

Eton Wick Church of England First School

Inspection report

Unique Reference Number	109996
Local Authority	Royal Borough Windsor and Maidenhead
Inspection number	356666
Inspection dates	6–7 December 2010
Reporting inspector	Keith Sadler

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	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	154
Appropriate authority	The governing body
Chair	Revd Lucy Holt
Headteacher	Rob Harris
Date of previous school inspection	5 June 2008
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Introduction

This inspection was carried out by three additional inspectors. Twelve lessons were seen and seven teachers were observed. The inspectors held meetings with members of the governing body, staff, parents and carers, and groups of pupils. The school's work and a wide range of documentation were reviewed. This included the school's analysis of pupils' progress, teachers' lesson plans, the school improvement plan, leaders' monitoring records and pupils' work. Questionnaires from staff and pupils and from 50 parents and carers were analysed and their responses taken into account.

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

- Pupils' progress in Years 3 and 4.
- The aspects of teaching that have improved since the previous inspection.
- How effectively the curriculum is tailored to meet the pupils' differing needs and interests.
- The quality of improvement planning. The quality of improvement planning.

Information about the school

Eton Wick is smaller than most first schools. It mostly serves the village, although an increasing number of pupils come from surrounding villages and towns as far afield as Reading. About half the pupils are of White British heritage, with an increasing number from a wide range of minority ethnic groups. Currently a few pupils are at an early stage of learning English, and the number of pupils who speak English as an additional language is increasing each year; it is currently almost double the national average. The number of pupils identified as having special educational needs and/or disabilities is half the national average, as is the number known to be eligible for free school meals.

The Early Years Foundation Stage consists of two classes of Reception-aged children and, currently, Nursery children during the morning. The Eton Wick Sure Start Children's Centre opened in April 2010 and shares the site. This provision is managed separately from the school and was not inspected as part of this inspection. The school provides the early morning 'Drop off Club' which provides care for pupils from 8 am each day. This provision is managed by the governing body and was included in this inspection. The school appointed a new permanent headteacher in February 2010. Prior to this, he was acting headteacher. The school has gained Healthy School status.

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

Eton Wick has made a number of improvements since the previous inspection and it is now a good school. A positive and the supportive ethos ensures that pupils make good progress in both their personal and academic development. Parents and carers are very supportive and almost all say that they are happy with their children's experience. Many made positive comments about how the school has improved since the previous inspection. There was a particular focus on the pivotal role that the new headteacher has played in the improvements. As one wrote: 'Since he took over the school, it seems to have a much brighter and happier atmosphere. He is very effective and we are very happy with the leadership and direction of the school. Ten out of ten!' The headteacher has lifted the morale of staff and has steered the many improvements well. He has ensured that pupils' progress and learning have improved due to a strengthening in teaching and the development of a series of school-wide initiatives that have developed achievement.

Pupils' personal development is good because they are cared for well and each pupil is known and treated as an individual by the adults. They thoroughly enjoy school and learning although this is not fully reflected in levels of attendance, which are no better than average. Behaviour is good and pupils have a good understanding of what constitutes a healthy lifestyle. A Nursery child said, 'I must drink my milk to make my bones grow.'

In the Early Years Foundation Stage, children make satisfactory progress in developing their skills and understanding. They settle in quickly because the staff develop the children's confidence well and put the children's welfare at the heart of their work. However, staff do not ensure an appropriate balance between adult-directed activities and those that the children choose for themselves to maximise their independence. Also, the assessments they make of children's learning tend to be too generous, which means that teachers' planning of activities does not always reflect sufficient challenge in building up key skills for different ability groups.

In Years 1 to 4, the quality of teaching was good in almost all of the lessons observed. This enables pupils to progress well and, by the time they reach Year 4, to attain above expected levels in reading, writing, mathematics and science. The curriculum contributes much to pupils' enjoyment of school and pupils say that they particularly like the topic approach, including the current focus on 'One Snowy Night' which is leading up to a whole-school theatre visit.

The headteacher, other staff members and the governing body have successfully provided a pleasant, well-organised and safe environment which engenders the pride of the pupils in their school. The monitoring of teaching and learning is much improved since the previous inspection. Information on pupils' progress is used well to ensure that subject leaders have a good understanding of provision and learning in their areas of

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responsibility. Evaluations are used well to inform the good quality school improvement plan. The way this has been used to ensure improvements in teaching, the curriculum and pupils' progress and attainment clearly demonstrate the school's good capacity for further improvement.

What does the school need to do to improve further?

- Strengthen provision and outcomes in the Early Years Foundation Stage by:
 - improving teachers' skills in the assessment of children's work, so that they can ensure that planned activities are consistently challenging.
 - ensuring a more appropriate balance between the learning that is directed by adults and that which the children initiate for themselves, in order to develop their independence.
- Improve rates of attendance to 95% by January 2012.

Outcomes for individuals and groups of pupils

2

Children enter the school with the skills and abilities expected for their age, and the above average work seen in books and lessons by Year 4 reflects good overall achievement for all groups of pupils. Pupils are excited by their learning and are keen to show visitors what they have achieved and explain what they are doing. Since the previous inspection there has been a strong and effective focus on raising attainment in writing and mathematics. A new approach to the teaching of literacy has been particularly successful. Pupils now talk through their ideas before and during writing activities and they learn from the teacher, who models effective writing for them. This leads to high levels of engagement and successful learning. In a good Year 4 literacy lesson, for example, the class teacher skilfully steered the pupils to their understanding of the key elements of diary writing. She showed a video clip and the pupils discussed in pairs aspects of a penguin's day. They then adapted this to their own diary writing and the teacher cleverly drew from the pupils the key elements of the genre. Pupils across the school are excited about extending their vocabulary and understand how to make their writing more interesting. The progress of all groups of pupils is good, with boys enjoying literacy lessons as much as the girls because the work set captures their interest well.

In almost all lessons observed during the inspection, progress was good whatever the subject, and there was a buzz of excitement as pupils were fully engaged in the tasks set for them. Pupils with special educational needs and/or disabilities are well supported in the classroom and are provided with opportunities that enable them to succeed and contribute fully. In addition, skilled support by a specialist teacher ensures that those who are at an early stage of learning English make good progress. ♦

Levels of attendance have, in the past, been below average and the school has missed its targets set by the local authority. As a result of the good strategies to boost attendance, such as providing rewards for regular attendance and quickly following up any absences, it has recently improved to satisfactory levels. Senior staff are aware that these levels of attendance are still not sufficiently strong. Pupils in Years 1 to 4 relish the many

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opportunities that are available for them to take responsibility. All Year 4 pupils, for example, are given roles such as being monitors for recycling or composting, or being a librarian or house captain. Parents and carers commented on the positive contribution that children make in the village, such as by planting bulbs and singing in local music concerts. By the time they reach Year 4, pupils show mature and responsible attitudes. This, together with their above average skills in literacy and numeracy, results in them being prepared well for their future lives.

These are the grades for pupils' outcomes

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

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?

Teachers' plans are of good quality and in Years 1 to 4, they provide well for the different abilities within the classes. All classrooms present with a calm and purposeful atmosphere where relationships are good and pupils are managed well by both teaching and support staff. Many tasks enable pupils to learn actively within pairs and small groups before sharing with the whole class. Pupils enjoy collaborating together, as observed in a good Year 4 mathematics session where they enjoyed playing a game across the whole class. Here pupils' mental calculation skills were developed well as they provided quick-fire answers to other pupils' questions. Teachers use questioning well to evaluate the learning taking place and to enable them to plan future tasks. However, in the mathematics groups in Years 3 and 4 the most-able pupils are not always sufficiently well challenged. In Years 1 to 4, there has been a successful focus on involving pupils in their learning through

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assessing their own and each other's work. This is supported by some excellent marking in which teachers' comprehensive comments invariably focus well on lesson objectives and provide clear direction on what pupils need to do to meet their targets.

There have been many improvements in the curriculum. Staff, in realising that the curriculum was not sufficiently well adapted to meet the needs of Eton Wick pupils, re-vamped the range of topics and themes to better reflect their interests and stages of development. As a result, the curriculum is now broad and balanced and provides a wide range of worthwhile learning themes which are much more closely aligned to pupils' interests. Teachers are skilled at linking subjects together, particularly in ensuring that writing activities are developed across a wide range of subjects. Additional activities are satisfactory. A limited range of after-school clubs mainly focus on the arts and sports. The curriculum is enriched by an appropriate range of visits out of the school.

The pastoral support provided by the school is good. Pupils whose circumstances make them vulnerable are supported well and any barriers to learning are successfully tackled because the staff care well for all pupils. Links with the children's centre also help families because there is a wide range of provision available to support family learning. Parents and carers are appreciative of the good quality 'drop-off' club which provides care before school. Pupils who have behavioural difficulties are particularly well managed and supported to ensure that they can take a full part in learning.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has established a positive, ordered and welcoming ethos. Parents and carers say that they value the strengthening links between themselves and the school, and the newly introduced parents' council. This provides a good forum in which they can support the school and their children's learning. Teachers are fully involved in self-evaluation and are being equipped with the appropriate resources and training. As one teacher commented: 'It is a happy place for staff, parents and children working together. Our headteacher has worked extremely hard and he manages and leads well. It is a great place to work, working as a team.' The headteacher has successfully established a clear vision for the future direction of the school and a determination and commitment to its further improvement. This is shared by senior leaders, staff and the governing body. The governing body is closely involved with the work of the school, and both supports and holds the staff to account well. Safeguarding procedures are good. All child protection procedures are robust and meet regulatory requirements in full. Leaders ensure equal opportunities by closely analysing the performance of different groups of pupils,

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addressing underachievement and ensuring that there is no discrimination. The school is addressing community cohesion well. There are strong links with the local community and pupils are given a wide range of experiences which enable them to appreciate other cultures and religions well.

Self-evaluation is generally accurate and stems from good and close monitoring of provision and progress in Years 1 to 4. Evaluations of the quality of provision and outcomes in the Early Years Foundation Stage are not always accurate, but performance in different subjects is checked well and this leads to a good range of priorities being set in the school improvement plan.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	2

Early Years Foundation Stage

Staff place the children's welfare at the heart of their work and, as a result, children are confident, secure and have a good understanding of the daily routines. There is good support for children who are at an early stage of learning English. Children enjoy coming to school and are learning to lead a healthy lifestyle through, for example, eating fruit and learning the importance of good hygiene routines. Their personal, social and emotional development is good as a result of the safe and secure environment. The progress that children make in the other areas of learning is satisfactory. In particular, the development of their literacy and numeracy skills is no better than satisfactory because teachers' assessments are not accurate enough for them to be able to tailor future work to precisely meet the children's differing needs. This is compounded by too much time being spent in adult-directed activities with the children, for example, spending too long as a whole class on one activity. Classrooms are not sufficiently well organised into clearly demarcated areas, and this means that opportunities are missed to promote children's independence when they are given time to choose and pursue activities for themselves.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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 overwhelming response of the parents and carers who completed questionnaires was positive with almost all saying that their children enjoy school and are kept safe, and that the school helps them to support their children's learning. Many parents and carers made positive comments about the effective new leadership. A few raised concerns about how well their children are prepared for the future. The inspectors judged this aspect of provision to be good, and some parents and carers did comment that their concerns are due to uncertainties about the next school pupils move on to. While some pupils move to borough middle schools, there are difficulties for the many families who live outside the borough.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eton Wick 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 154 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	82	8	16	1	2	0	0
The school keeps my child safe	40	80	9	18	1	2	0	0
My school informs me about my child's progress	36	72	13	26	1	2	0	0
My child is making enough progress at this school	34	68	13	26	3	6	0	0
The teaching is good at this school	36	72	13	26	1	2	0	0
The school helps me to support my child's learning	39	78	11	22	0	0	0	0
The school helps my child to have a healthy lifestyle	36	72	11	22	3	6	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)	31	62	12	24	2	4	4	8
The school meets my child's particular needs	36	72	13	26	1	2	0	0
The school deals effectively with unacceptable behaviour	25	50	20	40	2	4	1	2
The school takes account of my suggestions and concerns	37	74	9	18	3	6	0	0
The school is led and managed effectively	38	76	10	20	1	2	1	2
Overall, I am happy with my child's experience at this school	36	72	13	26	1	2	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	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). 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"> ■ 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.



8 December 2010

Dear Pupils

Inspection of Eton Wick Church of England Primary School, Windsor SL4 6LJ

Thank you very much for the welcome you gave to us when we visited the school for its recent inspection. We enjoyed talking with you and seeing all that you do. I particularly enjoyed seeing a little of your 'Christmas Around the World' dress rehearsal and listening to your beautiful singing.

Our inspection judged that you go to a good school. You enjoy learning and the staff make sure that they keep you safe. Your behaviour is good and the good teaching that you receive enables you to make good progress. You concentrate well and work hard and you enjoy working together in lessons. You make a good contribution to your school community, and are polite and welcoming to visitors and kind and considerate to those around you.

Many of you, and your parents and carers, told us how your school has changed from satisfactory to good because your headteacher is doing a good job. He works really hard to make your school even better. In order to do so, we have asked him to focus on two things.

- Those of you in the Nursery and Reception classes are helped well to feel safe and secure, but do not make as much progress as the pupils in Years 1 to 4. This is because teachers do not always check your progress accurately enough, or make sure that you have enough time to make your own choices about the activities you would like to do.
- One area where you can really help is in improving attendance. Too many of you take time off school when it is not necessary. Please make sure that you attend as often as you should!

We hope that you enjoy the rest of your education.

Yours sincerely

Keith Sadler

Lead inspector

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