

Dedworth Green First School

Inspection report

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| Unique Reference Number | 109834 |
| Local Authority | Windsor and Maidenhead |
| Inspection number | 310116 |
| Inspection dates | 11–12 November 2008 |
| Reporting inspector | John Collins |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| Type of school | First |
| School category | Community |
| Age range of pupils | 5–9 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 187 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Mrs Alison Taylor |
| Headteacher | Miss Helen Fisher |
| Date of previous school inspection | 17 January 2005 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Smiths Lane Windsor SL4 5PE |
| Telephone number | 01753 861 668 |
| Fax number | 01753 865 108 |

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|--------------------------|---------------------|
| Age group | 5–9 |
| Inspection dates | 11–12 November 2008 |
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Three quarters of pupils at this smaller than average primary school are of White British background. Other sizeable groups include pupils of Asian or Asian British and other White backgrounds. There is Early Years Foundation Stage (EYFS) provision in Nursery and Reception classes. The proportion of pupils eligible for free school meals is much higher than average, as is that of pupils with learning difficulties, including those with a statement of special educational needs. This includes a significant group of pupils who have moderate learning difficulties. The school has achieved the Healthy School Award, the Investors in People Award, and the Activemark. Extended care is provided through a breakfast club managed by the governing body and an after-school club that is privately run.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. It has made good progress since the last inspection, which is due to the outstanding leadership of the headteacher and the excellent support of the governing body and senior staff. Standards by the end of Year 2 are above average and pupils are achieving well, from starting points that are often well below those expected nationally. Pupils continue to achieve well in Years 3 and 4, maintaining standards above those expected nationally. The quality of teaching has improved and is now consistently good and often better. One parent echoed the very positive views of many when writing, 'I definitely feel I made the right decision in choosing Dedworth Green.' Many parents are also very appreciative of the way the school has developed its links with the local community through the Xtend Centre and the way they have been encouraged to become partners in their children's learning.

Pupils themselves have very positive views of their teachers and the 'fun' lessons that they plan. Behaviour is excellent and pupils show a high regard for their school and for each other. This is because the school promotes social cohesion well and all pupils develop a strong sense of their school community. However, the school council does not make a sufficiently effective contribution to the daily life of the school. Above average attendance shows how much pupils enjoy coming to school. As one parent wrote, 'My children always come home with a smile on their face and eager to tell me of their day.' Parents and pupils rightly see the school as a safe and secure place in which to learn and flourish. Pupils' personal development is outstanding because all pupils are made to feel valued and supported to achieve their best. Nevertheless, while academic guidance is generally good, some pupils are unsure of their targets and so do not know what they can do to improve.

The school has developed very good links with other local and regional schools, and with other organisations, which make a strong contribution to the personal development and well-being of all pupils. The spiritual, moral, and cultural development of pupils is good. Their social development is outstanding. Pupils have a strong sense of caring for the environment and an awareness of those less fortunate than themselves.

The outstanding curriculum and consistently good teaching have created a positive and exciting learning environment in which all pupils are able to enjoy and achieve. One parent wrote, 'Dedworth Green First School is a very friendly, inclusive school that enables each child to develop at an individual pace.'

Successful improvements since the last inspection, the outstanding leadership of the headteacher, an inventive and exciting curriculum, good teaching and learning, and rising standards and achievement, provide ample evidence that the school has a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

School assessment data show that almost half of children starting school have levels of skills well below those expected, particularly in language and communication. Nevertheless, children make good progress in the EYFS due to consistently good teaching, well-planned provision and a welcoming environment that stimulates children to learn. Excellent use is made of the outdoor area to provide children with an exciting and extensive range of activities that supports their learning well. They are able to exercise safely and learn to take turns and share resources

fairly. This supports well their personal and social development. Children are encouraged to develop confidence and independence through a good range of well-planned activities. Sometimes, however, there is not a good enough balance between adult-led and free-choice activities to enable adults to move children's learning forward at a consistent pace.

The staff team is led and managed very well by the EYFS leader. All staff know the children well and relationships are very good, enabling staff to support those children who need additional help both positively and sensitively. Regular assessments are used effectively to track children's progress, and these form the basis for future planning. Good teaching ensures good progress so that, by the end of the EYFS, most children are working securely at the levels expected of them. There are good links between home and school, and many parents wrote to express their appreciation for the good start their children make to their life in school.

What the school should do to improve further

- Raise standards by ensuring that all pupils have a clearer understanding of their targets so that they know what they have to do to improve.
- Strengthen the role of the school council so that pupils are able to make a more effective contribution to the daily life of the school.

Achievement and standards

Grade: 2

The latest national test data and the school's own tracking and assessment data show that standards by the end of Year 2 are above average in reading and mathematics and well above in writing. In writing and mathematics, a high proportion of pupils exceed the expected levels for their age. The improvement in writing is a notable success story since the last inspection. Tracking data show that this success continues into Years 3 and 4, where pupils make particularly good progress in reading. Most pupils are making better than expected progress as they move through the school. This represents good achievement for the great majority of pupils, given that their starting points are well below average when they join school. Pupils with moderate learning difficulties and those with statements of special educational needs make similarly good progress to that of their classmates. Consistently good teaching, an inventive and exciting curriculum, and the increasingly effective leadership and management of subject areas have brought about the improvements in standards and achievement.

Personal development and well-being

Grade: 1

Pupils greatly enjoy their time in school. As one said, 'I don't like going home because it's fun at school and at the weekend I get bored!' Very high levels of enjoyment and consistently good attendance mean that pupils are well prepared for their future lives. Pupils have excellent relationships with teachers and other adults, and say they are confident that they have someone to turn to if they have any worries. This helps them to feel safe and valued. Behaviour is outstanding, and one parent said, 'Since my son started this school, his behaviour at home has greatly improved.' Pupils have a very good understanding of what it means to lead a healthy lifestyle. Their contributions to local and wider communities are good but the role of the school council, which is valued by pupils, does not enable them to make enough contribution to the school's daily life. Spiritual, moral and cultural development is good. Pupils' social development is outstanding and is a strength of the school: it is evident in the high quality of relationships in the school, with all pupils showing great respect for each other and for all adults. There is

good harmony between pupils, and they work well together. Pupils have a good understanding of bullying but say that it rarely happens. Pupils are respectful and polite to each other and to visitors to school.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are now consistently good, with some outstanding lessons seen. This improvement has been brought about by effective monitoring by the headteacher and senior staff, and well-focused training. Lessons are well planned and pupils know the purpose of their learning. Good opportunities are provided in discussions, and with 'talking partners', to develop pupils' speaking and listening skills. Work is well matched to the needs of different groups so that all are able to achieve success and contribute to lessons. This contributes strongly to their personal development by raising their confidence and self-esteem. There are good opportunities for pupils to work in pairs or small groups, but sometimes opportunities are missed for pupils to develop independence in their learning. The Nurture Group provides well-targeted support for small groups of pupils with emotional and behavioural problems outside the classroom. Teaching assistants and the Nurture Group are particularly effective in encouraging and enabling pupils with moderate learning difficulties to access all aspects of the curriculum. They make a significant contribution to pupils' learning.

Curriculum and other activities

Grade: 1

One of the outstanding features of the school is the way the curriculum is made interesting and exciting for all groups of pupils, including the gifted and talented. One parent wrote, 'My child comes home excited by her learning.' Curriculum developments, such as special theme weeks and topics, have strengthened creative links between subjects and have made learning more meaningful, purposeful and enjoyable. The use of information and communication technology is beginning to extend pupils' learning across various subjects. Art is a particular strength in the school and one parent commented, 'It is a wonderful, colourful school to walk into every morning.' Pupils enjoy the excellent range of clubs available, which contribute well to their enjoyment and being fit and active. The school places a high emphasis on developing cultural awareness through activities such as themed learning weeks. Enrichment opportunities are also very good. Whole-school visits, such as that to the Tate Gallery, result in good cultural development of all pupils. These additional opportunities are much appreciated by pupils and parents alike.

Care, guidance and support

Grade: 2

The school fully meets requirements to ensure its pupils are safe and secure. Pupils themselves say they feel safe and happy, and get on well with each other. Pupils are extremely well looked after and one parent's comment is typical of many, 'I know my children are safe and happy and learning lots.' Parents are delighted with the way they are fully informed and involved in their children's learning. The school has developed effective partnership with outside agencies to support those children who need extra help. As a result, these children make good progress. The Nurture Group plays a particularly strong role in supporting pupils with emotional and

behavioural problems. One parent wrote, 'My son has had more support and achieved more in the short time he's been at the school than he ever did before.' As a result of thorough tracking of progress, all staff know how well their pupils are doing and their next steps in learning. Marking is good and often gives good guidance to pupils on what they must do next in order to improve. However, talking to pupils shows that while some pupils, particularly at the top of the school, know their individual targets and how to improve, this is not always the case with others.

Leadership and management

Grade: 2

The outstanding leadership of the headteacher has been the major factor in leading the drive to raise standards and achievement. She has received outstanding support from senior teachers and the governing body. Together, they have been successful in giving the school very clear direction and a sense of purpose. They have created a strong team ethos in the whole school that supports their aims. This has been much appreciated by the overwhelming majority of parents, who fully support the work of the school. As one wrote, 'I can't think of a better school to send a child to.' Since the last inspection, the role of subject leaders is stronger and they are playing an effective role in leading the development of their subject areas. The focus on writing, for example, has improved standards in Key Stage 1, and improved pupils' achievement in Years 3 and 4. Achievement is now good for all groups of pupils by the end of Key Stage 1 and Year 4, with most pupils making better than expected progress. The developing roles of middle managers is also enabling the school to build up a broader picture of its strengths and of areas for future development, so that school self-evaluation is now secure. This shows in the challenging targets of the school improvement plan, which are focused on moving the school forward.

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Annex A

Inspection judgements

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| 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

| | |
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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well being? | 1 |
| The capacity to make any necessary improvements | 2 |

Effectiveness of the Early Years Foundation Stage

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|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 2 |
| How well do children in the EYFS achieve? | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop? | 2 |
| How effectively is the welfare of children in the EYFS promoted? | 1 |
| How effectively is provision in the EYFS led and managed? | 1 |

Achievement and standards

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|--|---|
| 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/or disabilities make progress | 2 |

¹Grade 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.

Personal development and well-being

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|---|---|
| How good are the overall personal development and well-being of the learners? | 1 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners enjoy their education | 1 |
| The attendance of learners | 2 |
| The behaviour of learners | 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

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

Leadership and management

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|--|-----|
| 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 | 1 |
| How effectively leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination eliminated | 1 |
| How well does the school contribute to community cohesion? | 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 | 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**

25 November 2008

Dear Children

Inspection of Dedworth Green First School, Windsor, SL4 5PE

Thank you for being so helpful and for making us welcome when we came to visit your school. We really enjoyed talking to you and looking at your work. You told us how much you enjoy coming to school and we agree with you that Dedworth Green is a good school.

These are some of the things we think the school does well.

- Many of you are now reaching higher standards in writing, reading and mathematics, and making good progress as you move through the school.
- We think the headteacher, the governors and the senior teachers are doing an excellent job of looking after you and preparing you for the future.
- We think your behaviour is excellent and that you really enjoy coming to school.
- We agree with you that your teachers are good and make learning fun and exciting.

Here are two things we have asked the school to do to make things even better.

- We have asked the school to make sure you all understand your targets and how they will help you to improve even more in the future.
- We have asked the school to make sure the school council has a bigger say in the daily life of the school.

You all can help by trying hard to do your very best at all times and continuing to enjoy your time at school. Remember to ask your teachers for help if you need it.

Good luck to you all in the future.

Yours sincerely

John Collins

Lead Inspector