

Winkfield St Mary's Church of England Primary School

Inspection report

Unique Reference Number	109994
Local Authority	Bracknell Forest
Inspection number	337418
Inspection dates	21–22 October 2009
Reporting inspector	Nasim Butt

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	178
Appropriate authority	The governing body
Chair	Ms Jan Sumner
Headteacher	Ms Gillian Harbut
Date of previous school inspection	8 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, and observed pupils at break and lunchtime. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at pupils' work, data on progress, monitoring reports, policies, planning and 74 parent questionnaires.

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

- how effective leaders at all levels are in raising standards further and increasing the progress which pupils make
- how teachers are enabling pupils of all abilities, including those with special educational needs and/or disabilities, and the more able, to learn effectively and to make the best possible progress
- the strengths of the provision in the Early Years Foundation Stage
- how effective pupil tracking, self-evaluation and development planning are in securing more rapid overall school improvement.

Information about the school

Winkfield St Mary's Church of England School is an oversubscribed school dating back to 1875. It is smaller than most primary schools and has seven classes, one for each year group from Reception to Year 6. Reception children do not start until the January in the year when they are four years of age. Hence, on this inspection, Reception children were not seen, though the overall quality of provision in the Early Years Foundation Stage was evaluated. Most pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is well below average.

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?

2

The school's capacity for sustained improvement

2

Main findings

Winkfield St Mary's is a good school. It has many outstanding features. Outstanding care, guidance and support mean that pupils feel very safe and behave exceptionally well, showing admirable responsibility and consideration for others. As one parent commented, 'Children really do thrive in this warm and caring environment.' Pupils' spiritual, moral, social and cultural development is outstanding, and a delightful harmonious atmosphere envelops the school. This, supported by an exciting curriculum and good teaching, ensures that pupils of all abilities achieve exceptionally well and make good progress. It also ensures that pupils with special educational needs and/or disabilities thrive and do equally well as a result of the very good support provided by teachers and support staff. There is a strong spiritual element to the work of the school. Pupils' attendance is consistently high. They thoroughly enjoy school, have excellent attitudes to work and are keen to succeed.

Though children in Reception start in January, within two terms they make outstanding progress. From an above average starting point, pupils leave Year 6 with standards of attainment that are well above average. This demonstrates good progress by the end of Key Stage 2. Senior leaders have a strong commitment and vision for continuous improvement. There are now robust systems for tracking and monitoring the outcomes for pupils which support good self-evaluation. However, self-evaluation at the level of subject leadership lacks the sharpness required to improve progress further, particularly in Years 3 to 6. Senior leaders recognise this and are addressing the issue through their development planning. They have an accurate view of the school's strengths and areas for development. Consistently good leadership has resulted, for example, in sustaining the outstanding outcomes in the Early Years Foundation Stage and good progress in the rest of the school. This demonstrates a good capacity to improve.

Pupils demonstrate a passion for learning. Teachers and support staff know their pupils well and work with them to ensure they make consistently good progress. There are variations, however, in the quality of teaching. For example, not all lesson planning uses the good assessment data available to best effect in targeting groups and individuals for tailored support. In addition, written feedback to pupils is not always linked well enough to learning targets to support pupils in making further improvements. Again, senior leaders are aware of this. A great deal of good analysis has ensured that the systems for improving progress and teaching are continually being developed.

Good opportunities within the curriculum enable pupils to take on responsibility and contribute to the community which they welcome. For example, pupils have a real taste of democracy through the system for electing house captains for the four houses into which the school is divided. The range of clubs, performance art and sporting

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opportunities is exceptional and is a key factor in pupils' enjoyment of school and their keen awareness of how to keep healthy. Pupils are aware, through good promotion of community cohesion, of people who are different from themselves and show respect and tolerance within their own community.

What does the school need to do to improve further?

- Improve pupils' progress from good to outstanding at Key Stages 1 and 2 by:
 - ensuring all teachers consistently make the best use of assessment data to plan for the learning experiences of all pupils in their class
 - providing consistently good quality written feedback linked to learning targets to support pupils in making further improvements.
- Improve the rigour and depth of self-evaluation at subject leadership level by:
 - ensuring that subject leaders are equipped with the skills to monitor and evaluate the quality of teaching and assessment
 - making sure the outcomes of this feed into sharply focused subject action planning.

Outcomes for individuals and groups of pupils

1

Pupils really value learning, in part because it is so active. Their exceptional enjoyment of lessons is evident, for example, as they discuss ideas within their group and then excitedly share their findings with other groups. This means that they achieve exceptionally well and make good progress and so, standards of attainment by the time they leave Year 6 are consistently high in mathematics, English and science. This shows pupils make good progress compared to their starting points which are above those expected for their age in reading, writing and numeracy. Because they are supported and guided so well, pupils play a full part in lessons and answer questions confidently regardless of their backgrounds or abilities. In some lessons where teaching is satisfactory, pupils remain interested and enthusiastic, but do not make the progress of which they are capable. Most pupils are articulate and express their opinions with clarity and depth. Their skills with regard to speaking and listening are very well developed.

Pupils feel exceptionally safe as a result of the outstanding care they receive. They demonstrate excellent awareness of how to behave in a variety of settings, not only in lessons but when conducting themselves around the school. Pupils' excellent attitude to healthy living is exemplified by the way they promote healthy eating in assemblies and through participation in a wide range of physical activities, including the morning 'kick start' programme. In addition to the school council and running the House system, older pupils have important playground duties to perform. Pupils have been involved in a wide range of fundraising activities for charity and they speak about these experiences very eloquently. They have very well developed social skills, partly as a result of the successful implementation of the Building Learning Power (BLP) programme. Pupils are very well prepared for their next school and futures through their strong basic skills and

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excellent attendance.

These are the grades for pupils' outcomes

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

How effective is the provision?

Lively activities in most lessons and in the wider curriculum enthuse and motivate pupils, who want to work hard and do their best. This is supported by the very good relationships with their teachers who have created stimulating learning environments for their pupils. Though teachers have an accurate knowledge of pupils' attainment, they do not always use this information well enough to plan for pupils' different interests and abilities. However, most pupils still make good progress because in this highly supportive environment they are strongly motivated to learn. Teaching assistants are skilled in encouraging learning, especially pupils' ability to question and predict. Teachers set learning targets for their pupils, though sometimes the link between these targets and written guidance for improvement is not sufficiently strong. This contributes to the inconsistency in the quality of teaching. As a result, over time, some pupils make less progress than they are capable of. The BLP programme ensures that teamwork and collaboration are strongly evident in the vast majority of lessons seen.

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 good curriculum is imaginative, particularly in the wide range of activities on offer. Pupils develop high levels of competence in their basic skills and become good independent learners. The range and depth of extra-curricular activities on offer is exceptional and continues to have an outstanding impact on pupils' personal development and well-being. Art, music and drama make a good contribution to pupils' cultural development. The BLP programme is now well embedded in the curriculum. Cross-curricular links with literacy and numeracy are good although, along with information and communication technology, are not yet embedded in all areas of learning.

The very positive, harmonious atmosphere within the school is an outcome of the provision of outstanding care, guidance and support. Excellent care for pupils ensures that they are not only kept very safe, but that everyone, including those with particular difficulties, is supported very well in doing their best. High quality support and guidance ensures that the transition from Reception into Year 1 is seamless. Pupils are carefully guided at each stage of their education and the guidance given to help them attend regularly and behave well is very effective. There are good links with parents and carers and other agencies to support those in need.

These are the grades for the quality of provision

The quality of teaching	2
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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Senior leaders, including governors, have worked effectively since the last inspection to improve the school. The environment has been transformed with some excellent outdoor spaces for learning and relaxation. Standards of attainment in the key subjects of English, mathematics and science have been sustained at a high level as a result of the school's focus on raising achievement. Pupils are assured an excellent start to their education because provision in the Early Years Foundation Stage is consistently outstanding. Much has been put into place in the last two years to develop good practice in teaching, assessment and monitoring. For example, the tracking of pupils' progress is regular and shared with teachers so that any areas of weakness can be tackled. However, the school's senior leaders are aware that the good assessment information now available is not used consistently well to enhance progress further, from good to outstanding.

Senior staff have an accurate view of what needs to be improved. They understand, for example, that supporting subject leaders in improving the monitoring and evaluation of

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teaching and assessment is a key area for school improvement. The school sets challenging targets which are usually met and sometimes exceeded.

Good procedures to safeguard pupils are carefully monitored by senior staff and governors to ensure all requirements are met and that pupils are kept very safe. There is a deep commitment to ensuring good equal opportunities for every pupil, regardless of gender, ethnicity or ability, and this contributes to the pervading sense of harmony and belonging. The school works well to promote community cohesion which is particularly strong at the school and local community level. Though a global link has been established with a diocese in Nandyal, India, the school recognises that this is an area that needs to be strengthened further. The school deploys its resources very effectively and achieves excellent value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

When children join the Reception class, their skills are usually above those expected for their age. Very good links with parents and carers ensure a smooth start and the children quickly make friends and socialise well. By the time children leave Reception, they are reaching high standards in all six areas of learning. The overall achievement of these children across all six areas of learning is outstanding. Leadership is outstanding in securing a very safe, happy and productive environment where children make excellent progress in all areas of learning, but particularly in personal and social development. The extensive planning shows that all areas of learning are covered well. Pupils' entry into Reception in January is managed very effectively by the Foundation Stage team. By the end of the summer term they demonstrate very good achievement in relation to their

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starting points. Excellent teaching ensures that the use of assessment to help plan sessions is very effective. The curriculum is well organised and there is plenty of opportunity for children to explore for themselves. Any variations in performance between boys and girls and between areas of learning are closely monitored and swiftly addressed. In this highly responsive environment, children thrive and do their very best.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

In their responses to the questionnaires, the overwhelming majority of parents and carers were very positive about the school and its impact on their children's learning and well-being. All thought that their children enjoyed school and that teaching at the school is good. A very large majority were confident that children were kept safe and all agreed that the school promotes healthy lifestyles. A very large majority agreed that the school was led and managed effectively and that the school took account of parents' concerns. Overall, parents' and carers' views reflect the inspection findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Winkfield St Mary's Church of England 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 74 completed questionnaires by the end of the on-site inspection. In total, there are 178 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	72	22	30	0	0	0	0
The school keeps my child safe	45	61	29	39	1	1	0	0
The school informs me about my child's progress	34	46	37	50	2	3	0	0
My child is making enough progress at this school	42	57	29	39	3	4	1	1
The teaching is good at this school	50	68	24	32	0	0	0	0
The school helps me to support my child's learning	31	42	40	54	2	3	0	0
The school helps my child to have a healthy lifestyle	41	55	32	43	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)	25	35	43	58	2	3	0	0
The school meets my child's particular needs	30	41	40	54	1	1	0	0
The school deals effectively with unacceptable behaviour	21	28	45	61	2	3	1	1
The school takes account of my suggestions and concerns	29	39	37	50	1	1	0	0
The school is led and managed effectively	33	45	38	51	2	3	0	0
Overall, I am happy with my child's experience at this school	54	73	20	27	0	0	0	0

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.



Dear Pupils

Inspection of Winkfield St Mary's C of E Primary School, Bracknell, RG42 6NH

Thank you for making us so welcome when we came to the school recently to see how well you were doing. We enjoyed talking to you and seeing you at work and at play. We judged that your school is good, with many outstanding features, and the school leaders know how to make it even better. Your school has so many strengths; here are some of them:

- Those of you who are in the Reception class get off to an excellent start when you begin school.
- You are all looked after and cared for extremely well. The school makes sure that you all have the same opportunities to make good progress.
- Your attainment in English, mathematics and science is high, and you achieve very well.
- You have excellent knowledge on how to keep safe and to lead healthy lifestyles.
- You make an excellent contribution to your school community and are very well prepared for secondary school.
- Your behaviour around the school and in lessons is excellent.
- Your school leaders are working well together as a team to plan to make the school even better.
- We have asked the school to do two main things to help you make even better progress:
 - Make sure that all of your teachers give you good written feedback linked to your learning targets to help you improve further.
 - Make sure that teachers in charge of subjects monitor the quality of teaching and assessment more sharply so that teaching becomes even better than it is already.

You can help by talking to your teachers about your learning targets and finding out exactly what you need to do to achieve them.

Thank you again for your warm welcome. We wish you well for the future.

Yours sincerely

Nasim Butt

Lead Inspector

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