

Wildridings Primary School

Inspection report

Unique Reference Number	109941
Local Authority	Bracknell Forest
Inspection number	337403
Inspection dates	4–5 November 2009
Reporting inspector	Robert Ellis HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	290
Appropriate authority	The governing body
Chair	Mr A Sly
Headteacher	Miss J Evans
Date of previous school inspection	0 September 2009
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 13 lessons, and held discussions with the chair of governors, staff, the school improvement partner and pupils. They observed the school's work, and looked at the school improvement plan, analysis of test results and other school documents. They also analysed 98 parent, 20 staff and 90 pupil questionnaires.

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

- actions taken to improve the quality of teaching
- the school's monitoring and evaluation of initiatives to raise standards
- the use of assessment information to set challenging targets and identify the next steps in pupils' learning.

Information about the school

Wildridings is a large primary school with an Early Years Foundation Stage that admits children from the age of three years. Most pupils are from White British backgrounds but around one in eight pupils comes from other ethnic groups. Very few pupils are learning to speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is around the national average; the majority of these pupils have emotional, social and behavioural difficulties. A few pupils have a statement of special educational needs. The percentage of pupils eligible for free school meals is average.

When the school was last inspected it was given a Notice to Improve. Significant improvement was required in relation to the provision for children in the Early Years Foundation Stage and in the quality of teaching and learning.

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

In accordance with Section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school no longer requires significant improvement. The new leadership team has begun to accelerate rapidly the rate of improvement and appropriate systems and procedures are in place to ensure that senior leaders have a clear and accurate picture of the school's strengths and areas for development. The positive impact of the actions taken demonstrates a satisfactory capacity for further improvement. Leadership at all levels is developing but many middle leaders have only recently taken up their responsibilities and consequently they have had insufficient time to make a significant impact on raising attainment. Standards are beginning to rise and robust systems and procedures are in place to track pupils' progress and provide support for those who are falling behind. The quality of teaching is satisfactory and it is improving because of the recent focused training and support provided for teachers. Lessons generally engage pupils but in many lessons, there is too much direction from the teacher and pupils are often too passive. There are generally insufficient opportunities for pupils to be involved in assessing their own progress.

Improvements have been made to how teachers use assessment information to plan lessons to meet the needs of different groups of pupils but this is not yet of a consistently high standard across all classes. Inspection evidence shows that pupils are currently making satisfactory progress towards their challenging targets. The establishment of the Early Years Foundation Stage unit has resulted in significant improvements in provision for children in the Early Years Foundation Stage.

What does the school need to do to improve further?

- Build on improvements to teaching by ensuring the good practice seen in some classes is developed uniformly across the school.
- Embed regular and accurate assessment into the culture of the school to inform planning and match tasks and activities to pupils' needs and interests.
- Engage pupils more actively in their learning and particularly in assessing and evaluating their own progress.
- Develop the role of middle leaders to ensure that they make an effective contribution to raising attainment.

Outcomes for individuals and groups of pupils

3

Children join the school with skills and knowledge that are mostly in line with those

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expected for their ages with the exception of their social and language skills, which are often lower than expected. Most children make good progress in the Early Years Foundation Stage in all areas of learning. Progress in Key Stage 1 has been limited over the last three years and standards reached by pupils at the end of Year 2 have been below average. Results in national tests show that by the end of Year 6, most pupils have caught up and standards are around the national average. Observation of pupils in lessons and scrutiny of their work and the school's assessment information show that most pupils are making satisfactory progress and the school is using a range of appropriate intervention strategies to help those who are underachieving. Good support is provided for pupils who have more complex learning needs and they make similar progress to their peers.

Most pupils are polite and friendly and the majority say that they feel safe and enjoy learning. However, a small but significant minority of pupils do not always behave as well as expected and this sometimes has a negative impact on their own learning and that of others. Pupils understand the need to adopt health lifestyles and most participate enthusiastically in physical activities. Pupils learn to contribute to the school by acting as mentors for younger children, serving on the active school council and taking responsibilities in the classroom. They also participate in raising money for charities. School activities promote an understanding of different religions and cultures and encourage respect for others.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3

¹ 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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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is satisfactory with some examples of good practice. In the best lessons teachers provide a good range of interesting tasks that are well matched to the needs and interests of pupils. These lessons are delivered at a brisk pace with a high level of pupil engagement due to the use of individual whiteboards, paired discussion, and pupils modelling solutions to problems. In around one third of lessons, there is too much 'teacher talk' and pupils are not given enough opportunity to develop independence because of too much teacher direction. Some teachers plan their lessons so that activities are pitched at the right level for different groups of pupils but in a few lessons it is unclear how planning caters for the needs of both the least and most able.

The curriculum is satisfactory and provides for the academic and personal development of pupils. There is a good range of well-attended clubs and other activities that further enrich the curriculum. Links are being developed between different subjects to reinforce pupils' learning.

Good arrangements for pastoral care make a positive contribution to pupils' personal development and well-being. Effective measures have been taken to encourage pupils to have good attendance. Appropriate guidance and support are provided for more vulnerable groups, particularly those who have social, emotional or behavioural difficulties. Academic guidance is less well developed and some pupils do not feel well prepared for the next steps in their education.

These are the grades for the quality of provision

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

How effective are leadership and management?

Following the retirement of one of the former co-headteachers and the deputy headteacher at the end of last term the leadership and management structures in the school have been revised. The new leadership team has made a good start on addressing areas for development but they are not complacent and acknowledge that

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there remains much to do to make the school as good as they want it to be. Because of these changes middle leaders feel that they are now empowered and enabled to lead improvements in their areas of responsibility. However, these changes are recent and, although early indications are promising, it is too soon to measure their full impact on raising standards. Systematic monitoring of teaching and pupils' progress and subsequent action to address any evident weaknesses has resulted in improvements in teaching. School improvement plans have appropriate priorities and are rightly focused on improving outcomes for pupils. Governors recognised that they needed to improve the balance of challenge and support which they provide and have taken appropriate action to ensure they are well informed about pupils' achievements, so that they can challenge the school to improve. There are generally positive relationships with parents and satisfactory partnership arrangements with external agencies, including the local authority, which are contributing to improvement. The school has an inclusive ethos and works hard to promote equal opportunities for all. There are effective arrangements to ensure that children are safe and well cared for. Safeguarding arrangements meet current requirements. The school makes a satisfactory contribution to community cohesion within the school and most pupils from different backgrounds and different communities have good relationships with each other. Success in promoting community cohesion beyond the school has been more limited.

These are the grades for leadership and management

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

Early Years Foundation Stage

The Early Years Foundation Stage unit has excellent accommodation and provides an

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interesting, well-resourced and welcoming learning environment. There is a good range of well-used different sized indoor and outdoor learning spaces. Adults in the unit work well together to support children's learning. Activities are imaginative, suitably challenging and well matched to the children's needs and interests. Consequently, the children make good progress in the different areas of learning. Accurate observations and appropriate recording of children's experiences ensure that adults are well informed about children's achievements. Children have good opportunities to develop independence and make informed choices. They play well together and have good relationships with each other and with the adults who work with them. The unit is well led and managed. There is a strong focus on ensuring that all children enjoy learning and make good progress. Good links are developing with parents and carers so that they are able to support their children's learning. Robust steps are taken to ensure that children are safe and well cared for.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Parents are generally supportive of the school and most are happy with their children's experience at school. Parents who have children in the Early Years Foundation Stage were particularly positive. A typical comment from a parent was:

They have done really well implementing the Early Year Foundation Stage and I have enjoyed looking through my child's learning journey file. They have a good space and the children are always busy in the learning areas, using them to their full potential.'

A small minority of parents felt that the school did not deal effectively with unacceptable behaviour but inspectors found no evidence to support this view. A number of parents commented that they wanted the school to improve its engagement with parents and the school recognises that there remains some work to be done in this area. A few parents expressed concern about their children being taught in mixed-year groups but inspectors found no evidence to show that the organisation of classes was having a detrimental effect on pupils' progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at the Wildridings Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 98 completed questionnaires by the end of the on-site inspection. In total, there are 290 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	45	42	43	7	7	2	2
The school keeps my child safe	46	47	47	48	2	2	1	1
The school informs me about my child's progress	21	21	65	66	8	8	2	2
My child is making enough progress at this school	27	28	53	54	12	12	2	2
The teaching is good at this school	26	27	59	60	8	8	2	2
The school helps me to support my child's learning	20	20	61	62	8	8	3	3
The school helps my child to have a healthy lifestyle	19	19	71	72	4	4	1	1
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)	19	19	57	58	9	9	2	2
The school meets my child's particular needs	23	23	61	62	7	7	2	2
The school deals effectively with unacceptable behaviour	16	16	60	61	11	11	6	6
The school takes account of my suggestions and concerns	18	18	54	55	9	9	2	2
The school is led and managed effectively	23	23	57	58	9	9	4	4
Overall, I am happy with my child's experience at this school	25	26	61	62	6	6	3	3

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



6 November 2009

Dear Children

Inspection of Wildridings Primary School, Bracknell, RG12 7DX

Thank you for making us feel so welcome and for helping us with the inspection. I would particularly like to thank those of you who took time to talk to us about your school and those who completed our inspection questionnaire. We saw that the school has improved since the last inspection and now provides you with a satisfactory education.

Many of you told us how much you enjoy school and that you feel safe and well cared for. The school has made a number of recent improvements and most of you are now making satisfactory progress in your learning.

Here are some of the things you do best.

- Most of you like learning and you get on well with each other.
- You are well looked after and given support to help you to develop as responsible young people.
- The adults who are responsible for running your school have sensible ideas about how to make it a better place for learning.

Here are the things that need to be improved.

- We would like the teachers to give you more opportunities to assess your own work and decide what you need to do to improve or develop it.
- We want teachers to continue improving lessons so that they are all as good as the best. This includes making sure that the work you are given is at exactly the right level to help you learn as much as you can.
- We would like all the teachers who have special responsibilities to make sure that everything is organised well so that you can make rapid progress.

I am sure that you will want to play your part by working hard and helping your teachers make the school even better.

Yours sincerely

Robert Ellis

Her Majesty's Inspector

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