

# The Queen Anne Royal Free CofE Controlled First School

Inspection report

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<b>Unique Reference Number</b>	109997
<b>Local Authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	356667
<b>Inspection dates</b>	23–24 November 2010
<b>Reporting inspector</b>	David Wynford Jones

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	135
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sandra Robard-Brown
<b>Headteacher</b>	Judith Street
<b>Date of previous school inspection</b>	3 July 2008
<b>School address</b>	Chaucer Close Windsor SL4 3EH
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors visited 10 lessons, observing seven teachers. They held meetings with members of the governing body, staff and groups of pupils. They scrutinised a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the draft school improvement plan. Inspectors analysed 48 questionnaires completed by parents and carers.

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

- Pupils' progress in writing and mathematics.
- Pupils' understanding of other cultures, values and beliefs.
- The use of assessment information to monitor pupils' attainment and progress.

## Information about the school

The Queen Anne Royal Free is considerably smaller than most schools of its type. The majority of pupils are of White British heritage. However, the proportion of pupils from a minority ethnic heritage is similar to that found nationally. No minority ethnic group is significantly larger in numbers than the others. The proportion of pupils speaking English as an additional language is lower than the national average. The percentage of pupils identified as having special educational needs and/or disabilities is well below the national average. However, the proportion holding a statement of special educational needs is similar to that found in other schools. Few pupils are known to be eligible for free school meals. The proportion of pupils joining or leaving the school at other than the usual starting and leaving times is similar to that found in most schools. The headteacher was appointed in September 2010. The school holds Healthy School status and the Activemark award.

**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

This is a good school. Its strength is in the good relationships and the inclusive and welcoming ethos. Pupils say they enjoy school, feel safe and they appreciate their views being valued. Not surprisingly, their attendance is high. In lessons and around the school, their behaviour is excellent. Parents are pleased with the school. One wrote, 'Queen Anne is a good school. It is friendly with a real community feel. The pastoral care is good, my children are very happy.' Children get off to a satisfactory start in the Reception class. However, their progress is hindered by the lack of outdoor provision. The younger children tend to do less well because they have a shorter time in the Reception class. In Years 1 to 4, pupils make good progress and reach above the expected levels by the end of Year 4 in reading, writing and mathematics.

Staff know their pupils well and encourage them positively in their learning. Teaching in most lessons is good. The recently introduced assessment procedures are effective in raising attainment, especially in writing. However, they have yet to be consolidated in all classes. Although the use of assessment is generally good, not all staff make best use of the information it provides. Pupils enjoy the well-thought-out creative curriculum and the good range of opportunities for enrichment. The curriculum ensures pupils have a good understanding of healthy living. It supports their spiritual, moral and social development effectively and this contributes to their excellent behaviour. However, pupils' understanding of other faiths, values, customs and cultures is less well developed. This is because pupils have insufficient opportunities to link with pupils from other cultures. The level of care, especially for the most vulnerable, is good. This enables them to make good progress from their various starting points and needs.

The headteacher has made a good start in assessing the needs of the school. Within a relatively short time, she has worked with staff and governors to accurately identify and evaluate the school's strengths and areas for development. The draft school improvement plan correctly lists the main areas for development. Middle managers are clear about strategies to promote their subjects and are keen to extend their roles and responsibilities. The governing body is supportive and provides challenge to the leadership team. As a result, pupils' attainment is predicted to rise. Taking all things into consideration, the school is well placed to improve further.

## What does the school need to do to improve further?

- Improve the effectiveness of the Early Years Foundation Stage by:
  - ensuring that the outside learning environment is developed to extend children's learning.
  - annotating children's work more carefully to identify their emerging strengths

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- making sure that teaching is consistently good.
- Refine, in the remaining academic year, strategies for assessing pupils' attainment and progress and use the information to provide activities which challenge pupils' learning further and help all pupils to achieve equally well.
- Extend pupils' understanding of the wider community and others' faiths, values, customs and beliefs by developing national and international links.

**Outcomes for individuals and groups of pupils****2**

The vast majority of children enter Year 1 with skills and knowledge that are securely in line with the expectations for their age. Pupils speak highly of their teachers and support staff. They work hard in lessons. They are motivated and respond well to challenge. They enjoy the opportunities to work together in pairs and larger groups. Older pupils write for a range of purposes and audiences. In a Year 4 lesson, pupils confidently used dictionaries to check their spellings and to find alternative words to aid their descriptions of a character. The quality of the content of their writing is above expectations. Pupils use a good range of vocabulary and have a secure knowledge and understanding of sentence structure and grammatical knowledge. However, not all pupils present their work neatly enough. In mathematics, pupils develop a good understanding of subject-specific vocabulary and explain their thinking when responding to searching and open-ended questions. By the end of Year 2, girls tend to attain slightly higher than the boys in English and mathematics. The school is aware of this and has introduced the Windsor writing project to accelerate boys' progress in Year 3 and more problem solving activities to sustain boys' interest in mathematics. These strategies are proving effective in raising their attainment. Pupils with special educational needs and/or disabilities make good progress and achieve their targets because they receive appropriate support. Pupils from the different minority ethnic backgrounds make similar progress to their peers.

Pupils' good understanding of healthy living is evident in their knowledge of healthy eating and their understanding of the importance of taking physical exercise. This has contributed to the school being awarded Healthy School status and the Activemark award. Pupils demonstrate a good awareness of safety issues. They are cautious before entering into discussions with visitors. Pupils are keen to take responsibility, undertake tasks around the school and to become members of the school council. They raise funds for national and international charities and take part in local events. However, they have yet to make a significant contribution to the wider community. Pupils are reflective and have a good understanding of right and wrong. Their knowledge of other faiths, cultures, religions and beliefs is satisfactory. However, pupils are not sufficiently well prepared to live in today's culturally diverse society. Pupils' above average attainment, good achievement and social skills provides them with a firm basis for the next stage in their education.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Relationships between staff and pupils are good. Pupils are increasingly being encouraged to become independent and to take responsibility for themselves. They know they can turn to staff if they have any concerns and any issues will be followed up. Support and guidance for pupils meets their needs at significant points in their time at school and, especially for the most vulnerable, are well embedded in the work of the school. This ensures that they make good progress from their starting point and needs. The school offers a breakfast club. Pupils enjoy attending and this fosters good relationships between parents and carers and the school.

In nearly all lessons, teachers use praise effectively. They share the purpose of the lesson so that pupils are clear about the intended outcomes. In many lessons, questioning strategies are used effectively to challenge pupils' thinking and to consolidate learning. There is a good balance between teacher's and pupils' contributions. The lessons proceed at a quick pace. The sharing of ideas with a talk partner is a regular feature. This helps the pupils develop their social skills and their ability to communicate with others. However, in the occasional lesson, some pupils are not sufficiently challenged. This is because assessment information has not been used effectively to raise the expectations, especially those who are more able. Pupils' work is generally marked well. However, not all marking provides pupils with sufficient guidance to improve their work.

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The curriculum supports pupils' learning in mathematics and English effectively and is adjusted to meet the needs of most groups of pupils. It is well matched to the needs of those who find learning difficult. A carefully constructed theme or topic approach is used to promote pupils' learning in different subjects. Good links are made between subjects and effective use is made of information and communication technology to stimulate learning. Spanish is taught throughout the school. The music curriculum is enhanced by specialist music teachers who visit on a regular basis. Partnerships with other schools and organisations contribute effectively to pupils' good progress. Pupils are keen to take part in a range of extra-curricular activities, which contribute much to their personal development.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has quickly gained the confidence of governors, staff, parents and pupils to help drive improvement. The senior leadership team is enthusiastic. Middle leaders are keen to support the headteacher in moving the school forward. Based on their accurate evaluation of the school's performance, they have introduced changes to the assessment procedures and the regular monitoring of teaching and learning. Although these have yet to be consolidated, they are already making a difference to pupils' learning and their rate of progress. The draft school development plan is reasonably constructed but some further detail is required before formal presentation to the governing body.

The governing body sets suitably challenging targets and monitors the work of the school well. Governors ensure that the school's safeguarding, checks on staff recruitment and child protection procedures are robust. Procedures to ensure pupils are kept safe are firmly established in school routines. Several governors have been trained on safer recruitment and child protection. Governors ensure equality of opportunities and tackle discrimination for example by investigating any discrepancies in performance between groups of pupils. However, it falls short of being good, because they have yet to ensure that all pupils make equally good progress. Community cohesion within the school is promoted well. However, links with the wider community, including contrasting areas in this country and abroad, are at an early stage.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Most children start school with skills and knowledge at least in line with those expected for their age. They settle easily, enjoy learning and quickly grow in confidence within a safe learning environment. They follow instructions, develop their social skills and behave well. Relationships between children and with the adults are good. Routines are well established. Children quickly understand the importance of personal hygiene and healthy living. Planning ensures that all areas of children's learning are covered. There is a reasonable balance between activities led by the adults and those that children choose for themselves. Staff demonstrate some good teaching skills, but this is not always the case. There is an appropriate emphasis on developing the children's skills to become independent in their learning and in being able to work together. Assessments are undertaken on a regular basis but are not always used effectively to raise expectations and to identify groups of children to be targeted. Children's work is carefully stored in the learning journey folder. However, the work is not consistently annotated to show which early learning goal is being evidenced.

Teachers and support staff work hard to create an attractive and stimulating indoor learning environment. The classroom is organised and children's work is celebrated and displayed effectively. However, the outdoor area is not developed as an extension to the classroom and is not used sufficiently well to enhance children's learning. The coordinator has a satisfactory understanding of the strengths and areas for development. Although the development of the outdoor area has not been pursued with sufficient rigour, the children are given a positive start to their school career. Their attainment when they start Year 1 is at least in line with the national average.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The return rate from parents and carers was similar to that of most schools. Nearly all respondents stated that their children feel safe and enjoy school. A few parents and carers commented that they felt their children were not making sufficient progress and that the school did not provide sufficient support or information about their child's progress. The inspectors found that pupils are making good progress and that the school is keen to work closely with parents. The leadership team plan to provide parents and carers with further information on the curriculum and the approaches taken within the school. Several parents and carers commented that since September 2010 and the appointment of the headteacher, communication with parents and carers has improved.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Queen Anne Royal Free First 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 124 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	58	14	29	3	6	1	2
The school keeps my child safe	27	56	20	42	1	2	0	0
My school informs me about my child's progress	5	10	33	69	8	17	2	4
My child is making enough progress at this school	8	17	30	63	8	17	2	4
The teaching is good at this school	8	17	30	63	8	17	1	2
The school helps me to support my child's learning	4	8	30	63	12	25	2	4
The school helps my child to have a healthy lifestyle	18	38	25	52	5	10	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)	12	25	23	48	6	13	1	2
The school meets my child's particular needs	10	21	30	63	7	15	1	2
The school deals effectively with unacceptable behaviour	8	17	30	63	3	6	4	8
The school takes account of my suggestions and concerns	11	23	27	56	6	13	3	6
The school is led and managed effectively	15	31	27	56	3	6	1	2
Overall, I am happy with my child's experience at this school	14	29	29	60	2	4	2	4

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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



25 November 2010

Dear Pupils

**Inspection of The Queen Anne Royal Free First School, Windsor SL4 3EH.**

Thank you for making us so welcome when we visited your school. We enjoyed our visit and talking to you. ♦

Your school provides you with a good education. The staff take good care of you and make certain that you are safe. You get off to a satisfactory start in the Reception class and this helps you to make better progress as you move up the school. The teachers ensure that you enjoy your lessons by teaching well and by making them interesting. The standards you reach by the end of Year 4 are above expectations in reading, writing and mathematics. You clearly enjoy school because your attendance is very good. We were pleased you could tell us a lot about healthy living and keeping safe. We were delighted to see that your behaviour in class and around the school is excellent. Well done, keep it up.

We have asked the school to do these things to help it improve further:

- develop the outside area and improve the quality of learning for children in the Reception class
- make certain that assessment information is used to identify work that really challenges you and helps everyone achieve equally well
- establish links with schools in other parts of this country and abroad to help you develop your awareness of other people, their cultures, values and beliefs.

Please remember, to make your school better you must play your part by always trying your best.

Yours sincerely

David Wynford-Jones

Lead inspector

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