

# Wildmoor Heath School

**Address:** Lower Broadmoor Road, Crowthorne, Bracknell, Berkshire, RG45 7HD

**Unique reference number (URN):** 145319

## Inspection report: 19 May 2026

|                    |             |
|--------------------|-------------|
| Exceptional        |             |
| Strong standard    | ●           |
| Expected standard  | ● ● ● ● ● ● |
| Needs attention    |             |
| Urgent improvement |             |

### ✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

### How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Early years

Strong standard ●

Children make a highly positive start to their education in the early years. Leaders and staff have high expectations for children's achievement and wellbeing. These expectations underpin all areas of practice. From the start, staff develop positive working relationships with parents and carers. For instance, they provide parents with plenty of information about how children learn the curriculum. This helps parents to share in their child's learning. Children settle in quickly. Well-established routines help them to feel safe and secure. Children develop independence and curiosity, and they thrive in the setting.

Leaders have designed the curriculum meticulously, ensuring that it builds upon children's needs and interests. The curriculum prepares children well for key stage 1. Teaching is purposeful and responsive to children's needs. Staff foster children's language deliberately. For instance, they weave new words into play and shared experiences. This helps children to broaden their understanding and use of vocabulary.

Staff make careful checks on children's learning. They respond to children's individual needs astutely. Staff design activities to enable children to practise the skills and knowledge that they have learned so that it becomes secure and prepares them for the next steps in learning. For example, children hone their developing skills at using scissors when they cut cabbage leaves during healthy eating week. At the same time, this activity helps them to build the muscle strength in readiness for writing.

Reading is a priority. Staff teach phonics expertly. Children apply their growing knowledge of sounds with increasing confidence in both reading and writing. Staff guide children to hold pencils correctly and form letters with increasing accuracy. Staff teach the curriculum consistently well in the early years.

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## Expected standard ●

### Achievement

Expected standard ●

Pupils, including those who are disadvantaged, typically achieve well in the subjects that they study. Pupils with special educational needs and/or disabilities make appropriate progress from their starting points. Pupils typically produce work of high quality in most subjects. However, there is some variability in the quality of pupils' writing. This is because, on occasions, teachers do not identify and address inaccuracies swiftly enough in pupils' handwriting, spelling, punctuation and grammar.

Published information from the key stage 2 national tests shows that typically pupils achieve broadly in line with national averages. Pupils achieve particularly well in reading as a result of the highly effective teaching that they receive. Younger pupils learn to read quickly and demonstrate increasing fluency and independence. By the time they leave Year 6, pupils are confident readers and their achievement in this subject is typically above the national average.

A small number of pupils in key stage 2 are at an earlier stage in reading, writing and mathematics. The support that teachers provide usually helps these pupils to make the gains that they need to achieve well in reading and mathematics. However, inaccuracies in pupils' writing sometimes prevent them from achieving as well as they should in this subject.

## Attendance and behaviour

Expected standard 

Most pupils attend school every day. Very few are persistently absent. Leaders analyse attendance information closely. This helps them to identify whether there may be any barriers to high attendance for some pupils. Leaders and staff act swiftly to ensure that pupils and their families receive prompt and effective support, in order to address these barriers successfully.

Pupils behave well. They understand the school's 3 rules, 'be safe, be ready, be kind'. Pupils demonstrate this understanding in their conduct in lessons and around the school. The school is a calm and orderly place. Pupils are typically polite and considerate to each other. They listen carefully to adults, showing respect and courtesy. Leaders' inclusive approach ensures that staff make appropriate adjustments for any pupil who needs support for their behaviour. Discrimination of any kind is not tolerated. Pupils say that bullying is rare, but when it does happen, staff deal with it. Leaders review behaviour incidents carefully. They look for patterns that may suggest that support may need to change. However, the current processes for doing this do not fully provide leaders with the sharp, detailed insight that they need to identify such patterns with precision and to make any necessary changes quickly and effectively.

## Curriculum and teaching

Expected standard 

Since the last inspection, leaders have created a broad, balanced and well-sequenced curriculum. Teachers know what to teach and when to teach it. They know how to check that pupils have learned intended knowledge. Pupils revisit important ideas and concepts. This helps them remember key knowledge over time. Staff teach deliberately chosen vocabulary well across subjects. Teachers use their effective subject knowledge to teach new learning skilfully to pupils.

Leaders have an accurate understanding of the quality of teaching and the curriculum. They use this insight to make ongoing improvements. For example, leaders have made recent improvements to teaching approaches. These improvements have helped teachers to develop their practice even further. Teachers typically make carefully considered adaptations to the learning that they provide. This usually enables pupils with special educational needs and/or disabilities to learn the curriculum as successfully as their classmates.

Leaders ensure that pupils learn the foundational knowledge that they need, in order to become proficient in reading, writing and mathematics. Staff receive training to enable them to deliver the phonics programme consistently well. However, on a small number of occasions, teachers do not identify and address errors quickly enough in pupils' writing. Where this happens, pupils sometimes repeat errors in their punctuation, handwriting, grammar and spelling.

## Inclusion

Expected standard 

Leaders have established a culture of inclusion at the school. They ensure that every child feels welcome, valued and supported, whatever their needs. Leaders and staff know pupils and families well. This helps them to understand the factors that may impact upon pupils' wellbeing and readiness to learn. Leaders have put in place effective processes to identify and address potential barriers to pupils' learning and wellbeing, quickly and accurately. They communicate effectively with parents and carers so that they are fully involved in this process. These partnerships between school and home make a positive difference to pupils' learning and wellbeing.

In most subjects, especially in the core subjects, staff design learning that meets pupils' needs. Typically, teachers know how to make adaptations to their teaching that help pupils overcome barriers to their learning. For example, teachers select resources to enable pupils, including those with special needs and/or disabilities, to learn the curriculum effectively. Leaders work with staff to maintain a careful oversight of the impact of this support. This usually helps them to make further refinements to support pupils' learning where necessary.

Leaders make effective use of additional funding, such as the pupil premium, to improve outcomes for disadvantaged pupils. Leaders draw upon a range of information, including research, to design support that meets the needs of disadvantaged pupils in the school. This support is typically successful. Leaders ensure that disadvantaged pupils are able to access wider opportunities for their development. Leaders analyse the impact of their support and interventions to ensure that they continue to work well. Staff work closely with the virtual school to prioritise pupils known to social care to ensure that they receive the support they need.

## Leadership and governance

Expected standard 

Leaders, including those responsible for governance, share an ambitious vision for the achievement and wellbeing of pupils. They focus their work on continuous improvement, in order to bring this about. Leaders and governors have a generally clear understanding of the school's strengths and areas for development. They make informed decisions based on the best interests of pupils, ensuring equality of opportunity for all. They have identified the right priorities. This includes the current focus on improving pupils' writing outcomes even further. However, some of the systems that leaders rely upon to evaluate the school's effectiveness are not as rigorous or informative as they could be. This makes it harder for leaders to gain the full insight they need to support continued improvement.

Staff are wholly proud to work at this school. Morale is high. Staff speak of a culture of trust and respectful relationships. Leaders have fostered a culture of professional learning. They support staff to reflect on and improve practice by working collaboratively. For example, a recent focus on developing a consistent set of teaching strategies has strengthened teaching quality throughout the school.

Those responsible for governance know the school well. Trustees fulfil their statutory responsibilities effectively. Together with the local governing body, they provide appropriate support and challenge to leaders to hold them to account effectively.

Leaders have established positive and trusting relationships with parents. They recognise the importance of continuing to build and strengthen this partnership over time.

## **Personal development and wellbeing**

**Expected standard** 

The school provides many carefully planned opportunities for pupils' personal development. These happen throughout the school day and across the curriculum.

There is an appropriate curriculum for personal, social and health education. Through this curriculum, pupils learn about fundamental British values, such as the rule of law and democracy. Pupils learn how these values relate to everyday school life. Lessons equip pupils with the confidence to challenge negative views and discriminatory behaviour. This includes issues such as racism and body shaming. Pupils develop a secure sense of right and wrong from the early years onwards. They know how to challenge harmful attitudes respectfully and thoughtfully.

Pupils learn how to keep themselves safe, including when online. For example, older pupils understand catfishing and the dangers of grooming. Pupils learn about healthy relationships and consent in an age-appropriate way. Pupils understand about personal space. They explain confidently that others should not cross their 'personal bubble' without permission.

Leaders ensure that pupils learn to understand their feelings and emotions. Pupils develop a range of effective strategies to help them to recognise and manage feelings, such as anger or frustration. Pupils understand the importance of expressing emotions in a positive and respectful way. Leaders have put in place effective pastoral support for pupils. This support is carefully designed to meet pupils' unique needs, and helps them to be ready for learning.

Leaders provide pupils with a rich range of experiences for their wider development. For example, pupils enjoy clubs, such as chess and football. They talk excitedly about theatre trips and other visits. These experiences help to bring learning to life and deepen their understanding of topics they study.

## **What it's like to be a pupil at this school**

Pupils feel valued, safe and cared for in their school, which describes itself as a 'small school with a big heart'. The vast majority of pupils attend school every day, eager to grasp all that is on offer. Warm relationships permeate the school. Pupils get on well with each other. At breaktimes and lunchtimes, pupils play happily together. They enjoy both energetic play on the school field and quieter play in the calmer areas of the playground. This contributes well to the school's friendly and inclusive atmosphere. Pupils know that staff will deal with any bullying and fallouts if they arise.

Pupils work hard and enjoy their lessons. Pupils particularly enjoy working in the Wild Wood forest school, where they gain confidence at using tools safely and learn to recognise risk, such in relation to fire. Pupils understand and follow the school's expectations for their behaviour, set out in the 'Wildmoor Way'.

Across the curriculum, pupils typically achieve well. They learn knowledge securely as they move through the school. This includes pupils who join at different times of the school year. Children learn particularly well in the early years. Disadvantaged pupils and pupils with special needs and/or disabilities (SEND) learn well because staff successfully reduce barriers to learning and wellbeing. Pupils are well prepared for the next stage in their education.

Pupils are proud to take on roles of responsibility. For example, pupil kindness ambassadors encourage and celebrate random acts of kindness throughout the school. Pupils learn to become caring, respectful role models for others in the school community.

Pupils enjoy a broad curriculum. They take part in many memorable experiences that build their interests and character. For example, pupils can explain how they develop resilience when climbing a mountain in Wales on a residential trip. Pupils with SEND, disadvantaged pupils and those known to social care participate fully in school life.

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## Next steps

- Leaders should ensure that all pupils, including older pupils at the early stage of writing, secure and apply the essential writing knowledge that they need, consistently, so that their attainment is at least in line with the high standards already achieved in reading and mathematics.
  - Leaders should ensure that systems to monitor the effectiveness of the school's work provide them with information that is sufficiently precise and accurate, so that they can fully understand whether this work is having the impact that they intend for pupils.
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## About this inspection

This school is part of Greenshaw Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, William Smith, and overseen by a board of trustees, chaired by Karen Roche.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher, the senior leadership team and other school staff. An inspector met with the chair of trustees, chair of the local governing board and the chief executive officer from the Greenshaw Learning Trust. Inspectors also met with the trust's director of primary education, an assistant director of primary education and the senior school improvement lead from the Greenshaw Learning Trust. Inspectors spoke to some parents at the start of the school day.

The inspectors confirmed the following information about the school:

The headteacher took up her role in September 2022.

The school currently uses no alternative provision.

Headteacher: Clare Vincent

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**Lead inspector:**

Lea Hannam, His Majesty's Inspector

**Team inspectors:**

William James, Ofsted Inspector

Lisa Houghton, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 19 May 2026

## School and pupil context

### Total pupils

**205**

Close to average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### School capacity

**210**

Below average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### **Pupils eligible for free school meals (FSM)**

**7.32%**

Well below average

#### **What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

### **Pupils with an education, health and care (EHC) plan**

**6.83%**

Well above average

#### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

### **Pupils with special educational needs (SEN) support**

**10.24%**

Below average

#### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

### **Location deprivation**

**Well below average**

#### **What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

**Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

**What does this mean?**

Whether school has Resourced Provision or SEND unit (if applicable).

**All pupils' performance**

**Pupils reaching the expected standard in reading, writing and mathematics**

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 68%         | 61%              | Above                          |
| 2024/25 (final)       | 57%         | 62%              | Close to average               |
| 2023/24 (final)       | 73%         | 61%              | Above                          |
| 2022/23 (final)       | 74%         | 60%              | Above                          |

**Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 84%         | 74%              | Above                          |
| 2024/25 (final)       | 83%         | 75%              | Above                          |
| 2023/24 (final)       | 82%         | 74%              | Above                          |
| 2022/23 (final)       | 89%         | 73%              | Above                          |

**Pupils reaching the expected standard in teacher-assessed writing**

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 76%         | 72%              | Close to average               |
| 2024/25 (final)       | 71%         | 72%              | Close to average               |
| 2023/24 (final)       | 76%         | 72%              | Close to average               |
| 2022/23 (final)       | 80%         | 71%              | Above                          |

**Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 79%         | 73%              | Close to average               |
| 2024/25 (final)       | 74%         | 74%              | Close to average               |
| 2023/24 (final)       | 79%         | 73%              | Close to average               |
| 2022/23 (final)       | 83%         | 73%              | Above                          |

**Disadvantaged pupils' performance**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

**Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 57%         | 46%              | Above                          |
| <b>2024/25 (final)</b>       | S           | 47%              | S                              |
| <b>2023/24 (final)</b>       | S           | 46%              | S                              |
| <b>2022/23 (final)</b>       | S           | 44%              | S                              |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 86%         | 62%              | Above                          |
| <b>2024/25 (final)</b>       | S           | 63%              | S                              |
| <b>2023/24 (final)</b>       | S           | 62%              | S                              |
| <b>2022/23 (final)</b>       | S           | 60%              | S                              |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 57%         | 59%              | Close to average               |
| <b>2024/25 (final)</b>       | S           | 59%              | S                              |
| <b>2023/24 (final)</b>       | S           | 58%              | S                              |
| <b>2022/23 (final)</b>       | S           | 58%              | S                              |

## Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 71%         | 60%              | Above                          |
| 2024/25 (final)       | S           | 61%              | S                              |
| 2023/24 (final)       | S           | 59%              | S                              |
| 2022/23 (final)       | S           | 59%              | S                              |

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

## Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 57%         | 68%                              | -10 pp                  |
| 2024/25 (final)       | S           | 69%                              | S                       |
| 2023/24 (final)       | S           | 67%                              | S                       |
| 2022/23 (final)       | S           | 66%                              | S                       |

**Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 86%         | 80%                              | 6 pp                    |
| 2024/25 (final)       | S           | 81%                              | S                       |
| 2023/24 (final)       | S           | 80%                              | S                       |
| 2022/23 (final)       | S           | 78%                              | S                       |

**Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 57%         | 78%                              | -21 pp                  |
| 2024/25 (final)       | S           | 78%                              | S                       |
| 2023/24 (final)       | S           | 78%                              | S                       |
| 2022/23 (final)       | S           | 77%                              | S                       |

**Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year                         | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 71%         | 80%                              | -8 pp                   |
| <b>2024/25 (final)</b>       | S           | 81%                              | S                       |
| <b>2023/24 (final)</b>       | S           | 79%                              | S                       |
| <b>2022/23 (final)</b>       | S           | 79%                              | S                       |

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year                    | This school | National average | Compared with national average |
|-------------------------|-------------|------------------|--------------------------------|
| <b>2024/25 (3 term)</b> | 3.9%        | 5.2%             | Below                          |
| <b>2023/24 (3 term)</b> | 4.2%        | 5.5%             | Below                          |
| <b>2022/23 (3 term)</b> | 4.3%        | 5.9%             | Below                          |

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year                    | This school | National average | Compared with national average |
|-------------------------|-------------|------------------|--------------------------------|
| <b>2024/25 (3 term)</b> | 7.5%        | 13.0%            | Below                          |
| <b>2023/24 (3 term)</b> | 5.8%        | 14.6%            | Below                          |
| <b>2022/23 (3 term)</b> | 8.1%        | 16.2%            | Below                          |

# Our grades explained

## Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

## Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

## Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

## Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

## Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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