

# Wildmoor Heath School

## Inspection report

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<b>Unique Reference Number</b>	109812
<b>Local Authority</b>	Bracknell Forest
<b>Inspection number</b>	337377
<b>Inspection dates</b>	18–19 May 2010
<b>Reporting inspector</b>	Graham Lee

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sandra Wooledge
<b>Headteacher</b>	Lynsey Johns
<b>Date of previous school inspection</b>	6 February 2007
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 14 lessons taught by eight teachers. They also visited additional sessions in the Early Years Foundation Stage. They held meetings with pupils, governors, a local authority representative and a number of members of the school staff. They observed the school's work, and looked at school documents including the improvement plan, data about pupils' progress and policies related to the safeguarding of children. They also considered the views of staff, pupils and those of 90 parents and carers in their responses to questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which pupils' progress has improved since September 2009, particularly that of boys and more able pupils
- pupils' behaviour and its impact on learning and pupils' perception of their safety
- the success of school leaders in raising expectations
- provision for vulnerable pupils, including those with special educational needs and/or disabilities and those of the growing Philippino community.

## Information about the school

This is a slightly smaller-than-average primary school. Most pupils are of White British heritage although a minority are from a range of ethnic backgrounds, including children from an increasing Philippino community. Very few of these pupils are at an early stage of learning English. The proportion with special educational needs and/or disabilities, including those with statements of special educational needs, is broadly average. These pupils have a range of difficulties and a number have hearing impairment. There is provision for Nursery and Reception children in the new Early Years Foundation Stage unit. The school changed its name from Broadmoor Primary School in September 2009 at the same time as a new headteacher was appointed. There has been a considerable turnover of staff in recent years. The school has gained the Healthy Schools award.

□The Zone' is a club that runs after school during term time. It is privately run and was not part of this inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Wildmoor Heath continues to provide its pupils with a satisfactory education, as it did when it was last inspected. The instability in staffing contributed to a dip in the school's performance following that inspection. Pupils' attainment fell and many pupils leaving the school in the last three years had not made enough progress. Under the clear and purposeful leadership of the new headteacher, the school is recovering. She has an accurate and realistic view of its strengths and is putting in place clear strategies to address weaknesses. New tracking systems are helping teachers to make sure that most pupils are making the progress expected of them. Consequently, pupils' achievement from their starting points is now satisfactory. A strong senior leadership team has been established, which is focused on securing further improvement. Their roles in raising attainment and improving teaching and learning are not yet fully developed. The recent improvements are substantial but not yet fully embedded, which indicates that the school currently has a satisfactory capacity to continue to improve.

A strength of the school is that it provides a warm welcome for all pupils, whatever their background or needs. The school engages well with most of its parents and carers and this is evident in comments such as, 'This is a happy school that creates a secure environment.' The school reaches out to its parents through the work of the family support adviser, which provides an important bridge between home and school. This has led to improvements, for example, in pupils' attendance. The priority given to the care of pupils is evident, for instance, in the effective support provided for pupils with hearing impairment and the strategies in place to help pupils from the Philippino community settle into school life. The school's national award recognises the good contribution it makes to helping most pupils to adopt a healthy lifestyle through its popular programme of sport and emphasis on a healthy diet.

Children get off to a good start in the lively and stimulating Early Years Foundation Stage. In Key Stages 1 and 2, satisfactory teaching is helping most pupils to make expected progress and to reach broadly average levels of attainment in English and mathematics by the end of Year 6. They are not doing as well in science because the subject has not been a priority for the school and too few higher ability pupils are reaching the higher levels of attainment. These pupils are not always challenged sufficiently or given enough opportunities to develop their own ideas. This is also a feature of some other lessons when tasks are not always challenging or imaginative enough for these pupils. This indicates that teachers are not consistently using the improving performance data to set challenging targets. Similarly, while there are good examples of marking and feedback which help pupils to improve their work, this is not the case in all classes.

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Most pupils say that they feel safe in school. Nevertheless, a □ minority still have concerns about behaviour even though many acknowledge it is improving. □ During the inspection, pupils' behaviour was calm and sensible around the school and mostly in lessons. In a few lessons, however, some boys in particular found it difficult to settle to tasks and caused some low-level disruption. The curriculum is enriched through modern foreign languages, music and the sports activities, which pupils enjoy. However, a number of older pupils are not particularly inspired by their education, and note particularly the absence of a regular programme of visits and visitors to bring their learning alive and to set it in context.

**What does the school need to do to improve further?**

- Improve teaching in Key Stages 1 and 2 in order to accelerate pupils' progress so that a majority of teaching is good by July 2011 through:
  - ensuring that all groups of pupils are challenged in lessons, particularly the more able
  - using consistent strategies to enable boys, in particular, to always stay focused on their learning
  - embedding the use of performance data to set challenging targets for all pupils
  - ensuring that marking and feedback consistently help pupils to improve their work.
- Develop the curriculum in order to enhance pupils' creativity and enjoyment by:
  - ensuring that science is given sufficient prominence in planning
  - providing more opportunities for pupils to investigate and pursue their own ideas, notably in science
  - providing opportunities for cultural enrichment through a wider programme of visits and visitors.
- Develop the roles of leaders at all levels in raising achievement and improving teaching.

**Outcomes for individuals and groups of pupils****3**

In most lessons pupils engage well with their learning. This was very evident in a Year 5 mathematics lesson, where pupils of different abilities were applying themselves diligently to a range of calculations using inverse proportions. More able pupils, in particular, enjoyed the additional challenge of devising their own problems and solutions. Some more able pupils lost enthusiasm in other lessons when they were not challenged sufficiently as work was too easy for them. Pupils particularly enjoy practical activities and the opportunity to work together. For example, they cooperated well in Year 3 when sharing ideas for their stories. In a few lessons, some pupils, particularly boys, find it difficult to maintain focus and concentration. This is exacerbated when they are asked to sit for too long without active participation. These features illustrate why

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pupils' progress, while improving, remains satisfactory. Some pupils with a range of special educational needs and or/disabilities or who do not speak English as a first language make good progress in developing confidence and social skills. Their academic progress is broadly similar to that of other pupils.

Pupils make a strong contribution to the school community as peer mediators, for example, when they help children to sort out minor disputes. They also welcome the increased opportunity to have their voices heard through the school council which was set up in September. Pupils are involved in the local community and, during the inspection, were helping to prepare a float for the local carnival. Their contribution to the wider community is not as evident and their understanding of different cultures is limited. □ Most pupils say that they have an adult they can turn to although a number of older pupils in particular have some remaining concerns about behaviour. Pupils' attendance is now broadly average but a number consistently arrive late and are not ready to learn as a result. Pupils' improving basic skills and attitudes to learning indicate that they are satisfactorily prepared for the next stage of their education. □

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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There are some good pockets of teaching in the school but most is satisfactory. Teachers generally have good relationships with their classes although the management of behaviour is not fully effective in a few classes. Teachers routinely make the purpose of lessons clear to pupils, providing a focus for learning. Teachers use questions well to consolidate learning and probe understanding, often directing them skilfully to pupils of different abilities. Too often, however, teachers talk for too long and pupils are not engaged actively enough in their learning, slowing progress. The school has been developing a range of strategies for assessing pupils' learning this year and are involving pupils more in the process. For example, a very focused 'circle time' session produced some very thoughtful reflections from pupils in Year 5 on how to improve their writing. Too many pupils, however, say that they are unclear about how to improve their work, reflecting inconsistencies in marking and the use of targets to bring about improvement. The school looks after its pupils well and provides good support, for example when they are moving between classes and when moving on to secondary school. Teaching assistants often make a good contribution to the learning of pupils who are experiencing difficulties or are new to the school. However, they are not always deployed effectively in lessons. Teachers make links between aspects of pupils' learning whenever possible. For example, in Year 3, pupils were using the data skills they were learning in mathematics to support their surveys on healthy eating. However, these links are not systematic and some opportunities are missed to use new technologies to support learning in other subjects. Moreover, pupils do not have enough opportunity to be creative and pursue their own ideas in investigative work. This is particularly clear in science where the parameters of experiments are too strictly controlled and pupils do not have enough opportunities to propose their own ideas and solutions.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

In September, the new headteacher quickly identified the actions needed to bring about the urgent improvements that were needed and this is reflected in the school's planning. Most pressing was the need to improve behaviour, which had been a concern to some staff, pupils, parents and carers. More consistent expectations have led to the school being a calm and purposeful place for pupils to learn for the most part. All requirements in relation to the safeguarding of children are met, although a significant number of pupils have remaining concerns about behaviour. The expanded leadership team has

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been successful in providing good levels of care for pupils and are focused on raising pupils' achievement. They have secured the support of most of the staff, although the role of subject leaders remains underdeveloped. The governing body is in a period of transition. Its focus on the change of name and the appointment of a new headteacher contributed to it being slow to identify the decline in the school's performance. Whilst continuing to support the school well, the governing body is developing its capacity to challenge leaders about its performance.

Leaders are beginning to use performance data to hold teachers to account for the progress of their pupils and to set challenging targets for improvement. This is helping to identify and close any gaps in the performance of different groups of pupils. The school is very inclusive and committed to promoting equal opportunities and eradicating any discrimination. The realisation of this ambition is currently only satisfactory because it is not yet translated into consistently good progress for pupils, and some more able pupils are underachieving. The school has a wide range of successful partnerships to promote pupils' welfare although they have not yet had a similar impact on pupils' learning. The school is a generally harmonious community and makes a strong contribution to the promotion of community cohesion within the local area. Its strategy at the national and international levels is at an early stage of development.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children join the school with wide ranging skills and levels of understanding but they are often below average overall. They quickly settle into the vibrant atmosphere of the



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Foundation 1 class and become eager and confident learners. This continues into Foundation 2 and children are keen to explore all that the unit has to offer. They really enjoy their learning and play and work happily together. Warm relationships pervade the unit and the welfare of children is a high priority for all staff. They plan a wide range of activities around the interests of the children; for example, during the inspection they were enjoying exploring 'the building site'. The extensive and richly resourced outdoor area provides excellent opportunities to extend children's learning, although current staffing levels mean that this cannot be used to its best capacity in the afternoons. Children have plenty of opportunities to explore the world around them and this is supplemented by work in small groups led by adults, which allows pupils to acquire early literacy and numeracy skills.

Staff assess children's progress carefully through 'learning journals' and this information is used to plan the next steps in their learning. As a result, children of all abilities make good progress. A new leader was appointed at Easter and she has made a good start in leading developments. The school is not yet analysing data with sufficient clarity to identify trends in different areas of learning. The unit develops strong relationships with parents and carers which lay the foundations for a positive partnership with the school. Typically, one parent commented, 'My son has thrived at Wildmoor Heath both socially and academically.'

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Responses from parents and carers were returned in respect of nearly half the pupils. The vast majority were supportive in every respect, indicating particularly that their children enjoyed school and that they are confident that they are safe. Where parents and carers added comments, these tended to praise the Early Years Foundation Stage unit and the positive impact of the new headteacher; inspectors agree. The Early Years Foundation Stage is a strength of the school and the new headteacher has been instrumental in moving the school forward. A few parents and carers expressed concerns about bullying and behaviour. Inspectors agree that there have been issues in the past related to behaviour but found that it is improving and the school is a calm and orderly place. In a few classes the low level disruption of a few pupils, mainly boys, occasionally still has an impact on learning. A few felt that 'brighter' children were not stretched. Inspectors agree that the more able pupils are not always challenged

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sufficiently. One or two expressed concerns about the school site. Inspectors found that the school's safeguarding procedures met requirements but have asked the governing body to review the site in the light of these concerns. Nevertheless, parents indicate overwhelmingly that they are happy with their children's overall experience of the school.

### Responses from parents and carers to Ofsted's questionnaire

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	63	32	36	1	1	0	0
The school keeps my child safe	48	52	37	41	3	3	1	0
The school informs me about my child's progress	41	46	42	47	7	8	0	0
My child is making enough progress at this school	47	52	33	37	8	9	1	1
The teaching is good at this school	44	49	43	48	3	3	0	0
The school helps me to support my child's learning	40	44	39	43	7	8	1	1
The school helps my child to have a healthy lifestyle	38	42	49	54	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	39	43	48	3	3	1	1
The school meets my child's particular needs	43	48	40	44	4	4	2	2
The school deals effectively with unacceptable behaviour	29	32	48	53	8	9	1	1
The school takes account of my suggestions and concerns	37	41	45	50	3	3	1	1
The school is led and managed effectively	28	31	53	59	6	7	0	0
Overall, I am happy with my child's experience at this school	40	44	43	48	6	7	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



20 May 2010

Dear Pupils

Inspection of Wildmoor Heath School, Crowthorne RG45 7HD

You may remember that I visited your school recently with two other inspectors. We really enjoyed our two days at Wildmoor Heath. I am writing to thank you for being so welcoming and helpful. I thought you would like to know what we found out.

You go to a satisfactory and improving school. After the last inspection, the school dipped a little and many of the pupils who left in Year 6 had not made enough progress. Things are improving again now under the leadership of the new headteacher. Children get off to a good start in the Early Years Foundation Stage and you are making satisfactory progress in English and mathematics because of improvements in teaching. You are not doing quite as well in science. Some of you who find learning a bit easier are not always given work that is challenging enough to really make you think. Quite a lot of you are not clear about how to improve your work.

You are well looked after and most of you feel safe in school and have confidence in the adults around you. Quite a lot of you, though, still have worries about behaviour even though you say it has improved this year. We found that the school is a calm place to learn and play but there are a few of you, boys in particular, who find it hard to settle down to your work in lessons.

The school is improving and your headteacher and all the staff are keen to make things even better for you. We have asked them to do a few things to help.

- We want your teachers to help you to make even better progress by making sure that the work always challenges you enough to make you think. We also want them to make sure that marking and targets help you to improve. You can help by making sure that you do your best and keep concentrating in lessons.
- We have also asked the school to put more of a focus on science and to give you more chances to follow your own ideas, not just in science. We would also like you to have more visits and visitors to make your learning more interesting.
- Finally we want all the staff who are in charge of different things in the school to make sure this happens!

You can all help by making sure you get to school on time.

Best wishes to all of you.

Yours sincerely

Graham Lee

Lead Inspector

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