

Inspection of a good school: The Royal First School

The Great Park, Windsor, Berkshire SL4 2HP

Inspection date:

21 October 2021

Outcome

The Royal First School continues to be a good school.

What is it like to attend this school?

Pupils are proud to belong to The Royal First School community. They try hard to be resilient and resourceful in their learning and to show generosity of spirit so that they 'shine brightly' throughout the school day. Pupils value the opportunities they are given to take on roles of responsibility, for example acting as anti-bullying ambassadors.

Pupils' behaviour reflects staff's high expectations. Pupils get along well with one another, playing and learning together happily. Staff are sensitive and patient when supporting pupils who sometimes find it difficult to behave well.

The school is a calm, safe place to be. Pupils say that bullying and unkindness do not happen very often. They feel confident that when it does occur, adults deal with it quickly. Pupils follow the school rules and routines sensibly.

Pupils experience a broad curriculum with a wide range of exciting experiences. Pupils learn about the natural world and enjoy a range of outdoor activities while learning in the extensive grounds surrounding the school. They take part in community events. For example, pupils sang and danced around the maypole at an outdoor concert for the local community.

What does the school do well and what does it need to do better?

Leaders have devised an interesting curriculum that is enhanced with a wide variety of experiences and activities. In the core subjects of English, mathematics and science, leaders have carefully considered the knowledge and skills that they want pupils to learn. Leaders have planned in detail the order in which this important content will be taught.

Leaders make learning to read a priority. Teachers read a wide range of exciting books to pupils that capture their interest. Pupils enjoy reading. Children get off to a good start learning phonics in the early years. Children are keen to learn. They listen carefully to their teachers. Staff teach the pronunciation of sounds well. They show pupils how to

blend sounds to make words and how to decode unknown words when reading. Most pupils learn to read fluently and confidently. Staff who are new to teaching phonics are given effective guidance and support. Pupils are sometimes given books that do not match the sounds they have learned precisely enough. Leaders are in the process of addressing this.

In mathematics, pupils acquire the knowledge and skills they need to become confident mathematicians. In the early years, children learn their numbers and how to count through a range of practical activities. This prepares them well for future learning. Teachers explain important mathematical concepts clearly. They swiftly identify gaps in pupils' understanding through the checks they make. Teachers then act quickly, planning additional support to address these gaps.

In some of the subjects other than in the core, leaders have not planned in sufficient detail the knowledge that pupils need to be taught. Pupils do not learn as well as they should in these subjects. Leaders and governors know what needs to be done to improve the curriculum. They are in the process of addressing this and have already made a good start. In art, for example, the specific knowledge that pupils will be taught has been planned in detail. Pupils achieve well in this subject, as a result. They practise their skills confidently, building on what they already know and can do. They work with focus, taking care with their artwork.

Pupils who have special educational needs and/or disabilities (SEND) are supported well. Leaders know these pupils' individual needs well. Leaders carefully plan the specific support that is needed for pupils with SEND. Leaders regularly check that these plans are working and make any necessary changes to the support in place. Pupils with SEND achieve well.

Pupils are enthusiastic about their learning. Most of the time they work hard during lessons and concentrate on their tasks. Sometimes pupils lose interest in their learning and occasionally this can lead to low-level disruption. Leaders effectively support staff to manage any disruptive behaviour and pupils are sensitively encouraged back on task.

Through the wider curriculum, leaders plan opportunities that prepare pupils to be global citizens. Pupils learn about what they can do to help protect the environment. They learn about the lives of people in different countries, including the experience of those who are refugees. Pupils particularly enjoyed speaking with children who are refugees via video communication.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a culture where pupils' welfare is paramount. Leaders make sure that all staff are trained thoroughly in safeguarding. Staff fully understand their responsibilities and know what to do if they spot any signs that a pupil may be at risk of harm. Leaders are vigilant when responding to any concerns so that pupils get the help they need.

Leaders plan a range of activities and special visitors to help pupils learn how to keep themselves safe. Pupils know how to keep themselves safe, including when using technology and when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not planned in sufficient detail the content that pupils will learn in all of the foundation subjects. While leaders have started to make improvements, for example in art, they need to make sure that this is addressed for all foundation subjects. This is so that pupils embed key concepts and knowledge in their long-term memories in all subjects. The transition arrangements have been applied.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in October 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	110014
Local authority	Windsor and Maidenhead
Inspection number	10200231
Type of school	First
School category	Voluntary aided
Age range of pupils	5 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	98
Appropriate authority	The governing body
Chair of governing body	Vivien Benn
Headteacher	Beverley Coombridge
Website	www.theroyalschool.org.uk
Dates of previous inspection	12 and 13 October 2016, under section 5 of the Education Act 2005

Information about this school

- The Royal First School is a Church of England school located in the Diocese of Oxford. It is the only Crown aided school in the country. Its last section 48 inspection took place in July 2016.
- The school uses one local unregistered alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and they have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, staff and pupils. An inspector also met with representatives from the school's local governing body and a representative from the diocese, and spoke with representatives from the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics and art. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited

a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. Inspectors also listened to pupils read.

- To inspect the school's safeguarding arrangements, inspectors met with leaders responsible for safeguarding and looked at relevant documentation, staff recruitment checks and training records. Inspectors also talked to a range of staff and pupils.
- An inspector spoke to a representative of the unregistered alternative provider used by the school.
- Inspectors met with a range of pupils to discuss their views on the school. This included formal meetings with pupils and informal discussions during playtime, lunchtime and in lessons.
- Inspectors spoke to parents and staff to gather their views. Inspectors also considered parents' responses to Parent View and staff responses to the survey for staff.

Inspection team

Leah Goulding, lead inspector

Ofsted Inspector

Jonathan Newby

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021