

INSPECTION REPORT

ST EDWARD'S CATHOLIC FIRST SCHOOL

Windsor

LEA area: Royal Borough of Windsor and Maidenhead

Unique reference number: 110031

Headteacher: Mrs P Fairbairn

Reporting inspector: Mrs C Skinner
23160

Dates of inspection: 4th-5th December 2000

Inspection number: 224847

Inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary Aided
Age range of pupils:	5 to 9
Gender of pupils:	Mixed
School address:	Parsonage Lane Windsor Berkshire
Postcode:	SL4 5EN
Telephone number:	01753 860607
Fax number:	01753 860607
Appropriate authority:	The governing body, St Edward's First School
Name of chair of governors:	Mrs M Walker
Date of previous inspection:	June 1996

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INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mrs C Skinner 23160	Registered inspector
Mr R Elam 9092	Lay inspector
Mrs J Morris 13754	Team inspector

The inspection contractor was:

Phoenix Educational Consultants
"Thule"
60 Joy Lane
Whitstable
Kent
CT5 4LT

01227 273449

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Alexandra House
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London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Edward's Catholic First School educates boys and girls between the ages of five and nine. There are 164 pupils on roll altogether, of whom 96 are boys and 68 are girls. The school is smaller than average for its type. The school admits pupils at the beginning of the term after their fifth birthday. At the time of the inspection, there were no children in the Reception class. There are 12 pupils (seven per cent) on the school's register of special educational needs, which is below the national average. No pupils have a statement of special educational need, which is also below average. Five pupils (three per cent) are eligible for free school meals, which is below average. Eight pupils come from ethnic minority backgrounds and nine from European countries outside Britain. Twenty pupils (12 per cent) speak English as an additional language, which is high compared with most schools. Some of these pupils are bilingual, and three are at an early stage of learning English. During the last school year, 15 pupils entered the school other than at the usual time of first admission, and eight left it at times other than those of the normal leaving or transfer for most pupils. The attainment of pupils on entry to the school is broadly average.

HOW GOOD THE SCHOOL IS

This is a very good school. Pupils make very good progress in their learning and achieve standards that are much higher than those found in most schools by the time they leave. This is due to the very good leadership and management of the headteacher, governors and staff, which are very effective in improving the school and raising standards. The quality of teaching is good overall and promotes the pupils' progress well. The school provides very good value for money.

What the school does well

- The school enables pupils to make very good progress so that they reach standards that are well above the national average in English and mathematics.
- The leadership and management provided by the headteacher, governors and staff are very good, and there is a shared commitment to excellence and continued improvement.
- The school's monitoring and evaluation of its own performance are outstanding and contribute very well to its effectiveness in planning for school development.
- The good quality of the teaching helps the pupils to make good progress in their learning.
- The school makes very good provision for the pupils' spiritual, moral, social and cultural development.
- The pupils' attitudes, behaviour and personal development are all very good, as are the relationships between pupils and between pupils and adults.

What could be improved

- Curricular provision for children in the Foundation Stage (Reception) which does not take account of the revised national guidelines and early learning goals for children of this age.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996, since when it has made a good improvement. Standards have risen from above average to well above average in English and mathematics, and all of the key issues raised by the previous inspection have been addressed very well. For example, the monitoring and evaluation of teaching and learning are now a significant strength of the school, and pupils are given many opportunities to develop independent learning skills. The curriculum in geography in Years

3 and 4 now meets statutory requirements and standards in the subject have improved and are now similar to those found in most schools. There have been major improvements to the outdoor play space, including the provision of large play equipment. The school's procedures for assessing and tracking pupils' progress and for analysing and evaluating its performance are much improved and have a significant impact on raising the standards achieved by individual pupils. The shared commitment to improvement, by all staff, gives the school a very good capacity to continue to improve and to maintain very high standards in the future.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
reading	A	A*	A*	A
writing	A	A*	A*	A
mathematics	A	A	A	A

<i>Key</i>	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The school achieves standards that are consistently well above the national average in the national tests for seven year olds. They are highest in reading and writing, where the school's results have been in the top five per cent of schools nationally for the past two years. Standards are much higher than those achieved by similar schools. The school sets very challenging targets for pupils to achieve and is successful in meeting these. The assessments made by teachers in science at the end of Key Stage 1 in 2000 showed that standards were above average. The findings of the inspection show that the high standards achieved in national tests are reflected in the pupils' work throughout the year. By the end of Key Stage 1, standards in English, including literacy, and mathematics, including numeracy, are well above average. In science, they are above average.

These high standards are maintained at Key Stage 2. By the time the pupils leave the school, at the end of Year 4, standards are well above average in English and mathematics, and above average in science. Overall, pupils achieve very well during their time in school and make very good progress in their learning. The school continues to achieve very high standards because of the very good quality of its leadership and management and the good teaching. The very good provision for pupils with special educational needs and pupils who are learning English as an additional language enables them to make very good progress and achieve very well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes to learning are very good as a result of good teaching and interesting lessons. They are eager to learn, concentrate very well and show a keen interest in all that they do.
Behaviour, in and out of classrooms	Pupils behave very well in lessons, which greatly assists their learning. They are friendly and courteous to visitors, and respond very well to the school's high expectations of them around the school and at play.
Personal development and relationships	Pupils show initiative in carrying out the daily routines of the school and are willing to take responsibility. They help each other and form very good relationships with other pupils and with adults.
Attendance	Attendance is better than the national average. Pupils arrive punctually and lessons begin promptly. There is little unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils:	aged 5-7 years	aged 7-9 years
Lessons seen overall	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good throughout the school and promotes good progress in the pupils' learning. During the inspection, 27 per cent of the teaching seen was very good, 67 per cent was good and 6 per cent (one lesson) was satisfactory. The quality of teaching and learning in English and mathematics is very good overall. The skills of literacy and numeracy are taught very well, and this enables pupils to make very good progress in their learning. Teachers plan lessons very well to challenge and extend all pupils, and they have very high expectations of what pupils are able to achieve. As a result, pupils acquire new knowledge, skills and understanding at a productive pace. The very good relationships that exist between staff and pupils help to create a purposeful working atmosphere in which pupils' ideas are valued. This helps to develop their confidence and self-esteem and also encourages them to sustain concentration very well and think for themselves. There is very good teaching of vocabulary that is specific to different subjects, which enables pupils to develop an extensive understanding of correct terminology. Teachers achieve an effective balance between lively, stimulating and well structured explanations and questioning, and individual or group activities that help pupils to apply and extend their learning. The teachers' assessment and monitoring of the attainment and progress of individual pupils are very strong features of the teaching, which make sure that all pupils are given work that matches their needs and capabilities. This ensures that pupils with special educational needs, those who are gifted and talented and those who speak English as an additional language achieve very well in relation to their earlier attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a good range of learning opportunities for all pupils and the curriculum meets all statutory requirements for pupils at Key Stages 1 and 2. The curriculum for children in the Foundation Stage does not take account of the revised national guidelines and Early Learning Goals for children in the Reception year. The school's implementation of the national strategies for literacy and numeracy is particularly effective.
Provision for pupils with special educational needs	The school makes very good provision for pupils with special educational needs, which enables them to make very good progress. Early identification of needs, specific targets for improvement and very good liaison between class teachers, support staff and the co-ordinator for special educational needs all contribute significantly to the high quality of the school's provision.
Provision for pupils with English as an additional language	The school makes very good provision for pupils who speak English as an additional language. A keen awareness of their needs in the classroom, and appropriate specialist teaching where required, are key factors in ensuring that these pupils progress very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision for the pupils' spiritual, moral, social and cultural development is very good and strongly reflects the school's Catholic ethos and values. Pupils are given many opportunities to reflect on important spiritual and moral issues and to develop a sense of responsibility towards living in a community. The school celebrates cultural diversity through assemblies, literature, art and music.
How well the school cares for its pupils	The school looks after its pupils well. There are very good procedures for monitoring and promoting good behaviour. The arrangements for tracking the progress of individual pupils and setting challenging targets for them to achieve are a significant strength of the school.

The school's partnership with parents is very good and greatly assists the pupils to make progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's very good leadership provides very clear direction for the school. She is very ably supported by the deputy headteacher, who leads the staff in a number of key areas. Together, they have created a very effective team that is committed to achieving the highest possible standards in all areas of school life. Teachers with management responsibilities make a very effective contribution to curricular development and monitoring the standards achieved by the pupils.
How well the governors fulfil their responsibilities	The governors fulfil their duties and support the headteacher and staff very well. They have a good understanding of the school's strengths and weaknesses and work closely with staff in order to keep abreast of all developments. Governors' committees operate effectively and make a valuable contribution to the

	management of the school. Governors demonstrate a strong commitment to supporting the school in its continuing efforts to improve.
The school's evaluation of its performance	This is an outstanding feature of the school. There is very detailed and thorough analysis of the pupils' results in national and internal tests, which is used effectively to plan their future learning experiences. Governors and staff are all involved in evaluating the school's performance, comparing it with similar schools and identifying ways in which it can be improved still further. There is very effective monitoring and evaluation of the quality of teaching and learning throughout the school.
The strategic use of resources	The school makes very good use of the funds that it receives to provide a high quality of education for the pupils. Expenditure is very carefully linked to the priorities in the school development plan, which is carefully costed. Prudent forward planning has enabled the school to maintain staffing levels despite a reduction in income due to lower numbers of pupils. The best value for money is attained and ensures that the school is cost effective.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well managed and led. • The school expects their children to work hard and achieve their best. • The teaching is good. • They feel comfortable approaching the school with questions or problems. • Behaviour is good. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • There are no aspects of the school which a significant number of parents would like to see improved.

The findings of the inspection team support the very positive views of the parents. The extent of the parents' support can be seen in the very high percentage of questionnaires that were returned to the registered inspector (73 per cent).

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The standards achieved by the pupils in English and mathematics

1. The pupils' results in the national tests for seven-year-olds in 2000 were very high in reading and writing, and placed the school in the top five per cent of schools nationally. In mathematics, the results were well above the national average. In reading, writing and mathematics, the pupils' results were considerably higher than those achieved by similar schools. This represents very good achievement. The findings of the inspection confirm that pupils are achieving very well in reading, writing and mathematics, and that they are on course to achieve very high standards by the end of Key Stage 1. These high standards are maintained at Key Stage 2. By the time they leave the school, at the end of Year 4, pupils attain standards that are much higher than those found in most schools in English and mathematics. Standards have improved since the school's previous inspection, when they were judged to be above average.

2. Throughout the school, pupils achieve high standards in speaking and listening. They listen attentively to teachers' explanations at the beginning of each lesson. They are eager to answer questions and suggest ideas, which they do confidently and clearly, drawing from a wide range of vocabulary. Lively discussions get many lessons off to a good start and enable pupils to formulate and express their developing ideas. As pupils move through the school, they become increasingly competent in speaking, expressing their ideas in more complex, well structured sentences.

3. As a result of the very good teaching of reading and writing skills, pupils make very good progress in these areas of learning. The National Literacy Strategy is being implemented very well throughout the school. Teachers provide a wide variety of opportunities for pupils to read varied and interesting fiction and non-fiction texts, either in a group, independently, as a whole class, with a partner or to an adult. They give pupils plenty of experience in writing for different audiences and purposes. For example, pupils in Years 3 and 4 write poetry, playscripts, character descriptions and instructions. Teachers capitalise very well on opportunities to develop pupils' literacy skills through their work in other subjects. For example, pupils in Years 1 and 2 write detailed accounts of the story of Guy Fawkes and the Gunpowder Plot as part of their work in history, and pupils in Years 3 and 4 describe what life is like in a village in Burkina Faso in a geography lesson.

4. In mathematics, pupils develop and use a variety of mental strategies to work out problems and apply their mathematical knowledge and understanding in different situations. Standards in numeracy are very good and the National Numeracy Strategy is being implemented very effectively. Pupils in Year 2 solve problems that involve addition, subtraction, multiplication and division, measure length and time in standard units, calculate half of a given quantity and recognise reflective symmetry. In Year 4, pupils construct and interpret graphs and label them accurately. They calculate the amount of time spent on different activities and work out the area of a rectangle accurately. They understand how to order fractions correctly.

5. Pupils with special educational needs achieve very well because teachers identify their needs early and set appropriate targets to help pupils improve, which are reviewed frequently. As a result of very careful monitoring of their progress and high expectations of what they are able to achieve, almost all pupils achieve the standards expected of seven-year-olds by the end of Key Stage 1 and build on this very good progress at Key Stage 2. Pupils who are gifted and talented are given very demanding work that extends their thinking. In 1999, four pupils achieved exceptionally high standards in the end

of Key Stage 1 national tests in reading and writing as a result of the school's identification of their capabilities and provision of appropriate learning experiences.

6. Pupils who are learning English as an additional language also make very good progress because teachers provide them with effective models of spoken and written language, which enhance their understanding and development of English. All teachers provide many examples of written language around the classrooms, in labels and displays, and place great emphasis on teaching pupils the language that is specific to each subject as it is required. This has a very good impact on pupils' learning across the curriculum.

7. The school's detailed analysis of the pupils' results in national and internal tests revealed that girls were achieving better than boys, in line with the national trend. In response, the school has introduced a number of strategies to raise boys' attainment in reading and writing. These include careful selection of texts that appeal to boys, and a 'Dads in to school Day', which proved very successful and has resulted in a number of male parents offering to help in school on a more regular basis.

The leadership and management provided by the headteacher, governors and staff

8. The school is very well led and managed by the headteacher, deputy headteacher, staff with management responsibilities and governors. All work together as a highly effective team and are committed to achieving the highest standards possible in every aspect of the school's work. Despite having received a very favourable inspection report four years ago, they decided that the school could do even better, and since then have continually sought ways to raise pupils' achievement. It is this absence of complacency, together with a shared commitment to continuing improvement, that has enabled the school to raise standards still further.

9. The headteacher provides very strong, determined leadership and is an excellent role model for staff. She knows individual pupils well and makes an important contribution to teaching by providing focused support for groups of pupils to raise their attainment. She works very closely with the deputy headteacher, who is appropriately involved in all aspects of the management of the school. The deputy headteacher plays a key role in ensuring the welfare of both staff and pupils. She lends support when it is needed and works hard, with the headteacher, to make sure that everyone feels respected and valued. At the time of the last inspection, staff with management responsibilities were not all sufficiently involved in monitoring the quality of teaching and learning in their subjects. Now, all are fully involved in this aspect of their role, and a three year monitoring timetable shows when each subject co-ordinator will observe teaching and learning throughout the school.

10. The governors are also very effective in their role and fulfil their statutory duties very well. They have an efficient committee structure and most have responsibility for overseeing a subject. The full governing body receive regular detailed, written reports from the headteacher, whilst the curriculum committee is kept up to date with all developments by the deputy headteacher. As a result of these arrangements, governors have a very good understanding of the school's strengths and a clear awareness of those areas that need further improvement. Governors contribute to the school development plan and evaluate how well it is being implemented throughout the year. Through questioning and lively debate at governors' meetings, they fulfil their role as critical friends to the school very effectively. They support the staff very well and appreciate of their efforts.

The school's monitoring and evaluation of its own performance

11. This is an outstanding feature of the school, which has been the key factor in improving its performance over the past four years. At the time of the previous inspection, there were no procedures in place to analyse in depth how well pupils were achieving or to use that information to

raise standards. Now, the detailed analysis of pupils' performance, combined with the excellent monitoring and evaluation of teaching and learning throughout the school, is having a very significant impact on the quality of education provided for the pupils and the standards they achieve.

12. The results of national and internal tests in English and mathematics are analysed thoroughly, and the information gained is used very well to influence teaching. For example, the school provided additional support for a group of pupils who were attaining standards just below the average expected for their age, which enabled them to reach average standards in the tests. After comparing boys' and girls' attainment, the school introduced measures aimed at raising boys' attainment in reading and writing, and these are working well. The introduction of target setting for individual pupils in English and mathematics has also made a very good contribution to raising standards. Teachers and pupils set targets together, based on what each pupil needs to do to improve and the teacher's knowledge of his or her capabilities. Targets are designed to provide a high level of challenge, but are achievable with effort. The school has also implemented very good procedures for tracking individual pupils' progress, both against these targets and in relation to the expectations of the National Curriculum. These enable teachers to plan work that is sufficiently demanding for all pupils. Using this detailed knowledge of pupils' achievements, the headteacher works closely with teachers in Years 2 and 4 to set suitably challenging targets for the pupils' performance in the end of year tests.

13. The headteacher and deputy headteacher have a very good overview of the quality of teaching and learning throughout the school as a result of well planned observations in classrooms. The headteacher and teachers agreed a policy for evaluating teaching and learning, which embodies agreed criteria for what constitutes good professional practice. Observations are carried out in a climate of openness and willingness to learn from each other, and teachers receive both oral and written feedback. Subject co-ordinators use the same criteria when observing teaching and learning. They discuss the lesson with colleagues, highlighting what worked well, sharing ideas and identifying areas that could be improved.

14. All of these successful initiatives have also had a positive impact on the process of planning for school development, identifying priorities and putting strategies in place to address them. As a result, the school development plan is a very useful tool, which shows quite clearly the school's targets for improvement, the action to be taken to achieve them, the cost implications and how success will be measured. For example, the targets for raising pupils' attainment give the specific percentage increases to be achieved within a given timescale.

15. The school's aims express very high expectations and a commitment to equality of opportunity for all pupils. Its success in fulfilling its aims owes much to its commitment to critical self-evaluation. The thorough analysis of the achievements of boys and girls, pupils with special educational needs and pupils who are learning English as an additional language ensures that all are carefully tracked and monitored and given appropriately demanding work. The school also identified concerns about the pupils who come straight into Year 1 in the autumn term without any experience in the Reception class. As a result, these pupils were identified as a priority in the school development plan, and governors made a financial commitment to employ an additional part-time teacher, so that these pupils could be taught in smaller groups for some lessons. This is a successful use of the school's resources.

The quality of teaching and learning

16. Throughout the school, the quality of teaching and its impact on pupils' learning are good. Staff work effectively together as a team, and are reflective and analytical about their teaching in order to raise the standards achieved by their pupils. Teachers create a purposeful working atmosphere in the classroom and have very high expectations of the pupils' behaviour and what they are able to achieve.

The very good rapport between teachers and pupils helps to create a very positive learning environment in which pupils' ideas are valued. This helps to build their confidence and self-esteem. Teachers achieve an effective balance between lively, stimulating and well structured explanations and questioning, and individual or group activities that help pupils to apply and extend their learning. Teachers and assistants work well together to provide the best possible support for pupils. An example of very good practice was seen in a literacy lesson for pupils in Years 1 and 2, where the assistant observed and made notes on selected pupils during the introductory session. This ensured that she was productively engaged in the lesson and also provided valuable information for the teacher. Lessons are very well planned and have a clear purpose, which is communicated well to the pupils. This helps them to have a good understanding of what they are learning. The teaching of basic skills in literacy and numeracy is particularly effective and helps pupils to achieve very high standards. The assessment and monitoring of the attainment and progress of individual pupils is a very strong feature of the teaching. It helps to ensure that all pupils are given work that matches their needs and capabilities. This enables all pupils, including those with special educational needs, those who are gifted and talented and those who speak English as an additional language, to achieve very well in relation to their earlier attainment.

17. The strengths of teaching across the school were illustrated very well in a literacy lesson for pupils in Years 3 and 4, in which the teacher was developing the pupils' understanding of texts that give a series of instructions. The teacher's lively and enthusiastic introduction quickly engaged the pupils' attention and interest. Her skilful questioning prompted pupils to consolidate their learning from the previous lesson, and her re-assuring manner gave pupils the confidence to offer ideas and suggestions even when they were uncertain. The teacher's very high expectations of the pupils were evident in her use of correct technical vocabulary such as 'imperative verbs', 'syllables' and 'evaluate', which she illustrated very well through examples. The teacher used a range of highly effective strategies and resources to reinforce the pupils' understanding of the features of instructional texts.

18. The lesson moved along at a brisk pace, which sustained the pupils' interest and concentration well, and the teacher built effectively on their previous learning by comparing different types of text: "How is this text different from the one we looked at yesterday?" In response, pupils commented knowledgeably on the layout, style of writing, potential audience and use of features such as bullet points, arrows and subheadings, which indicated good gains in understanding. The planned activities took good account of pupils' needs and work was very well matched to their capabilities. For example, four pupils, who required additional help with spelling, worked in the library with the learning support assistant for part of the lesson on a planned programme of activities. A particularly good feature of the lesson was the planned activity in which pupils applied what they had learned by writing their own instructions for making a model of a moving monster, which they had recently completed in design and technology.

The pupils' spiritual, moral, social and cultural development

19. The school's very good provision for the pupils' spiritual, moral, social and cultural development clearly reflects its aims and philosophy. There is a strong emphasis on teaching Christian principles in all aspects of school life, and staff work hard to create a climate of mutual trust and respect. All adults who work in the school provide very good models of behaviour for the pupils. They speak to the pupils courteously and politely, showing them clearly how they should treat others. Pupils are encouraged to show care and thoughtfulness towards others, both in school and beyond. They are given opportunities to learn about fairness, tolerance and forgiveness, in collective worship, religious education and class discussions in other subjects.

20. Collective worship makes an important contribution to developing pupils' spiritual awareness by encouraging them to reflect on questions such as "How can we show love to others?" In an assembly in which older pupils explored the meaning of Advent, they were challenged to consider, "How am I preparing to celebrate Jesus's birthday?" and were asked to reflect on the question, "Do you always remember to make a space for Jesus in your life?" Teachers strongly promote and foster values such as honesty, fairness and a respect for truth and justice. They help pupils to behave in accordance with moral principles and values, rather than through fear of sanctions. They create a positive climate of praise and encouragement, which builds pupils' self-esteem. All pupils are recognised for their achievements at weekly whole school assemblies.

21. Adults encourage pupils to work together co-operatively and to take responsibility for some aspects of their own learning. Many lessons were seen in which pupils worked independently of the teacher and used their initiative to find information if the teacher was engaged with another group. Pupils are given many opportunities to take responsibility for jobs around the school, to raise money for charities and to develop an awareness of their responsibilities towards the environment. Participation in the school council enables pupils to voice their opinions on different aspects of school life. When the school was planning improvements to the outdoor play area, pupils were consulted about what they would like to see included and their ideas were taken into account.

22. The school celebrates the ethnic and cultural diversity of its own community as well as developing the pupils' awareness of the richness and diversity of society as a whole. In collective worship, some pupils spoke or sang in the language of their home country. Pupils and parents of different faiths are welcomed into the school community, and some parents talk to pupils about their special festivals. Pupils enjoy and learn from visitors, such as Indian dancers, a poet in residence and a professional percussionist. They participate in a music festival and a book week.

23. The pupils' spiritual, moral, social and cultural development is promoted very well through the curriculum. A very well planned programme of personal and social development links effectively with pupils' learning in science and physical education. Teachers' select pupils' reading books carefully to reflect social and cultural diversity and also use shared texts effectively to provide a forum for discussing moral issues. Pupils experience art, music and dance from a variety of cultures, and learn about the festivals and traditions of different faiths in religious education. A geography lesson for Years 3 and 4 was particularly effective in helping pupils to understand the cultural differences between life in Burkina Faso and that in Windsor.

The pupils' attitudes, behaviour and personal development

24. As a result of the very good provision for their personal development, and the school's emphasis on the positive reinforcement of good behaviour, pupils' attitudes, behaviour and personal development are all very good and have a very beneficial effect on the quality of their learning.

25. Pupils' attitudes to their work are very positive. They are eager to learn and show interest and enjoyment in lessons. This helps them to sustain concentration very well and work at a productive pace. In class and group activities, pupils are keen to offer ideas and answer questions. They listen carefully to teachers and assistants and show respect for each other's views. Pupils co-operate very well when working with a partner or in small groups, without allowing themselves to be distracted by idle chatter. They take turns fairly on the computer and share ideas and resources sensibly. Pupils take a pride in their work and try hard to do their best.

26. Teachers have very high expectations of pupils' behaviour and these are communicated clearly to the pupils and reinforced consistently by all adults. As a result, pupils behave very well in lessons,

around the school and in assembly. They are friendly and welcoming, and are polite to adults and to each other. The improvements that have been made to the outside play area have provided pupils with climbing equipment, games and quiet areas with seating. These have a positive impact on pupils' behaviour at playtimes, and the pupils treat this equipment with care.

27. The school fosters constructive relationships between pupils and between pupils and adults, which are based on respect and understanding of each other's feelings, values and beliefs. These very good relationships help to create a harmonious community and a positive learning environment. Pupils are encouraged to take responsibility for their actions and to consider what impact these may have on others. They listen to each other's ideas and are quick to offer help when it is needed.

WHAT COULD BE IMPROVED

Curricular provision for children in the Foundation Stage

28. At the time of this inspection, there were no children in the Reception class, as those who start school in September go straight into Year 1. Children who become five during the autumn term enter the Reception class in January, and those who reach the age of five during the spring term enter the Reception class in April. The curricular planning which is currently in place does not take account of the revised national guidelines and Early Learning Goals for children in the Foundation Stage, which were published in May 2000. Although there is a good range of resources in the classroom for Reception children, there are limited resources, such as wheeled toy vehicles, for outdoor activities to enhance the children's physical development. There is no separate enclosed play area for them, although they do have access to climbing equipment in the playground.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Improve the provision for children in the Foundation Stage of learning by:

- ensuring that the curriculum is planned according to the revised national guidelines and Early Learning Goals for children of this age, and linking this into the school's existing planning for the National Curriculum;
- ensuring that children have appropriate access to large play equipment to enhance their physical development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	20	66	7	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Y1 – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	164
Number of full-time pupils eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs

	Y1 – Y4
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	12

English as an additional language

	No of pupils
Number of pupils with English as an additional language	20

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	24	13	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	23	23
	Girls	13	13	13
	Total	36	36	36
Percentage of pupils at NC level 2 or above	School	97 (89)	97 (92)	97 (100)
	National	84 [82]	85 [83]	90 [87]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	23	23
	Girls	13	13	13
	Total	36	36	36
Percentage of pupils at NC level 2 or above	School	97 (92)	97 (100)	97 (95)
	National	84 [82]	88 [86]	88 [87]

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	2
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	0
White	156
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: Y1 – Y4**

Total number of qualified teachers (FTE)	7.5
Number of pupils per qualified teacher	22
Average class size	27

Education support staff: Y1 – Y4

Total number of education support staff	5
Total aggregate hours worked per week	125

Financial information

Financial year	1999/00
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	£
Total income	338107
Total expenditure	325778
Expenditure per pupil	1761
Balance brought forward from previous year	33008
Balance carried forward to next year	45337

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	164
Number of questionnaires returned	120

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	36	1	0	0
My child is making good progress in school.	70	27	2	0	1
Behaviour in the school is good.	71	27	1	0	1
My child gets the right amount of work to do at home.	60	31	7	1	1
The teaching is good.	76	23	0	0	1
I am kept well informed about how my child is getting on.	50	42	5	2	1
I would feel comfortable about approaching the school with questions or a problem.	78	20	2	0	0
The school expects my child to work hard and achieve his or her best.	88	12	0	0	0
The school works closely with parents.	63	34	1	1	1
The school is well led and managed.	89	9	0	0	2
The school is helping my child become mature and responsible.	74	25	0	0	1
The school provides an interesting range of activities outside lessons.	42	42	12	2	2