

Wildmoor Heath School

Lower Broadmoor Road, Crowthorne, RG45 7HD

Inspection dates 6–7 May 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school

- Governors, the headteacher, senior leaders and staff have brought about considerable improvements in teaching and pupils' achievement since the last inspection.
- Parents hold the school in high regard. They are pleased with the way the school has improved and are confident in the leadership team.
- Achievement of current learners is good. Attainment is improving and pupils now make more rapid progress.
- Clear priorities have been identified to raise standards and speed up progress even further, and the school is well placed to achieve these goals.
- The school is a friendly and welcoming place where pupils behave well, and are attentive in lessons and keen to learn. Pupils are kept safe in school as well as when out on visits. They feel safe and well cared for.
- Pupils make good progress because they are well taught. Work is carefully planned, varied and challenging. Consequently, activities engage the interest of all groups of pupils and enable them to achieve well.
- The curriculum stimulates pupils' curiosity and successfully promotes their spiritual, moral, social and cultural development.
- The early years provision is good. Children are made to feel welcome and settle quickly. They enjoy a wide range of exciting activities and make good progress because their needs are understood well.
- Governors work very effectively with school leaders to ensure the school is a successful learning community. They hold the leaders robustly to account for the school's performance.

It is not yet an outstanding school because

- The quality of teaching is not yet outstanding; in particular:
 - feedback to pupils about what they need to do to improve is inconsistent
 - some pupils do not receive enough support in successfully completing challenging tasks
 - the skilled teaching assistants are not deployed consistently effectively during lessons.
- Middle leaders, including those with subject responsibilities, are helping to sustain improvement but are not fully aware of their role in the strategic development of the school.

Information about this inspection

- Inspectors observed pupils’ learning in several lessons or parts of lessons and looked at a range of pupils’ work. They also listened to pupils from Years 1, 2 and 6 read.
- Meetings took place with the headteacher, senior leaders, staff and groups of pupils. Inspectors also met the Chair and another member of the governing body and a representative from the local authority.
- Inspectors looked at a range of documentation, including the school’s data on pupils’ progress and records relating to pupils’ behaviour, attendance and safeguarding.
- They observed movement around the school at playtime and at lunch breaks and attended assemblies. Displays around school and also in classrooms were scrutinised.
- Inspectors took into account the 65 responses to the online questionnaire (Parent View), as well as the results of the most recent questionnaire carried out by the school. They spoke informally with a number of parents.
- The 24 responses to the staff questionnaire were also considered.

Inspection team

Rob Crompton, Lead inspector

Additional Inspector

Roger Blackburn

Additional Inspector

Full report

Information about this school

- The school is smaller than the average sized primary school.
- Most pupils are White British, with around 10% from a range of minority ethnic groups. Very few pupils speak English as an additional language.
- The proportion of disadvantaged pupils for whom the school receives additional funding through the pupil premium is below average. The pupil premium provides additional funding for children who are in the care of the local authority or those known to be eligible for free school meals. In the last two years, the number of disadvantaged pupils in Year 6 was very small.
- The proportion of disabled pupils and those who have special educational needs is below average. These needs relate mainly to moderate learning difficulties, speech and language problems or social/communication difficulties.
- Children in the early years attend a Nursery class on a part-time basis or full-time in a Reception class.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not use any alternative provision.
- The on-site provision for childcare after school, 'EnergyKidz', is not managed by the governing body and receives its own inspection report, which is available on the Ofsted website at www.ofsted.gov.uk.

What does the school need to do to improve further?

- Improve teaching so that pupils reach higher standards and make even faster progress by ensuring greater consistency in:
 - feedback to pupils on how to improve their work and the next steps in their learning
 - ensuring all groups of pupils are supported when tackling challenging tasks
 - the deployment of teaching assistants during lessons.
- Strengthen leadership and management by raising subject and other middle leaders' awareness of their role in the strategic development of the school.

Inspection judgements

The leadership and management are good

- The headteacher has brought about significant improvements in standards and the quality of teaching since his appointment in January 2013. He quickly identified the school's strengths and weakness and, with the governing body, compiled a detailed plan to drive improvement forward.
- The senior leadership team includes the deputy headteacher and senior teacher, both of whom have been recently appointed. They have created a culture where the highest standards of teaching, learning and behaviour are expected.
- Staff now have much higher expectations of what pupils can achieve and, as a result, attainment has increased, pupils are better challenged and they find lessons interesting. Rigorous checks are made on the quality of teaching. Teachers are set precise targets on what pupils are expected to achieve and there are regular meetings to check on pupils' progress. Feedback to teachers and additional training have contributed to significant improvements in practice.
- Following staff changes, most middle leaders, including subject leaders, have been recently appointed. They are effective and are aware of their responsibility for their subjects and of their role in establishing what teachers need to do to further improve. They are less clear about how they might contribute to the strategic development of the school, for example in regard to succession planning.
- The headteacher has temporarily taken on the role of special needs coordinator, which includes monitoring the progress of different groups of pupils. He has an excellent understanding of the progress made by disabled pupils, those with special educational needs and disadvantaged pupils. He identifies what support is needed and how effective it is, in order to ensure equality of opportunity.
- Effective use is made of the pupil premium funding. It is used, for example, to provide specialist support for families and additional time for teaching assistants to work with disadvantaged pupils.
- The curriculum is well planned and successfully engages and motivates pupils. Subjects including science, history and art are included in themed units of study designed to deepen and broaden pupils' knowledge and understanding. Pupils enjoy this approach. They are taught the knowledge and skills they need to be successful in each subject. In addition, there are frequent opportunities for pupils to practise and extend their literacy and numeracy skills. When studying Samuel Pepys and the Great Fire of London, for example, pupils in Year 2 wrote factual accounts and their own diaries.
- Pupils' spiritual, moral, social and cultural development is promoted effectively. This helps to foster good relations and tackle discrimination. There is a rich and varied programme of assemblies, often centred on the school's explicit values, including respect, courage and individuality. Participation in the UNICEF 'Rights Respecting Schools' programme provides pupils with insights into different cultures. Such activities help to ensure pupils are well prepared for life in modern Britain.
- The additional primary school sport and physical education funding is used effectively. Staff have benefitted from additional training, and outdoor and indoor resources have been augmented. Increasing numbers of pupils are taking part in after-school clubs and sporting competitions.
- Parents responding to the Parent View survey were overwhelmingly positive. Those who spoke to the inspectors spoke about the hard work of the headteacher and staff in bringing about improvement. Typical of their comments were: 'My children are very happy and learning well', 'They say learning is fun' and 'Behaviour is much better now'. The school communicates with parents frequently through newsletters, and the school website provides comprehensive information.
- Arrangements for safeguarding and child protection meet statutory requirements and are effective. When new staff are appointed, the essential checks are made on their suitability. Policies and procedures regarding child protection are well established.
- The local authority has provided effective support to leadership at all levels. Recognising the school's strong capacity to improve without external help, the local authority currently provides light touch support.
- **The governance of the school:**
 - The range of governors' expertise and their knowledge of the school are excellent. Governors are fully tuned into pupils' current and future needs. They very skilfully analyse academic performance and the national data on pupils' achievement. In addition, they visit the school regularly to gain first-hand information from staff and pupils. Governors support the school's system for managing teachers' performance very well. They are aware of how any underperformance by staff would be tackled. They check the impact of teaching on pupils' learning when considering financial rewards for teachers. Financial management is very efficient, including additional funding for sports and disadvantaged pupils.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good.
- Pupils are courteous, cooperative and collaborate well. Many spoke of how much they enjoy coming to school and used words such as 'supportive' and 'caring' to describe it. Pupils' enthusiasm for school is reflected in their above average attendance.
- Pupils are keen and attentive during lessons. They listen carefully when their classmates read out work or explain answers. During assemblies, pupils behave extremely well and participate enthusiastically. Low-level disruption in lessons is extremely rare. The school works effectively with individual pupils who sometimes struggle to control their behaviour.
- Pupils behave very well during the many educational visits the school organises. They proudly represent their school in competitions and were thrilled to have been invited to play a match during the interval of the forthcoming Premiership Rugby Final at Twickenham Stadium.
- Pupils move around the school in an orderly manner. Playtimes are active, social occasions where friends get together to play or chat. Pupils behave well as they eat lunch together. At the end of playtime, pupils line up quickly. Occasionally, however, some pupils rush from their lines into school, barging in and pushing one another.
- Pupils regularly choose to stand for election as school councillors, work as librarians and represent the school in the choir or sports competitions. The recently established weather team and eco-council had raised money for an environmental project.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils are kept safe in school and when out on school visits. Pupils, parents and staff say that they are safe.
- All staff members are aware of the responsibilities with regard to keeping children safe. Recruitment policies are robust and followed appropriately. All documents relating to safeguarding and child protection are regularly reviewed and updated.
- Safety matters have a high priority and appropriate checks are carried out on all adults who come into school. Safety issues feature in lessons and assemblies and are appropriate to the age of the pupils. Pupils are well aware of the need to have regard to e-safety when using the internet.
- Residential visits allow pupils to experience adventurous activities in a safe and controlled environment.
- Pupils understand the term 'bullying' and know the difference between that and falling out. They are aware of different forms of bullying, such as cyber-bullying. Pupils know that staff care and someone is always there to help them in times of difficulty.

The quality of teaching is good

- Pupils pay attention during lessons and generally try hard. This is because teachers successfully motivate them to do well as they can. Lessons are well structured and the work typically offers a good level of challenge for all groups.
- Pupils made many positive comments about how teachers support their learning. For example, Year 5 pupils said that, although they found creating a mythical story difficult, their teacher had suggested many ways in which they could tackle the task. Occasionally, some pupils struggle to complete class work because they find difficulty in recording what they know and understand because they are not given sufficient guidance or alternative strategies for presenting information.
- Literacy and numeracy are taught effectively. At the beginning of a mathematics lesson, for example, the teacher used questions skilfully to draw on what pupils already knew and to extend their skills. Later, individual questions were used to good effect, for example to explore and develop the most able pupils' understanding of algebraic expressions.
- Teaching assistants are well briefed and provide effective support for learning. For example, they successfully teach small groups during daily phonics work in Years 1 and 2. They also play a significant role during other lessons. In the most effective lessons, teachers ensure they are actively engaged throughout, for example taking a group of higher attaining pupils who might mark time if they took part in the introduction to the whole class. Occasionally, however, teachers do not take enough advantage of support staff and miss opportunities for them to contribute fully to pupils' learning.
- Teachers mark pupils work regularly, providing feedback and setting targets for improvement. The extent to which teachers provide guidance about how to improve is inconsistent, however. Some guidance makes this

very clear and includes exemplars; for example, the teacher might re-write a pupil's sentence to show how it could be enhanced. On the other hand, pupils said that marking did not always clarify how they could improve their work.

- New arrangements for homework were introduced in September following a survey of parents, staff and pupils. At the beginning of each term, pupils are given a wide range of choices linked to the curriculum theme. These include research tasks such as 'Research the way that Sikhs celebrate birth' and 'Make a list of the ways different religions welcome the birth of a new baby'. Home learning also includes regular reading, phonics and spelling practice as well as key mathematics skills. This approach to homework is broadly successful and complements school work. Some parents said they preferred the traditional approach but pupils were generally positive.

The achievement of pupils

is good

- Improvements in the quality of teaching have had a strong impact on pupils' achievement. In each year group, pupils are making good progress. Across the school, different groups of pupils are building well on their starting points.
- The results of the Year 1 national screening check for phonics (letters and the sounds they represent) in 2014 were in line with the national average, showing a big improvement on the previous year. The majority of pupils who did not meet the standards in 2013 had done so by the end of Year 2 and were starting to apply their skills in phonics to improve their reading and writing. When reading to inspectors, pupils in Years 1 and 2 tackled unfamiliar words confidently, blending sounds together – for example, 'in-no-vate'. They were proud to show their home/school reading records, which included comments by their parents as well as school staff.
- Attainment at the end of Year 2 has risen. In 2013, standards were broadly average in reading, writing, and mathematics, with few pupils reaching the highest level.
- Current data, supported by inspection evidence from observing learning in lessons and the work in pupils' books, show further improvement in all areas. All Year 2 pupils are reaching the expected levels in reading and mathematics and the proportion doing so in writing has increased. The most striking improvement is the number of pupils reaching the higher levels, which is above average in reading, writing and mathematics.
- Good progress in mathematics was evident during a Year 1 lesson where pupils spoke confidently about the skills they were developing. They quickly learned how to split or 'partition' large numbers into hundreds, tens and units in order to add them accurately.
- Pupils' progress through Key Stage 2 has also improved. Despite a legacy of underachievement when they were in Years 3 and 4, attainment in Year 6 is at least in line with that expected nationally. The proportion of pupils working at the higher levels has increased and is now above that typically seen
- Pupils' interest in reading continues as they move through the school. By Year 6, pupils generally read fluently with understanding. During discussions, pupils were highly enthusiastic and knowledgeable about reading. Asked about other interests, one pupil remarked, 'You're more likely to find me curled up in an armchair reading a book.' Discussing their reading preferences, another said, 'I'm taking my time with 'Eragon' to get all the detail', while his classmate commented, 'Jacqueline Wilson doesn't make me think much and she's for older children mostly.'
- The improvement in pupils' reading is having a positive impact on their writing skills. One pupil explained, 'We learn about different styles and then mix them up in our own writing.' This was evident in pupils' written work following the study of the battle scene in Macbeth. For example, one wrote, 'The smell of fear lingered around us as we waited.' Another included, 'Charging through the rivers of blood, I felt fear along with excitement and exhilaration flowing through my veins.' Although not all pupils show this flair, more are writing with increasing skill.
- In mathematics, a focus on basic skills, such as number facts and times tables, and on how to use them when solving problems is bearing fruit. Over half of the Year 6 pupils are working at the higher levels. This was evident as pupils devised algebraic expressions to create formulae for number sequences.
- Pupils with special educational needs benefit from lots of additional help and are progressing well. The very few disadvantaged pupils in Year 6 over the last three years did as well as, or better than, their peers in achieving average levels in reading, writing, and mathematics. Overall, the gap between the attainment of these pupils and others has narrowed since September 2013 and is equivalent to around half a term.
- The most able pupils are responding well to additional challenge, reflected in the increasing proportion reaching the high levels at the end of each key stage. Pupils from minority ethnic backgrounds, including those with English as an additional language, are among the most able. In both 2013 and 2014, their levels of attainment were well above those of all pupils nationally, especially in reading.

The early years provision**is good**

- When children enter the early years, their skills vary from year to year. This year they were above those expected at their age, particularly in personal and social development. Children soon settle into the Nursery class and make good progress through the early years. Last year, levels of attainment by the end of Reception were above average and current children are working at least at similar levels. They are well prepared for moving into Year 1.
- High quality care and concern for their well-being help children feel very secure and ready for learning. Behaviour is good. Children soon learn to take turns and become increasingly independent in selecting activities. Children in the Nursery class, for example, played happily together in the role play areas. Handing a phone to an inspector, one said, 'Someone's on the phone for you. It's Charley.'
- Good quality teaching ensures children are constantly involved in well-planned activities. Staff establish excellent relationships with children and skilfully build on children's natural curiosity, questioning and extending their ideas as children play.
- Adults place a strong focus on promoting speaking skills ready for reading and writing and on developing children's knowledge of numbers. Children delight in exploring the wealth of stimulating activities indoors and outside. They increasingly sustain their concentration, listen to adults carefully and strike up conversations with their classmates and adults. Snatches of conversation overheard included, 'You can have all of them', 'Will you make one for me?' and 'Come and see my shape pattern.'
- The recently appointed leader is providing effective leadership. Meticulous records are kept, and children's progress in all areas is checked frequently. Parents are encouraged as partners in their children's education. Children were extremely eager to show inspectors their 'learning journals', which provide an extremely comprehensive record of their progress, captured by photographs and annotations by staff and parents.
- The early years provision is not yet outstanding because, as leaders recognise, the staff team do not yet provide sufficient challenge for the most able children to ensure they make more rapid progress and fulfil their potential.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109812
Local authority	Bracknell Forest
Inspection number	462454

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	221
Appropriate authority	The governing body
Chair	Karen Roche
Headteacher	Grant Strudley
Date of previous school inspection	10–11 July 2013
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