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Mrs Joanna Lagares
Headteacher
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Dear Mrs Lagares

Short inspection of Wooden Hill Primary and Nursery School

Following my visit to the school on 14 May 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in November 2015.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. You and your staff make sure that the school's inclusive ethos is reflected in all aspects of school life. The vast majority of parents and carers who responded to Parent View, Ofsted's online questionnaire, praised the caring and welcoming atmosphere of the school. Comments such as: 'I have noticed how well the staff know each child and how to get the best from each of them,' and 'It is a lovely school, with great care for the children and the opportunity for them to excel in their studies and sporting activities,' are typical of the views expressed by parents during the inspection.

You know the school well. Where you have identified necessary developments, your actions have been effective and are leading to improvements in pupils' learning and progress. Subject leader teams have successfully introduced new approaches to the teaching of English and mathematics. They have correctly identified the next steps they need to take to improve the quality of teaching and learning in their areas of responsibility.

Your detailed approach to analysing assessment information means that any pupil or group of pupils at risk of underachieving is quickly identified and interventions put in place. These actions are beginning to have an impact on narrowing the gap between disadvantaged pupils and their peers. However, actions are not yet sufficiently effective to impact on the progress of pupils who have special educational needs and/or disabilities (SEND).

Teachers' consistent approach in classrooms means that behaviour is managed well,

pupils are diligent, and their skills and knowledge are built up carefully. Behaviour seen during the inspection was good, both in and around the classrooms. Pupils enjoy school and attendance is in line with national averages. Pupils say that they appreciate the extra-curricular opportunities available both during and after school. They told me that staff are friendly and caring, and help them with their learning.

Improvement plans take into account the findings of the previous inspection. First, appropriate action has been taken to improve the learning environment for early years children and to create separate classrooms for older pupils. Leaders have invested in providing a much larger outdoor area for reception children by installing an artificial surface and a wonderful climbing frame. This outside area is well resourced and entices children to learn through a vast range of activities and opportunities. Leaders have also converted a music room into a classroom, thereby providing separate rooms for almost all classes. One year group remains in a shared, large room. During the inspection, it was noted how well the pupils in these classes ignore the partner class and can fully concentrate on their own learning.

Next, leaders have improved standards in writing over the past two years, with actions strategically planned and monitored by governors. Writing remains a priority for the school and continues to be a focus for training and professional development.

Finally, outcomes for the most able pupils have improved over the past three years at the end of key stage 2 in reading, writing and mathematics, but all remain below the national averages. Outcomes for the most able pupils at the end of key stage 1 have not improved over the same period in any subject, and remain below the national averages.

Governors have high expectations and are fully involved in the strategic direction of the school. They use their skills and expertise to good effect and, as a result, are having a positive impact on areas of school improvement. Governors regularly analyse data about pupil outcomes and visit school to check the impact of leaders' work. They offer leaders appropriate support, but also challenge them by asking evaluative questions about aspects of school improvement.

Safeguarding is effective.

Every parent, member of staff and pupil who expressed a view agreed that the school keeps children safe. Pupils know how to keep themselves safe, including online.

A culture of knowing pupils and their families well underpins the school's safeguarding work. You are proactive in supporting pupils. You provide a place for pupils to go at lunchtimes if they want a quiet space. A learning mentor, forest school leader and creative therapist are available to meet the social and emotional needs of pupils. You and the school's family support worker offer effective support for families.

All the relevant safeguarding checks and records are in place. Staff and governors complete regular safeguarding training to ensure that they remain alert to any new

issues. They also receive regular updates of changes to government legislation relating to safeguarding. Governors check safeguarding procedures so that pupils are kept as safe as possible.

Inspection findings

- The first line of enquiry was to consider whether more-able pupils are challenged enough. Leaders are focusing on further raising expectations and the quality of teaching to enable more pupils to reach greater depth at the end of key stage 1 and higher standards at the end of key stage 2. You have implemented a plan to help all pupils to achieve to the best of their ability.
- Leaders have introduced a revised literacy curriculum, focusing on the development of skills and using quality texts to model high-quality writing. As a result of this initiative, pupils' writing books show an increasing number of pupils, including disadvantaged pupils, working securely at higher levels.
- Phonics teaching is becoming a strength of the school. The proportion of pupils passing the phonics screening check at the end of Year 1 has increased steadily over the past three years to be in line with the national average. The introduction of the 'quality texts' approach to literacy has excited pupils about reading and encouraged them to read books by different authors and in different genres.
- In mathematics, pupils' workbooks display a wide range and quantity of opportunities to reason and problem-solve. Pupils were confident to talk about their understanding of mathematics and keen to share their learning. They work co-operatively in groups and pairs, remaining on task when asked to discuss their understanding. Many pupils expressed a passion for mathematics.
- The next line of enquiry was to look at how leaders are ensuring that pupils are attaining well in writing, particularly boys. In the last two years, while attainment in writing at the end of Year 2 has improved to be above the national average, attainment for boys has been lower than girls. Similarly, while attainment in writing at the end of Year 6 has improved, it remains below the national average, and boys' attainment is much lower than girls.
- High-quality texts are used throughout the school to capture all pupils' interest and engagement with books. These texts extend pupils' vocabulary and deepen their understanding of how authors write for different purposes and audiences. This approach is designed to enthuse boys, alongside girls, to be excited about their reading and writing. Book scrutinies showed that almost all pupils are making good, and sometimes accelerated, progress in their writing since the start of the academic year.
- A consistent approach to the teaching of handwriting skills throughout the school ensures that pupils develop an even, legible style which is helping them to become fluent writers.
- The final line of enquiry was to examine the curriculum to see if it is broad and balanced and meets the requirements of the national curriculum. The document available on the school's website presented a very narrow curriculum, with some subject areas not covered.

- Leaders have been working on the development of a new curriculum throughout the year. Evidence during the inspection showed that all subject areas are planned for and taught within themes. Pupils enjoy the curriculum themes that develop real-life experiences and meaningful outcomes. Through these themes, pupils' spiritual, moral, social and cultural development is extended effectively. The full curriculum is now available on the school's website.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- actions to improve progress in reading, writing and mathematics for those pupils with SEND are sustained and monitored so that these pupils' achievements match the achievements of their peers from the same starting points
- activities and approaches provided for the most able pupils always challenge them to do their very best.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Bracknell Forest. This letter will be published on the Ofsted website.

Yours sincerely

Marcia Goodwin
Ofsted Inspector

Information about the inspection

During the inspection, I met with you and the deputy head. I also met with four governors, a representative from the local authority and the school business manager. I carried out short observations of teaching in most year groups and looked at pupils' work in books and on display. I talked with pupils in lessons and met with a small group to talk about school life and work. I looked at several documents, including the school's own evaluation of its performance, the school's improvement plan and governors' records. I also checked the school's website and the procedures for keeping pupils safe. By the end of the inspection, I had taken into account 62 responses to Parent View, Ofsted's online questionnaire, and 36 written comments. I scrutinised 37 responses to Ofsted's staff questionnaire. I also considered one letter from a governor.