



Alwyn Infant and Nursery School

Inspection Report

Unique Reference Number 109818
LEA Windsor and Maidenhead LEA
Inspection number 278281
Inspection dates 5 October 2005 to 6 October 2005
Reporting inspector Cathie Munt HMI

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

Type of school	Nursery	School address	Mulberry Walk
School category	Community		Maidenhead
Age range of pupils	4 to 7		SL6 6EU
Gender of pupils	Mixed	Telephone number	01628622477
Number on roll	211	Fax number	01628789411
Appropriate authority	The governing body	Chair of governors	Mr S Juden
Date of previous inspection	13 September 1999	Headteacher	Miss Nicky Cale

Age group 4 to 7	Inspection dates 5 October 2005 - 6 October 2005	Inspection number 278281
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools and an Additional Inspector.

Description of the school

Alwyn Infant and Nursery School serves a mixed socio-economic suburb of Maidenhead. Pupils are admitted to the nursery class on a part-time basis in the term after their fourth birthday and to the reception class, full-time, in the term following their fifth birthday. Consequently, about a third of the pupils enter Year 1 straight from the nursery class. There are 186 pupils in the infant department and 50 pupils in the nursery. Almost 85 percent of the pupils come from white British backgrounds. A small proportion of the pupils are of Indian heritage and the remainder of the pupils are evenly divided between those of Pakistani heritage and those of mixed heritage backgrounds. A small number of the pupils are at an early stage of learning English. The proportion of pupils who are entitled to a free school meal has risen over the last few years but is still well below the national average. Fourteen pupils have been identified as having special educational needs and five have a Statement of Special Educational Need. This is an increase from previous years in the proportion of pupils in both categories. The school has experienced some difficulty in recruiting suitably trained teachers due partly to the high cost of housing, but it is currently fully staffed.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school judges its overall effectiveness to be satisfactory. However it has been unduly modest in considering its progress since the last inspection and inspectors find that this is a good school with some outstanding features. It provides good value for money because the pupils are taught well and they make good progress in their learning. Teamwork is effective and staff show a strong commitment to improvement. The care guidance and support for the pupils including the monitoring of their progress and the provision for their personal social and emotional well being are outstanding. Other strengths of the school are the standards achieved in mathematics, and the improvements in the use of Information and Communication Technology (ICT) to support the curriculum and to engage reluctant learners. The school's management plan correctly identifies that subject leaders' roles require further development. Standards in the nursery are in line with expectations. Although the provision for the pupils' personal and social development in the nursery is excellent and most of the other aspects are at least satisfactory, the time allocated to outdoor play is limited. The school recognises the need to review and extend the outdoor learning for these pupils.

What the school should do to improve further

Develop the subject leaders' skills further so that all subjects are managed as well as the best ones. Ensure that there are sufficient opportunities for outdoor play for pupils in the nursery to encourage more independent learning.

Achievement and standards

Grade: 2

In the nursery pupils make exceptional progress in their personal, social and emotional development and at least satisfactory progress in their other learning. As a result, by the time they enter Year 1 their work is at the expected standard for their age except in writing and, knowledge and understanding of the world. The additional provision made in Year 1 for those pupils who have had no reception class experience is effective and helps them to catch up with their year group. The majority of the pupils in Key Stage 1 make good progress in reading and science and very good progress in mathematics. Standards are high in reading and science and are very high in mathematics. The pupils in each class meet their challenging targets and some exceed them. Most of the girls develop good writing skills quickly and they use them effectively in other subjects. The boys' progress in writing is not as good as that of the girls. The school has identified this and has developed a good range of support to encourage boys to become more proficient in recording written work. Following a period of staffing turbulence, there was a dip in results in 2003 and 2004. As a result, the overall trend in the school's test results is below the national trend. However, the increased stability in staffing and changes in the school's curriculum during the last eighteen months have had a positive effect on the standards achieved in lessons and in the

national tests. The 2005 figures show an improvement on the previous two years' results in reading and writing.

Personal development and well-being

Grade: 1

The school believes that the pupils' personal development and well-being are good. However, they are better than that; they are outstanding. The pupils' behaviour and attitudes are exceptional. They listen carefully to instruction, apply themselves conscientiously, take a pride in their work and are eager to do well. They like getting their names in the 'gold book'. Adults provide good support, making pupils feel valued and increasing their self-esteem. Pupils enjoy coming to school and rarely take time off. They feel safe and happy and know that if they have a problem the adults are there to help them. This was evident in the playground at the 'Friendship Stop'. The school places a strong emphasis on the provision for physical activity, and on the promotion of healthy eating. Pupils have a good understanding of what they must do to keep healthy. Enthusiastic participation in extra activities, before and after school contributes significantly to team building and helps to develop important skills for living in a democratic society. The good development of basic skills prepares them well for the future. Pupils take their responsibilities around the school seriously. The school has responded positively to the suggestion from staff, and a considerable number of parents, that the pupils should have a more active voice in shaping the school's direction. Training has taken place in preparation for setting up a school council. The spiritual, moral, social aspects of the curriculum are outstanding and permeate through all aspects of the curriculum and school life. Attractive and well presented displays around the school provide evidence of a good range of opportunities for the pupils' cultural development through art and music.

Quality of provision

Teaching and learning

Grade: 2

Inspectors confirm the school's view that the quality of teaching is good overall. Teachers assess the pupils' work accurately and set appropriate targets that help individuals to improve consistently. Imaginative and creative activities successfully engage the pupils' attention. A wide range of first-hand learning was observed in the teaching of writing. One boy expressed his love of poetry, and enthused about the opportunities to write in this form. The school rightly has identified the need to review the daily lesson objectives in science. Teaching is monitored most effectively and teachers have good opportunities to discuss their work with each other and with the headteacher. In the best teaching there were high expectations, the pace was rigorous and the work was challenging. Year 1 pupils were highly motivated and wrote creatively and with confidence when recording what happened to the Teddy Bear. Less effective teaching could be improved by clarifying learning objectives and by increasing the challenge, pace and extension of skills in some lessons. Skilful teaching assistants are

deployed effectively and support all of the pupils well in their learning. Because the teaching is good overall, the pupils make good progress over time. Good levels of effective support are given to pupils with English as an additional language and to those with special educational needs. Work for these pupils is suitably challenging.

Curriculum and other activities

Grade: 2

Inspectors agree with the school that the curriculum is broad and well-balanced in Key Stage 1. Resources have significantly improved since the last inspection as has the amount of teaching space and the decorative condition of the building. These factors have had a positive effect on improving the pupils' learning and attainment. A significant strength of the Foundation Stage curriculum is the planned personal, social and emotional development of the children. However, the access to outdoor play activities is too limited and requires further development. In Years 1 and 2 the grouping of pupils for the teaching of mathematics is particularly effective and helps them to achieve consistently high standards by the time they leave the school. A similar approach to teaching is being introduced to improve standards in literacy, specifically to raise the level of pupil's attainment in writing. Significant improvement has been made in the provision of computers since the last inspection. The use of ICT to support the pupils' learning in all subjects is a strength of the school's provision. Appropriate computer programs are used well to encourage boys to write. The school promotes a good understanding of the need to be safe and keep healthy through its work in physical education and personal, social and health education. There is an interesting and stimulating range of extra activities. Educational visits and visitors to the school such as, grandparents, the local Member of Parliament, artists and musicians, add to the enjoyment of learning whilst fostering good levels of achievement.

Care, guidance and support

Grade: 1

This is a school that provides outstanding care, support and guidance for its pupils. There is a strong focus and commitment by all staff to meet their academic and personal needs. Parents are happy with the care that their children receive. One parent stated, 'all staff are personable and caring, but firm and fair too'. The pupils' well-being and progress is monitored consistently throughout their time in the school. Individual's achievements are celebrated and this bolsters their confidence as learners. Pupils' work is thoroughly analysed and good support is given by the headteacher and staff to help raise their levels of competence. As a result, pupils enjoy their learning experiences and feel confident to ask for help. Effective child protection procedures are in place. The staff and governors regularly review the premises to eliminate risks to the health and safety of both children and adults. Lunch and playtime supervision is very good and a wide range of activities engages the pupils in decision making, healthy exercise and team building skills. Parents and outside agencies are very supportive and make significant contributions to the work of the school. This is highly valued by the staff and the pupils. Induction and transfer arrangements within the

school and with the adjacent junior school are outstanding and ensure that pupils are very well prepared for the next stages in their education.

Leadership and management

Grade: 2

Inspectors share the school's opinion that the leadership and management are good. The headteacher's determination to improve standards and her belief in promoting teamwork provide an effective steer for the school's work. Parents' views are considered seriously when deciding the school's priorities. Staff, governors and parents agree on the school's values. Morale is good; adults and pupils feel valued and work together harmoniously contributing effectively to the pupils' excellent attitude to work. The consistent monitoring of standards and rigorous use of effective evaluation systems is having a positive effect on improving the quality of education. The senior management team supports the headteacher effectively and provides a good role model for their colleagues. Managers recognise the school's strengths and are realistic about the areas requiring further improvement. Although there is no Foundation Stage manager, the school development plan correctly identifies that aspects of the Foundation Stage require improvement. However, the focus is on buildings and resources rather than on extending opportunities for the pupils' play. The Headteacher used data well to identify priorities for improving the quality of teaching. While teachers discharge their responsibilities conscientiously, action plans for their subject areas vary in quality. The best ones review current standards and consider how to make further improvement; this leads to these subjects being very well managed and developed. However, some action plans focus too narrowly on resources and the school has identified that the writing of subject action plans requires further development. The governing body has ensured that there has been a clear focus on using resources and finances for the benefit of the pupils. Developments have been thoroughly costed and adequately funded. The recently appointed chair of the governing body knows the school well and brings a considerable wealth of management expertise to the role. Appropriate plans are in place to review the committee structure and to ensure that meetings are recorded more effectively and efficiently. The school's capacity to improve is good.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for telling us about your school when we visited you and your teachers recently.

You go to a good school where you are very well cared for by the teachers and the other staff. We agree with your parents that your headteacher knows you well and she works hard to make the school a happy place for you to work in. You have interesting lessons and your teachers also work hard to help you to learn to read and write. You are very good at maths and you use the computers really well to help you to write better sentences and to find out about other subjects. Some of the boys need extra help with their writing and they need to listen carefully to their teachers so that their work will get better. You told us that you liked coming to school. We could see that you were having great fun at lunchtime playing with all that lovely equipment. Many of you told us that it was important to eat a lot of fruit and to get some exercise every day. You certainly were enjoying running about and getting fit at play time. We noticed how kind you were when people had no one to play with and we agree with your lunchtime supervisors that you are polite and very well behaved. You take very good care of your school and keep it very tidy.

We have told your teachers that they are doing a lot of things very well but we think that they could be a bit clearer about what they want you to learn in science lessons. We have asked them to make sure that all subjects are managed as well as the best ones, for example, mathematics. We also think that there could be more time planned for the children in the nursery to play outside.