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3 July 2009

Miss J Evans
Headteacher
Wildridings Primary School
Netherton
Bracknell
RG12 7DX

Dear Miss Evans

Ofsted monitoring of schools with a notice to improve

Thank you for the help which you and your staff gave when I inspected your school on 23 June 2009, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please pass on my thanks to your staff, the chair of governors, colleagues and pupils for giving up their time to talk to me.

Since the last inspection report in September 2008, the headteacher has taken over sole responsibility for the school, having previously worked in co-leadership with the former headteacher. The school's procedures for safeguarding meet government requirements.

As a result of the inspection on 30 September and 1 October 2008, the school was asked to:

- improve the provision and the outcomes for children in the Early Years Foundation Stage
- improve the quality of teaching and learning by using assessment information more effectively to plan lessons that provide pupils with sufficient challenge
- monitor teaching and learning more thoroughly to ensure they are of a consistently high quality across the school.

Having considered all the evidence, I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.

Standards were broadly average at the end of Year 6, having risen in English and mathematics from the previous year. The school has revised and redeveloped its system for tracking progress and is ensuring that areas of underachievement are addressed. The new system incorporates all pupils, including those with a statement of special educational need. It provides robust evidence to show that pupils are

beginning to make better progress. The school is confident that test results for the current Year 6 cohort will at least match current targets and may exceed targets in English. The targets set for 2010 present significant challenge and are higher than in previous years. New groupings in English and mathematics encourage more focused work to be done on the key areas for development. There is early evidence of a positive impact, particularly in writing. The school is aware that more attention has been given to improving the tracking of progress in writing than in reading and mathematics and has taken action to ensure that systems are consistent across all subject areas. The encouraging rise in the proportion of children in the Reception class who are at or above the expected level in communication, language and literacy reflects the school's focus on this as a key area for development. The focus on the development of mathematical skills in the Early Years Foundation Stage is evident in the satisfactory progress now being made, particularly in calculating.

The establishment of the new Early Years Foundation Stage Unit has contributed very positively to the satisfactory progress made against this area of improvement. The school has benefited from comprehensive support from the Early Years Advisory Service which has provided training for staff and developed their understanding of what constitutes high-quality provision. Both indoor and outdoor provision have improved and the environment now supports free-flow activities for children. Observation of children's learning now informs planning for progress; however, assessment during child-led activities is not yet consistent across all class groups. The school's focus on questioning and improving the quality of adult-child interaction has increased children's progress in communication, language and literacy.

Effective systems have been developed to monitor and improve the quality of teaching. The headteacher has a clear and accurate picture of the school's strengths and weaknesses and is taking rigorous action to secure improvement. Careful and more detailed analysis of regular assessments is being used to hold teachers to account for the performance of their classes or teaching groups. Staff spoken to were very positive about the use of assessment and tracking to inform planning and are increasingly aware of what to do to support pupils who may be at risk of making little or no progress. Work has been done to improve the school's analysis of progress against National Curriculum levels and this has increased teachers' understanding of how to move pupils from one level to the next. As a result, teaching is satisfactory overall, with some good practice seen. The school has correctly identified the next steps in the development of teaching and learning and is confident that staff and pupils now have a clear understanding of what expected progress means across all subjects.

The school has reviewed and revised its staffing structure and some key appointments have been made. This, together with training from the School Advisory Service, has contributed to the school's satisfactory progress towards improving the monitoring of teaching and learning to ensure they are of a consistently high quality. The headteacher, working alongside local authority representatives, has been successful in creating a culture of teamwork in which staff share and learn from

good practice. The headteacher and governors have correctly identified that the school needs to embed the expectations of progress for all pupils and accountability for all staff to secure further improvement.

Since the school received a notice to improve, the local authority has provided strong subject-specific and leadership support and has worked in close partnership with the Early Years Foundation Stage. This has had a positive impact on the progress pupils are making. Some recent changes to the governing body have created challenge, as well as providing support. Together with the key appointments made in the senior leadership team, this has increased the school's capacity to improve further.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Linda Pickles
Additional Inspector