



# Furze Platt Infant School

## Inspection Report

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**Unique Reference Number** 109846  
**Local Authority** Windsor and Maidenhead  
**Inspection number** 288512  
**Inspection dates** 7–8 November 2006  
**Reporting inspector** Rob Crompton

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

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<b>Type of school</b>	Infant	<b>School address</b>	Oaken Grove
<b>School category</b>	Community		Maidenhead
<b>Age range of pupils</b>	5–7		SL6 6HQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01628 624385
<b>Number on roll (school)</b>	152	<b>Fax number</b>	01628 784566
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Paul Hay
		<b>Headteacher</b>	Mrs Deborah Leach
<b>Date of previous school inspection</b>	30 April 2001		

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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

The school is broadly average in terms of size, the proportion of pupils from ethnic minorities and those who speak English as an additional language. The proportion of pupils with learning difficulties and disabilities is typical of most schools. The local authority's admissions policy means that children are not admitted until the statutory age, so children born after April go straight into Year 1. Attainment on entry is above average, although children with experience in Reception are generally more advanced than the youngest pupils as they enter Year 1. The school has been awarded the ICT Mark because of its good provision for information and communication technology (ICT). It has achieved the Investors in People standard and recently gained the National Healthy Schools award.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

It is clear why this school enjoys a high reputation and is so popular with children and their parents. It is a good school with outstanding features where pupils thrive. A shared determination to provide the very best opportunities for pupils is evident in all aspects of the school's work. Under the excellent leadership of the headteacher, the school provides first class care for all pupils, reflecting a passionate commitment to the inclusion of all in its activities. Progress since the last inspection has been exceptionally good, with many aspects of the school's work showing much improvement. The quality of teaching, the curriculum and achievement, for example, were satisfactory previously, and these aspects of the school's work are now strengths.

Relationships are excellent. Pupils enter the school eagerly each day because, as one parent remarked, 'They have fun while learning the essentials'. Pupils work hard in lessons and, because the teaching is consistently effective, achievement is good and standards are above average. Pupils make particularly good headway in reading and mathematics where standards are significantly above average. Although standards in writing are average and improving, opportunities for pupils to consolidate and improve their writing skills outside literacy lessons are limited, which restricts the rate of progress. Good provision in the Foundation Stage means that children progress well and most reach expectations in all areas of learning. About a third of pupils start school for the first time in Year 1. They make good progress and reach average standards by the end of Year 2 but their attainment is generally below that of the other pupils.

Pupils say that everyone is friendly and it is clear that they feel safe and well looked after. They have an excellent understanding of the benefits of keeping healthy and taking exercise, and willingly volunteer to take on responsibilities and contribute ideas. Pupils' confidence in working cooperatively and independently, together with their secure basic skills provides a strong base for future learning.

### What the school should do to improve further

- Provide more opportunities for pupils to consolidate and improve their writing skills

## Achievement and standards

### Grade: 2

Standards are above average and achievement is good. Children achieve well during the Foundation Stage and standards are above average by the end of Reception. They build well on this secure start and standards in reading and mathematics are generally above average by the end of Year 2. Progress in writing is slower in Year 1 than in reading but accelerates during Year 2 leading to average standards by the end of the year. Pupils in the current year 2 classes are on course to reach higher standards in writing than in previous years. Standards in science are above average, with about half of the pupils reaching the higher levels. The school's excellent tracking system shows

that most pupils, including those with learning difficulties and disabilities, more able pupils and those with English as an additional language, make good progress towards their individual targets. Although pupils with no Reception experience progress well and their overall standards are average by the end of Year 2, they are up to a year behind other pupils in the school. Despite the school's efforts, because of their late start, some pupils have too much catching up to do to reach their full potential.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding. They thoroughly enjoy every aspect of school life, trying hard in lessons and eagerly participating in the wide range of extra activities. Their spiritual, moral, social and cultural development is excellent overall. Pupils' outstanding social and moral development is evident in the way that they behave extremely well in and around the school and the great care they show for one another. For example, pupils are extremely supportive of children who have physical disabilities. Their understanding of the need to stay safe is excellent. Pupils are equally well informed about the need to eat healthily and the importance of exercise. This is evident in the choices they make at lunch time and in the number taking part in physical activities. Through the school council and by helping around the school, pupils make a good contribution to its smooth running. They have a sense of empathy and concern for others and a strong awareness of how they can support people less fortunate than themselves, for example, through their support of charities. Pupils' good basic skills, their competence in using computers and their confidence in working cooperatively stand them in good stead for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good quality teaching means that pupils develop good learning habits. Teachers establish excellent relationships and are skilled at motivating pupils to do their best. Lively and dynamic teaching is the norm and this means that pupils pay attention in lessons and make good progress. The level of challenge for different groups of pupils in each class is well matched to their prior learning. Teaching assistants make a very good contribution to lessons and provide sensitive support to pupils with learning difficulties and disabilities. Underpinned by a high level of subject expertise, the teaching of literacy and numeracy is particularly effective. Some teaching in year 1 is outstanding. Occasionally, too much time is spent introducing lessons which limits the time pupils work independently and sometimes, in Year 1, there are too few practical tasks for the youngest pupils.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a rich curriculum, which meets the needs of individuals well. The curriculum is well-planned and links subjects effectively, although there are too few opportunities for pupils to write for a range of purposes and in different contexts. Specific themes are used to develop learning in more depth. During the inspection, for example, pupils were successfully learning about transport and safety as part of 'Road Safety Week.' Structured support is provided by teachers and teaching assistants for pupils with learning difficulties and disabilities or those identified as gifted and talented. The very good provision for personal and social education encourages pupils to recognise the importance of healthy lifestyles. Activities out of school and at lunchtime are excellent and add significantly to pupils' experiences, such as in gardening, French or chess clubs.

## **Care, guidance and support**

### **Grade: 1**

The quality of care, support and guidance is excellent. Parents are pleased that their children settle so happily into school. Teachers have an outstanding commitment to pupils, planning effectively for their needs. Excellent assessment systems are used to monitor academic and personal development and learning targets are planned for each pupil. Their progress is assessed each half-term and individual targets are revised. This means that teachers have an up-to-date profile of how pupils are doing which helps them to set suitably challenging targets. High quality care is provided for pupils with learning difficulties or disabilities and other vulnerable groups. There are excellent arrangements with specialist agencies which ensure that appropriate support is provided, as necessary. A speech and language therapist works in school each week, for example. Arrangements for health and safety, first aid and risk assessment are very good, and all statutory checks are completed appropriately.

## **Leadership and management**

### **Grade: 1**

The headteacher has clarity of vision and an excellent ability to drive the school forward. She is instrumental in promoting a shared approach to leadership and management, and makes very good use of expertise within the school to help ensure that all pupils do as well as they can. This is a significant improvement since the last inspection, when there were weaknesses in assessment and its use to identify the next steps in pupils' learning. Improvements to assessment have contributed to the enhancement of provision for pupils with learning difficulties and disabilities, including some with profound needs, which is now excellent. Similarly, provision for pupils with English as an additional language has advanced. The headteacher, staff and governors are all involved in deciding how well the school is doing. They have an excellent ability to measure the school's effectiveness and promote improvement. This is evident from

the way they persistently strive to raise standards in writing. Development plans are sharply focused and very effective because of very good financial management. The school has an excellent capacity to improve as illustrated by the great strides made since the last inspection.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	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	1
The extent to which learners adopt healthy lifestyles	1
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

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

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
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 making the inspectors so welcome when we visited your school. We enjoyed finding out about all the interesting things you do. We think that your school is very good.

What we really liked about your school is:

- you enjoy school and are very good at all times
- you play together very well and care for everyone
- lessons are exciting and you work hard
- your parents and carers are pleased that you come to this school.

To make your school even better we have asked your teachers to find more ways for you to practise your writing in each subject

Best wishes for the future

Rob Crompton

Lead inspector