

Warfield Church of England Primary School

Inspection report

Unique Reference Number	109982
Local Authority	Bracknell Forest
Inspection number	325071
Inspection dates	15–16 January 2009
Reporting inspector	Susan Thomas-Pounce

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	208
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Dr Lynne Hughes
Headteacher	Mrs Andrea Griffiths
Date of previous school inspection	2 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	All Saints Rise Warfield Bracknell RG42 3SS
Telephone number	01344 862074

Age group	4–11
Inspection dates	15–16 January 2009
Inspection number	325071

Fax number

01344 861210

Age group	4-11
Inspection dates	15-16 January 2009
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a popular one-form entry, Church of England primary school. Of the 208 pupils on roll, almost all are of White British heritage. The proportion of pupils eligible for free school meals is well below average. The proportion with learning difficulties and/or disabilities is also below average. The majority of these have moderate learning difficulties. Very few pupils have a statement of special educational needs. The school has achieved several awards including the UNICEF Rights Respecting Schools Award level 1.

There is an onsite Nursery which supplements the school's Early Years Foundation Stage (EYFS) provision, and an after school and holiday club. This combined provision, known as WASPS (Warfield After School and; Pre School), is managed by the governing body. It meets on the school site and operates during the school day (Nursery) and after school and in the holidays.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Warfield School is a good school where pupils reach standards that are above the national average. It has some outstanding features. The curriculum is outstanding because it is creative and gives all pupils an opportunity to succeed. Pupils are interested in their work and want to do well because the very well planned curriculum is enriched by excellent additional activities that extend pupils' experiences and skills. The school's 'Rights Respecting' status has had an impact on many aspects of the school's work. Pupils' personal development and well-being are outstanding, as illustrated in the way they behave in lessons and around the school. All staff effectively promote pupils' safety and well-being and this is reflected in the way pupils show care and consideration for each other. They gain a good understanding of how to make positive choices and understand how to maintain healthy lifestyles. Pupils' attendance is well above average. From the EYFS onwards, pupils are taught well and as a result make good progress as they move through the school.

The positive start children receive to their education in the Reception class is a result of the good curriculum and teaching in the EYFS. This good teaching continues in Key Stage 1 and standards by the end of Year 2 are consistently above average. By the end of Year 6, standards in science and mathematics continue to be above average. In English, they are well above average. Most pupils from Year 1 to Year 6 make good progress, although for the last two years the progress of Key Stage 2 pupils in science and in mathematics has not been as high as in previous years. English is taught well and pupils gain much from the lessons in writing. The teaching of mathematics and science is inconsistent. This means that pupils make uneven progress as they move through the school. The headteacher is aware of this issue and is implementing plans to accelerate progress.

The curriculum is outstanding. Whether it is exploring life as a Roman soldier or writing an argument for and against the leadership of an historical figure, learning is made meaningful and fun. Very good initiatives are used to improve pupils' knowledge and understanding of English within a broad and varied curriculum. The provision of extra-curricular activities remains a strength, and access to sport and music clubs has been maintained. The quality of care the school provides for pupils is exemplary. Staff provide good support and guidance for all aspects of their development. The targets of vulnerable students are regularly reviewed to make sure they are appropriate to their needs. Pupils with learning difficulties and/or disabilities receive very good support.

The school makes a good contribution to community cohesion. The school-based Family Support Adviser has a very positive impact on the way the school works with the community. The school is well led and managed. The headteacher and senior leaders understand the strengths of the school and know what needs to be improved. Through the good educational provision and the personal development opportunities offered to pupils, the children are developing a real sense of belonging and pride in their school. Governors actively support the school. The school has developed well since the last inspection and has good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The onsite Nursery (WASPS) makes good provision for pre-school children. It is well managed and provides a stimulating and secure environment for them. Good links with parents are

established, ensuring that children settle very quickly. Good use of the key person system provides children and parents with a central point of contact. Children's enjoyment of the setting is clearly evident. They very quickly settle at the start of sessions, clearly pleased to see the staff and other children. One parent comments, 'Staff are fantastic. They really care about the children's well-being and continually strive to achieve the best facilities for them.' The manager is keen to make stronger links with the school's Reception class, particularly with regard to planning and the routines that are established.

Children enter Reception with levels of skills and knowledge that are above those expected for their age. By the end of Reception, the great majority of children are working securely within the expected learning goals and a significant number fully meet them. As a result of the strong focus on the teaching of sounds and letters and the development of writing and numeracy skills, children make good progress. Welfare is a high priority. Good induction procedures mean that children settle quickly and feel secure. Adults have high expectations. They provide clear routines, which are well understood. Children behave well. They are happy and confident learners. A well-structured and balanced range of activities is based upon topics. However, at times adults guide the choices children make rather than letting them choose for themselves. Adults engage children well in conversation, asking questions to challenge their thinking and learning. Staff keep careful track of children's progress and this information is used well to plan activities that meet children's needs. The layout and use of the recently extended classroom and outdoor area are being developed to reflect all areas of learning to ensure that children have more opportunities to play and explore for themselves.

What the school should do to improve further

- Raise the achievement and standards of Key Stage 2 pupils in mathematics and science to those of English.

Achievement and standards

Grade: 2

All pupils make good progress as they move through the school and they achieve well. The good progress made by children in Reception continues for most pupils in Key Stage 1. By the end of Year 2, standards in reading, writing and mathematics are above the national average. By the time they leave at the age of 11 standards are consistently well above average in English. Achievement across the school in writing is particularly high. The secure grounding pupils receive in Key Stage 1 promotes good progress overall in Years 2 to 6, particularly in English. However, progress in mathematics and science is more variable in Key Stage 2. Pupils with learning difficulties and/or disabilities and low-attaining pupils make good progress because work is well matched to their needs. There are no significant differences between the performance of boys and girls.

Personal development and well-being

Grade: 1

Pupils make excellent progress in their spiritual, moral, social and cultural development. The research and study that older pupils did on Japanese whaling showed their very high moral concern for world issues. They greatly appreciate the celebration assemblies where they recognise and applaud both their own and others' achievements. They enjoy everything about school, evidenced by their extremely high level of attendance, their excellent behaviour and attitudes to learning. Their love of writing is shown in the very high quality of their written work. Pupils

know what constitutes a healthy lifestyle, celebrated in the school's Activemark and Healthy Schools awards. They have an excellent understanding of diet and talk eagerly about the healthy meals served in school. They take advantage of the many sporting opportunities on offer and are proud of their success in tournaments. Pupils are extremely aware of safety issues and know who to turn to with any concerns. Opportunities through peer mentoring and the buddy system contribute to this awareness, and show the excellent contribution that pupils make to the school community. Given this level of personal development and the skills acquired, pupils are prepared well for their later life and learning.

Quality of provision

Teaching and learning

Grade: 2

Most lessons are planned well and provide pupils with interesting opportunities to learn. Teachers make their expectations very clear and pupils respond well by concentrating hard. Pupils are encouraged to work with others, which helps them to learn and to develop their social skills and collaborative abilities. The most effective lessons are productive, and include independent research to help pupils reinforce their knowledge and understanding. The teaching of writing has improved of late. In Key Stage 2, the teaching of mathematics and science has not undergone the same development and is inconsistent. In some lessons, the work provided is pitched well and reflects pupils' differing abilities, but in others there is insufficient challenge and teachers' expectations are too low. As a result, pupils' progress slows.

Curriculum and other activities

Grade: 1

Much thought and time has gone into the creation of the outstanding curriculum. It has been skilfully planned to provide opportunities for pupils to use and develop basic skills within topic themes that are relevant and exciting. Strong links between subjects have been established and enhance pupils' achievement, especially in English and information and communication technology (ICT). This thematic approach also supports pupils' outstanding personal development. It also allows teachers to work more closely together in their planning and is starting to draw on their specialist teaching skills. Excellent use is made of visits and visitors to provide first-hand learning experiences. For example, pupils spoke with residents from a local retirement home about their experiences in the Second World War. Very good links with a local secondary school provide coaching opportunities in sport, which forms part of the school's excellent extra-curricular provision. The school runs many clubs. These are very popular and contribute much to pupils' social and personal development.

Care, guidance and support

Grade: 2

Care, guidance and support for pupils are good. Pastoral care is outstanding. As a result, pupils are extremely happy in school, and feel very safe and secure in their surroundings. Child protection and safety procedures are rigorous. The school's inclusive ethos is appreciated by parents. Of particular note is the care and support for vulnerable pupils and their families provided by the school's Family Support Adviser. An after school and holiday club provides good care and security for children from this and another nearby school. The early identification of pupils with moderate learning difficulties ensures that they are well supported. Good links

exist with outside agencies. Pupils' work is marked regularly, but the use of constructive comments to show them how to improve is inconsistent. Older pupils are adept at evaluating their work, especially in English. Individual targets are starting to be set, but there is yet to be a whole-school approach to this.

Leadership and management

Grade: 2

The school has made particularly good progress since its last inspection in developing the curriculum and promoting a love of writing. This is the result of the commitment and determination of the headteacher. With the senior leadership team, she has successfully created a positive climate for learning and brought about a drive for continual improvement. As a result, there have been improvements in many aspects of the school such as outstanding curriculum provision and the quality of the learning environment, both within the school and outside. Regular monitoring of teaching and learning by the headteacher and senior staff is further improving pupils' progress and attainment. Changes to the tracking systems to analyse pupils' progress have been made. However, they are not yet applied consistently in mathematics and science. School self-evaluation is effective. Targets for improvement are clear and comprehensive. The criteria for success need to be clearer to make it easier to evaluate and review. Through the inclusive atmosphere it promotes, and its many links, mainly local but with some further afield, the school promotes community cohesion well. Governors are well informed and play a full and active part in the life of the school.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Text from letter to pupils explaining the findings of the inspection

27 January 2009

Dear Pupils

Inspection of Warfield Church of England Primary School, Bracknell, RG42 3SS

As you know, we visited your school recently to find out how well you are doing. We really appreciated the help you gave us. We thoroughly enjoyed finding out about the work you do and special thanks go to those who talked with us about the school.

You go to a good school that helps you make good progress and do well. There are plenty of well-planned interesting and exciting things to do. You have an excellent range of visits, visitors and clubs. It is clear that you have very good opportunities to do well in English, especially in developing your writing skills. When we visited lessons we were impressed by how carefully you listen and how hard you concentrate. You have a good chance of staying healthy and well in future because you understand the importance of eating sensibly and acting safely. We think that you all work well together and with your teachers, and we noticed how well you respect each other's views. You behave very well and thoroughly enjoy all aspects of school.

The school gives you all a good start to life. The headteacher, other staff and governors lead and manage the school well. They are always looking for ways to make your learning more interesting. To help them, we have asked the school to ensure you make as much progress in science and mathematics as you do in English at Key Stage 2. It will help raise standards even further and make sure that everyone achieves their very best.

We thoroughly enjoyed listening to you and watching you learn. We wish you all well in the future.

Yours faithfully

Susan Thomas-Pounce

Lead Inspector