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Mrs J Street  
Headteacher  
The Queen Anne Royal Free Church of England Controlled First School  
Chaucer Close  
Windsor  
Berkshire  
SL4 3EH

Dear Mrs Street

### **Short inspection of The Queen Anne Royal Free Church of England Controlled First School**

Following my visit to the school on 12 January 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in November 2010.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. You have acted with determination and dedication to ensure the school continues to improve. You take difficult decisions when required, taking into account the pupils' best interests at all times. You value your staff highly and are very appreciative of the contributions they make to the school's success.

Through your leadership, the staff are effective in their roles and reflective of their practice, looking for ways to become even better. They are ambitious for the school and pupils. The relationships between the staff, pupils and parents are respectful and warm. There is a strong sense of community between all at the school.

Governors know the school well. They are clear about how well individuals and many groups of pupils are doing. They offer useful challenge and support for you and other leaders. Governors recognise and appreciate the opportunities the school provides to develop the whole child, not just to meet pupils' academic needs.

Pupils speak very enthusiastically about their school. They are confident that they are kept very safe and the staff care for them. They comment that teachers make learning fun and that they love coming to school, which is reflected in very high attendance. One Year 4 pupil stated, 'it is an excellent school, and I would recommend it!'

Parents are very positive about the school. Many commented on how much they appreciate the relationship they have with you and other members of staff. Parents recognise many of the ways in which the school goes above and beyond to support pupils and their families; this is a particular strength of the school.

Work in pupils' books reflects effective teaching and demonstrates good progress. Teachers use the new assessment system effectively to record pupils' learning. They have detailed discussions with leaders to ensure that gaps in pupils' knowledge and understanding are identified and support is provided as quickly as possible. Teachers and leaders do not, however, predict what pupils, and groups of pupils, should achieve by the end of the year and key stage. This means they cannot be confident that all pupils are achieving as much as possible.

The range of additional learning opportunities is outstanding, many of which result from the excellent relationships the school builds and sustains over time. An example of this is the sculpture workshop, which started as a one-off project but, because the artist enjoyed visiting the school so much, is now an annual event. Other exciting opportunities include performing at St George's Chapel at Windsor Castle, taking part in the mini MasterChef competition, which the school won in 2013, and designing a permanent panel for the bandstand in Windsor Park. Since the last inspection, you have taken appropriate action to address the areas identified as needing improvement. The early years provision has improved and is now good. You have ensured there is an appropriate outside learning area, which children are keen to use in all weathers. Staff support children's learning through relevant questions and appropriate help. As a result, the children develop their skills well. The teacher assesses the children's work accurately and identifies the next steps, but this is not recorded as systematically as it could be.

The school's work to develop pupils' understanding of diversity, including other faiths and customs, is extremely effective. It was delightful to observe children in the early years playing with dolls which presented as disabled and grey-haired, supporting the recent whole-school topic which challenged stereotypes of old people. This approach is replicated in a range of topics and carefully chosen resources.

### **Safeguarding is effective.**

The leadership team has ensured that all safeguarding arrangements are rigorous and effective. The processes for sharing information are robust and records are appropriately detailed. Policies are reviewed regularly to ensure that they are up to date and staff receive regular training which ensures they are confident about their responsibilities in keeping the children safe. Governors and leaders carry out a detailed audit of safeguarding procedures and documentation annually, from which they identify any ways in which arrangements can be improved even further.

Parents are rightly confident in the school's work to care for pupils and ensure they are safe. Pupils are adamant that they are very well cared for and very safe. They

learn about road and fire safety, and know how to keep themselves safe when using the internet.

## **Inspection findings**

- You and other leaders are passionate about the school and committed to providing the best possible opportunities and education. You are clear-thinking about the strengths of the school and accurately prioritise what needs to be improved further. You have high expectations of your staff and provide appropriate support for anyone not meeting those expectations. As a result the teachers and teaching assistants are effective in helping pupils to make good progress.
- Governors are rightly proud of the school and their work to support you. They are conscientious about visiting the school and conveying their findings to the governing body. They ask appropriate questions to check how well pupils are learning.
- Pupils make good progress and achieve well. Children join the school with knowledge and skills above those typical for their age. As a result of effective early years teaching, the percentage of pupils who achieve a good level of development is increasing year on year. In 2015, it was above the national average. In the Year 1 phonics check and the Year 2 national tests, pupils perform consistently well above the national average. Generally, where achievement is not quite as strong, for example boys' writing, leaders take action to tackle this. However, occasionally, anomalies in achievement are attributed to particular classes and year groups, rather than being carefully analysed to check that this is the case.
- Pupils with special educational needs are taught very well. Teaching is carefully tailored to meet their specific learning and personal needs, so that these pupils make good or very good progress. Pupils who are eligible for the pupil premium (government funding for disadvantaged pupils) catch up by the time they leave the school. This is because teachers check their progress regularly and, if the gap is not closing, make sure extra support is put in place.
- Teaching is generally at least good, and often better. Lessons are engaging, relevant and well planned to meet the different needs of pupils. Teaching assistants use their time well to make sure pupils know what they need to do.
- In writing, teachers explore a range of engaging texts, many of which are carefully chosen to motivate boys as well as girls. Teachers plan appropriate learning activities to develop pupils' writing, including longer pieces of work. In some year groups teachers do not identify exactly what pupils need to do to improve their writing. This means that, for some, progress is not as rapid as it could be.
- The support and care provided for individuals and their families is meticulously planned to ensure pupils are happy, comfortable in school and well supported to learn. Of the parents I spoke to, half spoke enthusiastically about the individual support their child or family had experienced. A good example of this was the written feedback for a pupil for whom English is an additional language; the comments from the teacher were translated into her home language.
- Pupils behave well in lessons and around school. They work well with their peers and pupils across the school. This was evident in the supportive and cooperative

way they worked together during the mathematics morning, which was held on the same day as the inspection. They demonstrate confidence and independence in their lessons and other activities. A good example of this was the way Year 2 pupils managed the pouring and distribution of milk to relevant pupils, without any supervision from an adult.

- Pupils have a very good understanding about keeping healthy and, when asked about what could be even better about their school, they suggested they needed more facilities to enable them to keep fit. The very recent introduction of the daily mile supports the school's work to ensure pupils are healthy and enjoy exercise.
- Much work has been done to develop a relevant and current curriculum, which provides many opportunities for pupils to consider diversity, tolerance and respect. The work in topic books does not always represent the high-quality discussions and learning that take place.
- The school works very well with local schools, using effective collaboration to save money and increase opportunities. The leaders and staff at Queen Anne's also provide useful support and expertise to local schools.
- The local authority and diocese know the school well and coordinate their visits effectively to ensure good use of time and support.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- they know how much progress pupils, and groups of pupils, should make by the end of the year, so that they can be confident that all pupils are achieving as much as possible
- teachers identify exactly what pupils need to improve in their grammar and writing, and plan sharply focused lessons to meet those needs, so that pupils make more rapid progress.

I am copying this letter to the Chair of the Governing Body, the Director of Education for the Diocese of Oxford and the Director of Children's Services for the Royal Borough of Windsor and Maidenhead. This letter will be published on the Ofsted website.

Yours sincerely

Louise Adams  
**Her Majesty's Inspector**

## **Information about the inspection**

I met with you, the inclusion manager, the Chair and vice-chair of the governing body, and representatives from the local authority and diocese. With you, I visited each class and I scrutinised work in pupils' books. I observed pupils' behaviour at breaktime and around the school. I spoke to a number of parents who attended the mathematics morning, and considered the responses of 41 parents to Ofsted's online questionnaire, Parent View. I analysed a range of documentation, including the school's self-evaluation, the school improvement plan, and information about pupils' progress and safeguarding checks, policies and procedures.