

# White Waltham CofE School

## Inspection report

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<b>Unique Reference Number</b>	109985
<b>Local Authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	288557
<b>Inspection date</b>	11 July 2007
<b>Reporting inspector</b>	Graham Lee

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>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	167
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Lisa Knill
<b>Headteacher</b>	Mrs Ruth Huckle
<b>Date of previous school inspection</b>	9 July 2001
<b>School address</b>	Waltham Road White Waltham Maidenhead SL6 3SG
<b>Telephone number</b>	01628 822533
<b>Fax number</b>	01628 829917

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This small village school draws pupils from a wide area and a range of mainly advantaged backgrounds. Most pupils are of White British origin. There are a few Traveller learners. The school is deemed to be a garrison school and has a number of children from RAF families. This contributes to the significant number of pupils joining or leaving at other than the usual times. Children join the school as five year olds and most spend one or two terms in the Foundation Stage. There has been a high turnover of staff in recent years. The school has won a number of national awards in recognition of its work including Healthy Schools, Investors in People and Activemark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

White Waltham is an outstanding school. It is very successful in ensuring that pupils reach high standards within a nurturing Christian ethos. This is recognised by most parents who hold the school in high regard. One, expressing the view of many commented, 'This is a truly exceptional school and we could not be happier with the level of education our daughter has received'. Staff look after the children extremely well and ensure that they thrive both academically and personally. Consequently, pupils feel very safe and are buzzing with enthusiasm for everything the school has to offer. Many supported the pupil who said, 'I enjoy everything about the school!' Pupils are extremely well behaved and polite, look after one another and achieve exceptionally well.

Children get off to a flying start in the relatively short time they spend in the Foundation Stage thanks to a stimulating and supportive learning environment which provides them with many exciting things to do. Pupils continue to make rapid progress as they move through the school because of their exemplary attitudes to learning and high quality teaching. This is supported by excellent systems that track their progress and set challenging targets for improvement. This also ensures that additional support is given to those who are finding learning a bit more difficult. Pupils with a range of learning difficulties and disabilities are enabled to achieve as well as their peers. Consequently, pupils reach exceptionally high standards by the time they leave the school. They are extremely well prepared for their secondary education and the world beyond.

The curriculum is outstanding and provides pupils with every opportunity to be creative and really enjoy their education as well as acquiring excellent basic skills. It is considerably enriched through themed weeks, visits, visitors and a range of additional activities in sport, languages and the arts. Consequently, standards in sport and music are particularly high. Pupils say how much they enjoy sport especially and this supports their excellent understanding of the need to adopt a healthy lifestyle. They also contribute very well to the school community through the school council and healthy schools task force, for example, as well as willingly undertaking a range of responsibilities around the school.

The success of the school is the result of high quality leadership. The headteacher leads by example and has high expectations of staff and pupils. In consequence, the school has a relentless drive for improvement based on a secure understanding of its strengths and weaknesses. The headteacher is very ably supported by a talented staff and knowledgeable governing body. Following recent staff changes the school has radically altered its leadership structure to distribute responsibilities more widely. Some members of the team are new to their posts. They are enthusiastic and committed but their roles in relation to maintaining the current high standards and quality of teaching have not yet been fully developed. However, issues from the last inspection have been fully addressed and standards are even higher, indicating outstanding capacity for further improvement.

### What the school should do to improve further

- Develop the monitoring roles of the new leadership team in order to maintain the current standards and high quality of teaching and learning.

## **Achievement and standards**

### **Grade: 1**

Children's skills and understanding when they join the school are wide ranging but a little above average overall. Their very good progress in the Reception class ensures that most reach, and some exceed, the goals set for children of that age by the time they enter Year 1. By the age of seven, standards are significantly above average in reading, writing and mathematics. Pupils build on this very good platform in Key Stage 2 and by the time they leave standards are exceptionally high. They have been within the top 5% of schools nationally for the past few years. In both 2006 and 2007 all pupils in Year 6 reached the expected level and the majority reached the higher level in English, mathematics and science. This represents outstanding achievement from their starting points and is particularly noteworthy in view of the significant number of pupils who join the school during Key Stage 2. Pupils make rapid progress whatever their starting points. This includes pupils with learning difficulties and disabilities who almost always reach expected standards for their age.

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

### **Grade: 1**

Pupils' personal development and well being, including the social, moral, spiritual and cultural aspects, are outstanding. Their enjoyment of school is evident in their excellent attendance and their enthusiastic participation in everything the school has to offer. They are also proud of their academic achievements and enjoy learning because 'teachers make lessons fun'. Pupils feel safe because 'it is a small school and we know each other well', and they believe that adults can be relied upon in the event of problems. As well as being very active, pupils have an acute awareness of the importance of diet in adopting a healthy lifestyle and have made an important contribution to the healthy schools committee. They also take their responsibilities on the school council very seriously and feel that their 'voice' is listened to. They are very aware of environmental issues and actively make a difference as 'Eco Warriors' for example. Pupils also play an important role in the church and village communities and raise money for a variety of charities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Pupils' excellent achievement is the result of outstanding teaching and learning. Teachers have high expectations of pupils and enjoy excellent relationships with them. They expect pupils to think for themselves and give them many opportunities to discuss their ideas in pairs and groups in order to consolidate their ideas. For example, in a Year 4 literacy lesson pupils were presenting very persuasive arguments for and against the idea of zoos. They were all keen to express their ideas and were clear about the differences between a persuasive and balanced text. Interactive technology is used very effectively by teachers and learners to enhance lessons. Teachers mark pupils work regularly and mostly provide them with good guidance about how they might improve. Teaching assistants make a very important contribution to the quality of education particularly for pupils with learning difficulties and disabilities.

## **Curriculum and other activities**

### **Grade: 1**

Pupils achieve exceptionally well in basic skills because the curriculum is designed to support and challenge them as individuals or in groups whatever their ability. As one pupil put it, 'teachers set work at the right level for everybody'. Pupils also develop good skills in information and communication technology and use these to support their learning in other subjects. There are good links between other aspects of the curriculum which help pupils to see the relevance of their learning. For example, pupils in Year 6 used their mathematical skills to conduct a scientific investigation which required them to calculate the velocity of a vehicle travelling down a ramp. The school is aware that these links could be even stronger and is currently reviewing the curriculum in order to develop overarching themes. Provision in the Foundation Stage has been improved significantly since the last inspection. There is now a dedicated space, including an outdoor area, for these children and they have many opportunities to explore the world around them. Pupils are very appreciative of the many enrichment opportunities offered. For example, they really enjoy the many competitive sports they take part in and many play musical instruments and sing in the choir. Parents say that they perform to a very high standard.

## **Care, guidance and support**

### **Grade: 1**

'It has been extremely reassuring to know our children are happy, well cared for and loved whilst enjoying their education' commented one parent, typifying the views of many. At White Waltham every child really does matter and pupils are extremely well looked after. The school works closely with a range of outside agencies to meet their needs. Very effective support is provided for vulnerable pupils including those with a range of learning difficulties and disabilities which enables them to feel secure and make excellent progress. Individual plans for these pupils are much improved from the last inspection. They are fully involved in negotiating their targets and have them prominently displayed when they are working. Indeed, challenging targets are set for pupils of all abilities. Pupils are very familiar with their targets and are clear that they help them to improve their work. The very positive response to the inspection questionnaire from the vast majority of respondents indicates the strength of the partnership with parents.

## **Leadership and management**

### **Grade: 1**

The headteacher leads the school with vigour and determination and has ensured that the school has continued to build on its successes. It is commendable that the high quality of provision and care has been maintained and that standards have continued to rise during a period of considerable staff changes. This is testament to the headteacher's high expectations and the very good systems for the support and monitoring of teaching and learning. Teamwork is at the heart of the school's work and all staff take on a range of responsibilities. With the recent departure of the long-serving deputy headteacher much of the burden for monitoring and evaluation has fallen to the headteacher. However, the opportunity has been taken to extend the senior team which will distribute leadership more widely and build considerable capacity for further improvement. These arrangements are very new, however, and roles need to be developed further. Governors are extremely supportive and hard-working. They are seen regularly in school and provide an excellent balance of challenge and support.



## Annex A

## 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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
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>	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### 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	1
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	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

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



## Annex A

**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	1
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

3 September 2007

Dear Pupils

Inspection of White Waltham CofE School, Maidenhead, SL6 3SG

You may remember that I came to your school last term. I am writing to thank you all for being so friendly and helpful. I really enjoyed my day at White Waltham and I thought you might like to know what I found out.

You and most of your parents are right to be proud of your school because it is outstanding. You told me how much you enjoy all aspects of school life. In particular, you appreciate the many opportunities you have for extra activities in sport, music and drama. You also said how much you enjoy learning because the teachers make lessons fun. I saw plenty of examples of that and I would like to know what your final conclusions were about whether zoos are a good or a bad thing! You all feel safe because staff look after you very well.

I was very impressed with your behaviour around the school and how polite you all were. I lost count of the number of times you held the door open for me! Well done. You are all making excellent progress because of the high quality of teaching and because you are all so keen to learn. Year 6 pupils told me how pleased you were with your SATs results. By the time you leave the school you are reaching extremely high standards. This means that you are well prepared for your secondary education.

Your school is outstanding because of the excellent leadership of the headteacher who works hard to make things even better. She gets lots of help from all the staff who work very well as a team. The school has a new team of people to help the headteacher. I think this will help the school to keep up its excellent work once they have had a chance to settle into their jobs.

With the best of luck to you all, especially those who are going on to secondary school.

Yours truly,

Graham LeeLead Inspector