful general guidance on their learning and social development, but teachers do not consistently provide sharply focussed targets which identify key areas for improvement. Physical education lessons are complemented by a good range of after school clubs and activities and high quality play equipment is provided for breaks and lunchtimes. These features, along with the availability of healthy eating options in the school canteen, help pupils to develop a good awareness of healthy lifestyles.

Leadership and management

Grade: 2

The headteacher, who is well supported by a capable deputy, provides very good leadership. She has successfully established a very positive atmosphere in the school. Staff and pupils treat each other with care and respect and are proud of their achievements. The school is highly regarded by the great majority of pupils and parents; increasingly, their views are being sought and taken into account when planning for the future. A comprehensive school development and improvement plan sets out clearly how the school plans to meet the needs of pupils. The headteacher has a very good understanding of what needs to be done to improve teaching and learning in order to

raise standards. However, there is some unevenness in how effectively curriculum and key stage coordinators implement the changes and improvements that she instigates. The school has effective arrangements for monitoring the quality of teaching and the judgements that are made about the quality of individual lessons are accurate. This, together with annual reviews of the quality of provision in each curriculum area and analysis of pupils' performance in national tests enables senior managers to form an accurate general overview of the strengths and weaknesses of the school. Until recently the school has not paid sufficient attention to evaluating the impact of its policies and initiatives on teaching and learning. However, it is now adopting a more rigorous approach to self-evaluation, linked to whole-school improvement planning and more sharply focussed on pupils' achievement. A committed governing body is playing an increasingly active role in self-evaluation by objectively, but supportively, challenging the work of the school.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I am sure that you will remember that your school was inspected on 2 and 3 November 2005. Some of you met with inspectors and many of you will have seen us around the school. We enjoyed talking to you and listened carefully to what you had to tell us because what you think about your school is very important. Many of your parents and carers filled in a form to let us know how they felt about the school and we were very interested in their views. I hope you will talk to them about the report because it explains what your school does well and how you can help it to be even better.

Warfield is a good school. There is a friendly atmosphere and most of you work hard. You have good teachers who care for you and want you to do well. This helps you to learn in your lessons. After school many of you enjoy going to clubs and activities. When you have the chance to take on responsibility, you do this well. For example, some of you help other pupils by being peer mediators. One of the main reasons for the success of your school is that you have a very good headteacher. She knows what the school does well and understands how to make it better. You can play your part by working hard to improve your writing. This is very important and we think that some of you could do better.

We think that your teachers can help you learn more by setting targets which explain what you need to do to improve your work. You can help by doing your very best to achieve them.

Yours sincerely

David Humphries, Her Majesty's Inspector of Schools