

Braywood CofE First School

Inspection report

Unique Reference Number	109952
Local Authority	Windsor and Maidenhead
Inspection number	356658
Inspection dates	15–16 February 2011
Reporting inspector	David Shepherd

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

Type of school	First
School category	Voluntary controlled
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	124
Appropriate authority	The governing body
Chair	Julie Barber
Headteacher	Susan Calvert
Date of previous school inspection	2 July 2008
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Introduction

This inspection was carried out by two additional inspectors. Inspectors observed 12 lessons and six teachers were seen. Meetings were held with all teaching staff, all staff in the Early Years Foundation Stage, a group of pupils and five members of the governing body, including the Chair and Vice-Chair. Inspectors observed the school's work, looked at safeguarding documentation and the school's analysis of its data. Questionnaires from 55 parents and carers, 22 staff and 38 pupils were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Why do more-able pupils appear not to achieve as highly in writing in Year 2 as they do in reading and mathematics?
- Why do girls by the end of Year 2 appear not to achieve as highly in writing as boys?
- How accurate is the school's judgement that teaching is at least good throughout the school?
- How effectively is the curriculum being monitored in all subjects?

Information about the school

This school is smaller in size compared to primary schools nationally and draws its pupils from the local area. Most pupils are from a White British background with a very small minority from an Indian background. There are lower proportions of pupils from minority ethnic backgrounds as found in other schools. A very small minority speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average. Their main needs are autism, speech, language and communication difficulties and specific learning difficulties. A higher than average proportion of pupils has a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is below average. The Early Years Foundation Stage is made up of one Reception class. The school has gained Healthy Schools Status and Activemark. It has a breakfast club and a wide range of after-school clubs.

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?

1

The school's capacity for sustained improvement

1

Main findings

The school has improved considerably since being judged as good in its previous inspection. It now provides an outstanding quality of education and pupils' achievement is outstanding. A major factor is the resolute determination and drive of the headteacher, ably supported by a team of dedicated, passionate staff and a very effective governing body. This is appreciated by the overwhelming majority of parents and carers who are extremely supportive of the school. As one parent wrote, 'We couldn't think of a single thing about the school that wasn't either perfect or near perfect. Our daughter's teachers are exceptional.'

Pupils make good progress across the school and their attainment by the end of Years 2 and 4 is high. This reflects outstanding achievement given pupils' starting points. This is partly explained by the high proportion of good and outstanding teaching, which means that pupils make good and sometimes excellent progress in lessons. A further significant factor in pupils' success is the high quality of support and challenge given by teachers and effective, high-quality intervention programmes. The meticulous tracking of pupils' progress means that any dips in performance are identified early and timely, well-targeted support provided. This accelerates progress so that the achievement of all groups of pupils, including those with special educational needs and/or disabilities, is outstanding. There is no significant difference between the performance of boys and girls in English and mathematics, including writing. However, although reaching much higher standards than expected, last year more-able pupils in Years 2 and 4 did not reach the same high attainment in writing as in other subjects because of the school's emphasis on raising standards in reading. However, the school recognises this and is taking steps to address it.

The care, guidance and support pupils receive are outstanding. As a result, pupils feel extremely safe and behave in an exemplary manner. They get on very well with each other, lead healthy lifestyles and play a very important part in enabling the school to run very smoothly. Their knowledge and understanding of a variety of religious practices and cultures are excellent for their age. This is because of the excellent links the school has established with a range of partners and agencies to promote the learning and well-being of pupils. Consequently, this is a happy school where pupils really enjoy their work. Attendance is improving and is now high.

The school has recently introduced a curriculum for its pupils where subjects are linked together. Planning for this is very effective but there has not been enough time yet to monitor and evaluate the impact of this approach on pupils' learning in all subjects. Pupils are set tasks matched well to their abilities, many of which are of a practical nature and encourage thinking skills and independent learning. The curriculum is enriched by many opportunities for visits out of school and visitors in school. The provision of out-of-school clubs is extensive.

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Self-evaluation procedures are rigorous and accurate. The governing body makes an excellent contribution to identifying the strengths and weaknesses of the school. Combined with its track record of significant improvement since the last inspection, including pupils' outstanding achievement and personal development and the drive and ambition of senior leaders, the school has an excellent capacity to improve even further.

What does the school need to do to improve further?

- By July 2011, monitor the impact on pupils' learning in all subjects of the newly introduced topic-based curriculum.

Outcomes for individuals and groups of pupils

1

Pupils settle down extremely quickly to their work and really enjoy the challenging tasks set for them. For example, pupils in Year 4 responded swiftly and enthusiastically to their teacher when asked to write a poem including rhythm. There was a buzz of industry in Year 2 as pupils took great delight in working industriously at the practical activity of matching pairs of numbers using counters and dominoes. There are no significant differences between the achievements of different minority ethnic groups.

Pupils know how to keep safe when using the internet. They are acutely aware of the dangers of the busy road outside school. They understand which foods are healthy and why this is the case. They feel school lunches are healthy. They enjoy physical activities in lessons, such as 'Wake up and Shake up', at playtimes and after school. Most take part in additional sporting activities after school. The excellent impact of the school being granted a Healthy Schools Status and the Activemark is evident in the ways all groups of pupils respond positively to adopting healthy lifestyles. Pupils make an outstanding contribution to the school as a community. For example, Year 4 pupils tidy up toys after playtimes, act as play leaders and encourage younger pupils, take the lead in raising funds for a number of worthy causes, such as Red Nose Appeal and Children in Need. The Eco Gang is reviewing the wild area and all pupils are involved in a recycling project with a school in Lebanon. They think deeply about each other's rights and responsibilities and reflect on the importance of kindness. They learn about aspects of other cultures and major world religions and this helps them to understand the world around them.

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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

¹ 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?

Excellent relationships and high levels of respect between pupils and adults are significant features in all classes and these help create a busy and positive learning environment. Teachers hold high expectations of pupils' achievements. Activities are set that are matched very well to pupils' different abilities. Teachers ask probing questions that extend pupils' thinking. They direct other adults effectively so that they provide thoughtful guidance and support to individuals and groups of pupils. This helps pupils to make good progress, especially in reading, writing and mathematics. Very good use is made of individual targets in writing and mathematics and these help pupils to understand the progress they are making. It is factors such as these that have contributed significantly to rising levels of attainment.

A strength of the curriculum is the good opportunities provided for pupils to consolidate their literacy, numeracy and computer skills in subjects such as music and topic work. This explains in part why attainment in reading, writing and mathematics has risen since the last inspection. Music is a strength of the school. All pupils learn to play the recorder and sing in the choir. A wide range of instrumental tuition is provided by specialist staff. Provision to promote pupils' personal development is included extremely effectively throughout the curriculum. There is a high take up of after-school activities such as sewing, publishing, gardening, golf and karate. The breakfast club and after-school clubs,

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some of which are organised through links with sports partnerships, provide pupils with good opportunities to develop further their social skills.

Pupils joining the school settle quickly because their needs are accurately identified. As one parent wrote, 'I have found this school very supportive of my child and my family. They are aware of the pressures of modern living.' Transition arrangements between Reception and Year 1 and Year 4 and middle school are excellent.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
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?

The headteacher provides calm, clear and ambitious leadership that is shared by the staff. This can be seen in the considerable improvements in pupils' attainment and progress since the last inspection. Excellent links with the local authority, social services, various health professionals and local schools bring in expertise that supports the personal development and well-being of pupils very effectively. The school places the partnership with parents and carers and the local community at the heart of all its work. As one parent wrote, 'There is excellent communication both formally and informally with the teachers and they have been diligent in helping us as parents to support the teaching at home.' This results in pupils making good or better progress in their learning. Teaching in reading, writing and mathematics is monitored and evaluated regularly and effective steps taken to improve provision further. Data analysis is outstanding and this accurately informs teachers' planning to meet the needs of all groups of pupils.

The governing body is extremely supportive and shows high levels of commitment to the school. It provides excellent challenge to the school that leads to improvements. Safeguarding procedures are good. The site is safe and secure. Staff are vetted rigorously and are well trained in child protection procedures with the safeguarding of pupils a high priority. Parents and carers are extremely supportive of the headteacher and staff. They are kept informed very effectively about what their children are learning.

The school tackles discrimination very well. Racist incidents are few and have been dealt with very effectively. Tolerance and consideration are promoted very effectively through the emphasis on pupils' rights and responsibilities. Community cohesion is good. The excellent links with parents and carers and the local community promote pupils' knowledge and understanding of their local community very effectively. National and global links are less well developed, although the link with a school in Lebanon is providing pupils with useful insights into the ways of life of pupils from a different culture.

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These are the grades for leadership and management

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

Children receive a good start to their schooling. They make good progress in the Early Years Foundation Stage in all areas of learning. In 2010, they left Reception with attainment above the levels expected for their age in all areas of learning.

Children are looked after very well. They are given good opportunities to chat to adults about what they are doing, practise the sounds letters make, read, write, count and play with toys and other equipment. They develop their keyboard skills well on computers. Behaviour is outstanding and children get on very well with each other and adults. The learning environment is well organised indoors and outdoors. It provides children with an enjoyable range of activities. The Early Years Foundation Stage team work well together. Staff plan together effectively to provide an appropriate balance of the different areas of learning. However, on a few occasions, teaching is not always matched appropriately to the needs of more-able children. Children's progress is monitored and recorded systematically. Portfolios of children's achievements are kept but these are not in a format that makes checking progress in different areas easy. Links with parents and carers are outstanding, as shown in the school, they support their children very effectively in their education. Induction procedures are excellent and children quickly settle into school routines.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The response rate from parents and carers to the questionnaire was above average. Half of the questionnaires returned included written comments, nearly all of which were very supportive of the school. In these comments, parents and carers pointed out their children are very happy in school, teaching is good and helps children to adopt a healthy lifestyle, children are prepared well for the future and the school is well led and managed. One parent wrote, 'The teachers always take time to ensure that every child receives the right input to accelerate his/her learning. We have been given useful ideas of how we can continue this learning at home. Braywood has exceeded our expectations in terms of a primary education for our daughter.'

Individual parents and carers expressed views about the need for more creative activities, extension work for the more able and flexibility in class organisation. The inspection found that the school has maintained high attainment for the more-able and provides well for pupils' creative development.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Braywood Church of England 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 55 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	45	82	10	18	0	0	0	0
The school keeps my child safe	45	82	9	16	1	2	0	0
My school informs me about my child's progress	33	60	22	40	0	0	0	0
My child is making enough progress at this school	35	64	18	33	2	4	0	0
The teaching is good at this school	40	73	14	25	0	0	0	0
The school helps me to support my child's learning	38	69	16	29	1	2	0	0
The school helps my child to have a healthy lifestyle	39	71	16	29	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	45	20	36	0	0	0	0
The school meets my child's particular needs	41	75	13	24	1	2	0	0
The school deals effectively with unacceptable behaviour	30	55	20	36	1	2	0	0
The school takes account of my suggestions and concerns	32	58	20	36	1	2	0	0
The school is led and managed effectively	38	69	17	31	0	0	0	0
Overall, I am happy with my child's experience at this school	45	82	10	18	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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



17 February 2011

Dear Pupils

Inspection of Braywood Church of England First School, Windsor SL4 4QF

Thank you for making inspectors so welcome when we visited your school recently. We enjoyed meeting and talking to you. You go to an outstanding school where adults work very hard to prepare you for the future. Here are some of the excellent things we found.

- You enjoy school and get on really well with each other.
- You are working very hard, making at least good progress and reaching high levels of attainment.
- You like your teachers and teaching assistants and try your best to please them. They teach you well.
- You are extremely well behaved and make an excellent contribution to the school.
- Your teachers and teaching assistants look after you extremely well.

We have asked your headteacher, teachers and the governing body to do one thing to make your school even better. This is to

- check on your learning in all subjects of your topic work.

All of you can help by continuing to work very hard.

Yours sincerely

David Shepherd

Lead inspector

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