

Clewer Green CofE First School

Hatch Lane, Windsor, SL4 3RL

Inspection dates 16–17 July 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress across the school. Attainment is above average in reading, writing and mathematics at the end of Year 2. Pupils continue to achieve well and by Year 4 are well prepared for moving onto the next stage of their education.
- Teaching is good. Teachers plan a range of interesting work that helps pupils to learn well.
- Pupils behave well around the school. Pupils work well together in lessons and are respectful towards each other.
- Pupils say that they feel safe in the school. All parents and carers responding to the online Parent View questionnaire and those spoken to said that their children are safe and happy in the school.
- The headteacher, supported by other managers and governors, has ensured that teaching and achievement have remained good since the previous inspection.
- Governors know the school very well and visit regularly. They provide a good level of support and challenge.
- Pupils' spiritual, moral, social and cultural development is well promoted. Pupils have a say in the life of the school and take responsibility for making improvements. Pupils learn about different faiths and cultures and this prepares them successfully for their lives in modern Britain.
- Children in the early years make good progress and are well prepared for Year 1.

It is not yet an outstanding school because:

- Teachers' expectations for pupils' learning are not always high enough.
- Marking does not always give next steps for pupils to improve their work, particularly in writing. Pupils do not always follow these up when they are given.
- Plans for improvement do not have clear steps that can be checked regularly by leaders and governors.
- Middle leaders do not monitor their areas rigorously enough to ensure rapid progress for all pupils.

Information about this inspection

- Inspectors observed 11 lessons and looked at pupils’ work they had completed in their books during the lessons and over time. Three observations were carried out jointly with senior leaders.
- Meetings were held with staff, pupils, governors including the Chair of the Governing Body and vice chair, and a local authority representative.
- Inspectors listened to pupils read and attended an assembly.
- Inspectors met with parents informally at the start of the day and took account of the school’s own parental questionnaire, correspondence from parents and the 106 responses to the online questionnaire, Parent View. The returns from 36 staff to the Ofsted questionnaire were also considered.
- The inspection team looked at a range of documentation including: the school’s own checks on how well it is doing and plans for the future; minutes of meetings of the governing body; and behaviour, attendance and safeguarding records. Inspectors also considered information about how well pupils in the school are doing.

Inspection team

Susan Williams, Lead inspector

Additional Inspector

Cliff Mainey

Additional Inspector

Full report

Information about this school

- This first school is similar in size to an average-sized primary school. The school has grown in size since the previous inspection and expects to expand to around 300 pupils.
- Building works have taken place to accommodate the increase in pupil numbers.
- The majority of pupils are from White British backgrounds with others coming from a wide range of ethnic groups.
- The proportion of disabled pupils and those who have special educational needs is similar to the national average.
- The proportion of disadvantaged pupils for whom the school receives the pupil premium, which is additional government funding for pupils known to be eligible for free school meals or looked after by the local authority, is below average.
- Children in Reception attend full time.
- The school runs a breakfast club.

What does the school need to do to improve further?

- Improve teaching so that it is outstanding by teachers:
 - having higher expectations for pupils' learning in lessons
 - ensuring that pupils have next steps when they mark work and that pupils act upon these, particularly in writing.
- Improve leadership and management by ensuring that:
 - plans for improvement have clear steps that can be monitored by leaders and governors
 - middle leaders more rigorously monitor work in their areas to ensure more rapid progress for pupils.

Inspection judgements

The leadership and management are good

- The headteacher, well supported by the deputy headteacher and governors, has maintained good achievement for pupils while the school has grown in size and through a period of building works. He has successfully maintained a community feel where the focus is on doing the best for pupils. This has been successful in ensuring good standards of teaching and behaviour. All staff are positive about the leadership and management of the school.
- Middle leadership is being developed and is increasingly effective. However, middle leaders are not always rigorous enough in checking their areas to ensure that expectations are always high enough and all staff are fully effective in their provision.
- Leaders' views of the school's effectiveness are accurate and appropriate. While they tackle priorities successfully, plans for improvement do not include clear targets for leaders and governors to regularly check that actions have made a difference.
- The curriculum has been updated to meet the requirements of the new National Curriculum. English and mathematics are taught discreetly and skills are well developed. Pupils have opportunities to apply these skills in topic work across other subject areas. Recent topics have included pirates, rivers and Victorians.
- There is a wide range of extra-curricular clubs across different subject areas and there is a high take-up from pupils. These include judo, choir, French, golf, street dance, running, crafts and rugby.
- The primary physical education and sport premium is used effectively. The range of sporting clubs has been increased. The funding has also been used to purchase resources and to support the development of teaching. It is effective in supporting pupils to have more active lifestyles and to take part in sporting activities.
- Pupils' spiritual, moral, social and cultural development is well promoted. There is a strongly Christian ethos as a Church of England school and the school is also inclusive of different cultures and faiths. Leaders from all major faiths have taught an assembly or religious education lesson talking about their faith and what it means for them. At the beginning of religious education lessons, moral questions are discussed to develop pupils' thinking and tolerance. The assembly programme involves outside contributors on different aspects of modern life, including the police and fire brigade. The school council elections help pupils to learn about democracy. The school is effective at preparing pupils for their lives in modern Britain.
- Disadvantaged pupils receive effective support through the pupil premium and their progress is checked carefully. Their progress has accelerated and they achieve well across the school.
- Parents are very complimentary about the work of the school. They feel their children are very well supported and any concerns they have will be dealt with.
- Pupils are able to attend breakfast club and eat a healthy breakfast and take part in a wide range of activities. This gives pupils a positive start to the day.
- The school fosters positive relationships, ensures equality of opportunity and that there is no discrimination. Pupils behave well and get on well with each other.
- Safeguarding meets statutory requirements and is effective. Policies are up to date, fit for purpose and communicated with staff.
- The local authority has supported the school effectively to check on its performance and to monitor the quality of teaching.
- **The governance of the school:**
 - Governance is effective. Governors have a thorough knowledge of the data on the school and where there are national comparisons know how well the school compares with others. They receive regular updates on how well pupils are doing in the school, including for disabled pupils and those who have special educational needs and the disadvantaged. They receive external support for the management of the headteacher's performance. They know about the quality of teaching in the school and ensure that pay awards are linked to performance. They also know how weaker teaching has been supported in the past.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils say behaviour is usually good and school records support this view. They say that occasionally a few pupils talk in lessons.
- Pupils behave well in assembly and around the site. In assembly, a group talked and sang confidently in French, sharing the work of the French club with other pupils. Other pupils listened respectfully and behaved well.
- Pupils are polite and courteous. They play well together in the playground. They say that staff sort out any minor disagreements.
- Pupils are elected onto the school council and have arranged new quiet seating areas and run the Eco-school programme. Pupils have contributed to discussions on the school's five values, the vision statement and the school prayer.
- On occasions, a few pupils do not focus well enough on their work when expectations from the teacher are not high enough.

Safety

- The school's work to keep pupils safe and secure is good. Pupils spoken to in meetings and around the school said that they feel safe.
- Pupils know about different types of bullying. They know what to do if someone is unpleasant on a computer or a phone. They say that if they felt unhappy they could speak to someone in school and said that they would sort it out.
- The school helps pupils to think about keeping safe. Outside visitors, including the police and the fire brigade, support pupils in understanding how to keep safe away from school.
- All parents responding to the online survey said that their child feels happy and safe in the school.
- Attendance is broadly average and has improved this year.

The quality of teaching is good

- Teaching is good and supports good progress. Routines in lessons are well established and these support learning. Pupils move between different activities well. Pupils are happy to share their ideas and these are valued by teachers and other pupils. Teachers help pupils to think about their work and encourage them to reflect upon their learning.
- Reading has been well developed higher up the school and pupils develop a love of reading and books. They read fluently and understand the text that they read. The school has focused more recently on developing pupils' early reading skills and phonics (letters and the sounds they represent), which has been successful.
- Writing is well developed and pupils have opportunities to develop their writing in different styles and genres. However, teachers do not always ensure that next steps are given for pupils to improve their work. Where next steps are given, they are not always followed up so pupils sometimes repeat basic mistakes which slows their progress.
- Teachers develop pupils' mathematics skills progressively throughout the school. There are increasing opportunities for pupils to apply their mathematics skills in other subjects and to use these to solve problems.
- Disabled pupils and those who have special educational needs are well supported in lessons and pupils are helped to access the work and to understand it. Teaching assistants work well with teachers to support learning in lessons.
- On occasions, expectations are not high enough and teachers do not make sure pupils learn enough at all times in lessons. In some classes there is not the expectation of the highest standards of presentation to encourage pupils to take a pride in their work.

The achievement of pupils is good

- Pupils make good progress across the school, including White British pupils and pupils from different minority ethnic backgrounds. Attainment at the end of Year 2 is above average in reading, writing and mathematics.

- Good progress continues in Years 3 and 4 and the majority of pupils achieve beyond what is expected for their age when they leave the school in Year 4, particularly in reading and mathematics. Attainment is slightly less strong in writing.
- The proportion of pupils reaching the required standard in the Year 1 phonics check improved this year to be similar to the national average in 2014. Although reading skills are well developed throughout the school, the school has focused on developing early reading and phonics skills and this has been successful.
- Disabled pupils and those who have special educational needs are well supported in classes. Adults help them to understand the work and are especially effective when pupils are working on activities by themselves or in small groups. The school's provision meets the pupils' needs and these pupils achieve well from their different starting points.
- The most able pupils are given harder work and make good progress. This ensures that high proportions of pupils are working at standards beyond those expected for their age by the end of Year 4.
- Disadvantaged pupils are well supported and make good progress. Progress has improved for these pupils over the last few years and most attain as well as and some better than their peers. It is not possible to compare the attainment of these pupils with that of others nationally as numbers are too small and individual pupils may be identified.

The early years provision

is good

- Children enter Reception with skills and knowledge broadly typical for their age. They are well supported and make good progress. Outcomes improved in 2015 and the proportion of children achieving a good level of development improved to be above the 2014 national average. Children are well prepared for moving to Year 1.
- Teaching is good. Teachers plan a wide range of activities both indoors and outdoors to develop children's skills in all areas of learning. For example, children watched with awe and wonder as some ducklings had their first swim. They were encouraged to describe what they saw and were asked questions. They used their language skills effectively and were able to explain that the ducklings had webbed feet adapted for swimming in comparison to chicks. The children have watched the eggs hatch and seen the ducklings grow, learning about the cycle of life and supporting different areas of learning.
- The environment has been improved since the last inspection and the school now has a well-resourced outside area with a wide range of equipment and activities for children to enjoy.
- Children behave well. They are able to focus on activities and play well with each other, sharing resources and equipment sensibly. Staff ensure children are safe. Parents are very positive about the school and no concerns were raised about any aspect of the school's work.
- Leadership is good. The provision has developed and more positive outcomes have been achieved. There has been a focus on helping children do better in specific areas of learning which has led to faster progress this year. Staff work well as a team to support children's learning.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	110022
Local authority	Windsor and Maidenhead
Inspection number	448388

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	269
Appropriate authority	The governing body
Chair	Chris Heitzmann
Headteacher	Martin Tinsley
Date of previous school inspection	21–22 October 2009
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