



Clewer Green CofE First School

Inspection Report

Unique Reference Number 110022
Local Authority Windsor and Maidenhead
Inspection number 278348
Inspection date 14 September 2006
Reporting inspector Steven Hill

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

Type of school	First	School address	Hatch Lane
School category	Voluntary aided		Windsor
Age range of pupils	4-9		SL4 3RL
Gender of pupils	Mixed	Telephone number	01753 864544
Number on roll (school)	151	Fax number	01753 831583
Appropriate authority	The governing body	Chair	Revd Louise Brown
		Headteacher	Mrs M L Stephenson
Date of previous school inspection	28 February 2000		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a small first school in Windsor. Pupils' social and economic circumstances are better than average, and few pupils are eligible for free school meals. The proportion of pupils with learning difficulties and disabilities is below average. About 85% of pupils are of White British origin, with the others coming from a variety of different heritages. A very small proportion has a mother tongue other than English, and very few pupils are at early stages of learning English. This year, for the first time, the school is admitting pupils in the term before they are five.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school where pupils achieve well because of good teaching.

Children come into the Foundation Stage with standards that are generally above average and they make good progress. Most children securely meet the expected standards by the time they go into Year 1. Pupils continue to achieve well in the rest of the school. By Year 2, their standards are above average, and standards continue above those usually found in the older classes. By Year 4, pupils' standards in reading are outstanding. Throughout the school, standards in writing, while above those usually found for pupils of this age, are not as high as those in reading.

Pupils' outstanding personal development is exemplified by their excellent behaviour, their very good relationships with each other and with staff, their extremely positive attitudes to work, and their thorough enjoyment of all aspects of school life.

Teaching and learning are good. Teachers make lessons interesting so, as one pupil in Year 2 said, 'We learn new things every day.' Lessons are organised and managed very effectively, and pupils really enjoy learning. They concentrate well, persevere with their work, and try hard. Occasionally, opportunities are missed to use pupils' good speaking and listening skills to support their learning in other lessons, particularly in writing.

The school has a good curriculum, with particular strengths in the 'themed weeks,' which make learning exciting and meaningful to pupils, and in the wide range of clubs available throughout the age range.

The care, support and guidance given to pupils are outstanding. Pupils are cared for very well, and there are extremely thorough assessment procedures which teachers use carefully to plan the next stages of work for individuals. This is a major factor in the good progress they make.

The school is well led and managed and has good procedures to evaluate its effectiveness. More importantly, staff work together successfully to address any issues which are identified. The headteacher is particularly effective in monitoring lessons and providing clear feedback to colleagues to help them make improvements. Subject leaders give a clear lead to colleagues, and give them good support. They are involved in monitoring standards in their subjects but this is not always done systematically, and there is a lack of consistency in how they monitor teaching. The governors are very supportive of the school, and have a good knowledge of some of its strengths, but there are inadequate systems to inform them clearly about areas for development.

What the school should do to improve further

- Raise standards in writing, particularly by making more consistent use of pupils' skills in speaking and listening
- Increase the consistency and rigour of the monitoring of standards and teaching by subject leaders

- Develop better systems to inform the governing body about the school's strengths and the areas that need to develop.

Achievement and standards

Grade: 2

Standards throughout are better than those normally seen for pupils of this age, and tests at age seven show standards consistently above the national average. Standards in reading are outstanding by the end of the school but, for several years, standards in writing have not been as good. The school took successful action to improve achievement in writing last year but standards, while above those usually seen at these ages, still lag behind those in reading. Standards in mathematics are consistently above those normally found.

Achievement is good throughout the school and is particularly strong in reading. Pupils are now achieving well in information and communications technology (ICT), a significant improvement since the last inspection. This is because of improved equipment, which is used consistently and imaginatively by teachers.

There are no significant differences between the achievements of boys and girls or different groups of pupils. Pupils with learning difficulties or disabilities achieve well in relation to their targets, because they are given work that is carefully tailored to their needs.

Personal development and well-being

Grade: 1

Pupils do well in all elements of their personal development, and do extremely well in some aspects. Their spiritual, moral, social and cultural development is excellent. Their behaviour is outstanding, and they have very good relationships with each other and with staff, ensuring that the school is a friendly and happy place to be. They show real empathy for each other, and older pupils show great consideration for the younger ones, helping them as a matter of course. A group of Year 4 pupils agreed that 'It's a very nice school and we like it very much', and one of them added 'It's really easy to make friends, everyone is kind and trustworthy.'

Attendance is good. Pupils thoroughly enjoy school, and their attitudes to work are outstanding. They are keen to do well and take a real pride in their achievements. They make a good contribution to the community, both within the school and in the locality, particularly through links with the Church. Their good basic skills and outstanding attitudes to work stand them in good stead for their future lives and economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good throughout the school. Teachers have very good relationships with pupils and manage and organise them well. Lessons are lively and purposeful, so pupils enjoy their work, concentrate well, work hard and make good progress. Teachers integrate the use of ICT into their work very well, contributing to pupils' learning in a variety of subjects. All pupils have fun in learning. Some new Reception children are enjoying it so much that they don't believe they are 'working' even when they are making good progress through intense concentration.

Teachers make very good use of the school's thorough and detailed assessment information to plan lessons. As a result, work is generally well matched to the needs of individuals, and this supports the good progress they make. Occasionally, teachers miss chances to assess pupils' learning in the sessions that often take place at the ends of lessons, to review what has been done. Teachers explain things well and make very effective use of interactive whiteboards to help pupils understand more clearly. In a few lessons, teachers miss opportunities to draw on pupils' speaking and listening skills to enhance their learning.

Curriculum and other activities

Grade: 2

The school has a good curriculum that covers all the relevant subjects well. A particular strength is the regular occurrence of 'themed weeks,' when the focus is on a particular subject and all the pupils get a chance to work with a variety of teachers on exciting and stimulating projects. Pupils recall these weeks fondly and are able to talk extensively about what they did and what they learned. The provision of a good range of extra-curricular clubs for pupils throughout the age-range contributes to their learning and their enjoyment.

There is some good practice in linking work in different subjects, which helps pupils' understanding. For example, a very good session was observed when pupils in Year 4 discussed which words might feature in writing about 'invaders' as opposed to 'settlers'. This increased their understanding of history and of the subtleties of vocabulary, as well as developing their speaking and listening skills. Such use of speaking and listening to help pupils learn throughout the curriculum is developing well, but is not consistent, particularly in supporting writing.

Care, guidance and support

Grade: 1

Good procedures are in place to ensure pupils' health and safety. Staff form very positive relationships with pupils, who settle happily into school right from the start. Pupils are cared for very well and treated with kindness and respect, and this gives

them the confidence to learn in class and ensures they feel safe and secure. The clear expectations and guidance provided by teachers lead to pupils' excellent social and moral development, shown by their outstanding behaviour. The consistent promotion of healthy eating and exercise gives pupils a good understanding of healthy lifestyles, and results in their enthusiastic participation in sports clubs and physical education lessons.

The academic guidance provided is outstanding. Detailed, rigorous and thorough assessments of pupils' progress are used to plan what they need to learn next, so that work is matched well to their needs. This strongly supports their achievement. Pupils are set individual targets in English and mathematics, which they help to monitor themselves, so they have a good understanding of their own learning. Individual education plans for pupils with learning difficulties are clear and specific, and support their achievement very well.

Leadership and management

Grade: 2

Good leadership and management are major factors in the school's good provision and the pupils' achievement and outstanding personal development.

Self-evaluation is thorough and detailed and focuses on pupils' achievements. It is based on careful analysis of assessment results for both individuals and year-groups, as well as the monitoring of teaching and pupils' work. When issues are identified, staff work successfully as a team to address them. For example, a concentration on pupils' comprehension skills raised standards, leading to better results in national assessments. More recently, a focus on writing has led to an upturn in progress, although more remains to be done. Improvements since the last inspection have been good, particularly in better provision for ICT, and in the direction provided by subject leaders.

The monitoring of teaching by the headteacher is very effective because it provides clear feedback to teachers to help them make improvements. Such monitoring by other staff is more variable in quality, and written evaluations are sometimes too descriptive, without giving the teacher pointers for improving their work. Subject leaders now provide a successful lead to colleagues, offering them effective advice and training through, for example, organising the 'themed weeks' in their subjects. They have started to analyse pupils' work, but this is not yet systematic enough.

Governors are keen to support the school, and have a good understanding of the strengths of its pastoral provision. They have accurately identified that they know too little about the strengths and weaknesses in standards, and this limits how well they can act as a 'critical friend' to the school.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for all your help when I came to see you, especially the children from Robins and Eagles who came to talk to me. This is what I thought about your school.

Clewer Green is a good school and you enjoy being there. Your teachers are all good at helping you to learn. They keep a very careful eye on how you are getting on, so they can plan just what to teach you next. You are doing well in most subjects, because you try hard and do your best. You are particularly good at reading. You are not quite as good at writing, and your teachers are planning to help you get even better, by encouraging you to talk more about things before you write about them. You are all doing well at ICT, particularly with the new equipment in the computer suite.

You get lots of interesting things to do in lessons, and there are lots of clubs to go to. I was very impressed by what you told me you had learned in your special Theme Weeks, and I know you are looking forward to the next one.

I was also very impressed by how well you all behaved in lessons and by how well you all get on with each other. The staff look after you very well, so that the school is a friendly, safe and happy place to be.

The headteacher and the governors are good at running things and are always trying to make things better. The governors are trying to learn more about the school so they can help it to improve.

To get even better, I think it would help if

- you and your teachers worked together to make your writing as good as your reading
- your teachers had more chances to check on how things are going in different classes, and to give each other tips about helping you learn even more
- the governors could find out more about how you are getting on with your work.

Best wishes,

Steven Hill (Lead Inspector)