

The Queen Anne Royal Free CofE Controlled First School

Inspection report

Unique Reference Number	109997
Local Authority	Windsor and Maidenhead
Inspection number	310171
Inspection date	3 July 2008
Reporting inspector	Derek Watts

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

Type of school	First
School category	Voluntary controlled
Age range of pupils	4-9
Gender of pupils	Mixed
Number on roll	
School	142
Appropriate authority	The governing body
Chair	Mrs Sandra Rodbard-Brown
Headteacher	Mrs Christina Moss
Date of previous school inspection	21 June 2004
School address	Chaucer Close Windsor SL4 3EH
Telephone number	01753 830885
Fax number	01753 831876

Age group	4-9
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Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following aspects:

- how well leadership and management were improving pupils' achievement and standards in writing
- the extent pupils apply and develop writing, and information and communication technology (ICT) skills in other subjects
- how well assessment, marking and target setting are contributing to pupils' progress.

Evidence was gathered from lesson observations and a scrutiny of pupils' work and school documentation. Parents' questionnaires and discussions with pupils, governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a smaller than average primary school. About 70% of pupils come from a White British background. The remainder come from a wide range of other ethnic groups. An average proportion of pupils speak English as an additional language but very few are at an early stage of English acquisition. The proportion of pupils with learning difficulties is about average; the nature of these include multiple learning difficulties and speech, language and communication difficulties. In the current Year 4, a higher than usual proportion of pupils have left or joined the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The Queen Anne is a good school. There are outstanding features to its work. High quality care, guidance and support, and a very positive school climate lead to outstanding personal development and well-being for pupils. Children get off to a good start in Reception. Pupils in Years 1 to 4 achieve well from their various starting points because of good teaching and an exciting curriculum.

Good leadership and management are key factors contributing to the school's success and to the good improvements made since the last inspection. An experienced and established headteacher provides good educational direction. With her staff, she has created a very positive atmosphere for pupils to learn and staff to work. The headteacher is well supported by other senior staff particularly the deputy headteacher. There are good systems to review the school's performance. Positive action has been taken to raise standards by sharpening the use of assessment and improving the curriculum. The use of information and communication technology (ICT) to support teaching and learning has also improved. However, senior leaders are not complacent and recognise that standards could be higher in writing. Governors possess a good understanding of the school's performance. They provide good support. There are some very experienced governors and members with specific expertise have been recruited.

Parents hold positive views about the school and most are extremely pleased with both the care and education provided for their children. A strong partnership has been established. Some typical comments from the questionnaire were, 'Very happy with The Queen Anne', 'Extremely happy with our choice of school', 'Very happy with standard of teaching and care', 'Pleased with my child's progress' and 'Behaviour is excellent'. However, a significant minority are concerned about the job shares in some classes.

Standards by the end of Year 2 have improved from average to well above average since the last inspection. Year 2 assessments in 2007 were well above average overall. They were well above average in reading and mathematics and above average in writing. Assessments and the study of pupils' work indicate that standards in the current Year 2 are similar. A number of factors have contributed to the improvements. Children's attainment on entry has changed from average to above average in recent years. A well-structured reading programme has had a positive impact on reading. However, the school recognises that not enough pupils attain the higher levels in writing. Standards in the current Year 4 are above those expected for the pupils' age, reflecting their lower starting points and the higher than usual proportion that left or joined the school late. Nevertheless, pupils have made good progress.

Teaching is good. There are examples of outstanding practice. Teachers have very good relationships with the pupils and manage them well. The purpose of the lesson is usually shared with the pupils who are clear about what they are expected to learn. Occasionally, pupils are not entirely clear about what is expected and the pace of learning declines. In the main, teachers use assessment information well to match activities and tasks to pupils' abilities and needs. Pupils are challenged well and make good gains in their learning. Pupils are attentive and respond well to teachers' effective questioning. Pupils are not always given sufficient time for written tasks and this can hinder the production of detailed extended work. Teaching assistants are well directed. They make a valuable contribution to learning, particularly for those pupils who need additional support with language and literacy. Pupils at an early stage of learning English receive well-targeted support. The marking of pupils' work has improved. Encouragement

and praise is given for good work and constructive comments are provided that help pupils improve.

The curriculum promotes good achievement for pupils' and makes an excellent contribution to their personal development. The school has developed good links between subjects through interesting topics. For example in Year 2, artwork, history and writing are incorporated well in the 'Great Fire of London' topic. This approach adds enjoyment and meaning to learning. There are good examples of pupils applying and developing writing skills in other subjects but not sufficient opportunities for extended writing. Pupils in Year 4 produced interesting accounts of Olympic Games when studying the Ancient Greeks. ICT is used well to support teaching and learning in different areas. Pupils in Year 3 created a short animated film of their drama work. They also produced multimedia presentations to show the growth of plants. The school's attractive grounds and good outdoor learning facilities are well used. A pond and wooded areas enhance scientific study and there is a good range of balancing and climbing equipment. A variety of clubs, visits and visitors enrich pupils' learning. A successful Year 4 residential trip to Kent provides exciting outdoor activities that build pupils' confidence, self-esteem and teamwork.

Pastoral care is excellent and there are clear procedures to safeguard pupils. Assessment and progress monitoring systems are good and used well to plan teaching and inform improvement planning. Pupils have specific learning targets in writing and mathematics so most know what they are working on to improve. Spiritual, moral, social and cultural development is outstanding. Pupils thoroughly enjoy school. This is reflected by their excellent attendance levels and their keen participation in activities. Behaviour is outstanding because of high expectations by staff, very good relationships between pupils and adults and an effective system of rewards. Pupils adopt healthy lifestyles and show an excellent understanding of the importance of healthy eating, exercising regularly and keeping safe. They thrive on the additional responsibilities given. Those on the school council have improved playground equipment. Pupils contribute well to the wider community, for example, by raising funds for well known charities. Pupils have good basic, personal and social skills and are very well prepared for the next stage of their education.

Effectiveness of the Foundation Stage

Grade: 2

Children now enter the school with knowledge and skills above those expected for their age. Good teaching and an interesting curriculum enables children to make good progress in all areas of learning. A wide range of stimulating activities is planned around interesting themes such as 'other lands'. Teachers and teaching assistants provide a good balance of adult-led activities and opportunities for children to explore, be creative and work independently. Children have sound opportunities to develop basic writing skills but there is scope to extend these. The current assessments show that by the end of Reception, standards are well above those expected.

What the school should do to improve further

- Increase the proportions of pupils who attain the higher levels in writing by providing more opportunities for extended writing.
- Ensure that all lessons have a clear purpose and that learning proceeds at a brisk pace.

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Annex A

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
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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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

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.

Annex A

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 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 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	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

15 July 2008

Dear Pupils

Inspection of The Queen Anne Royal Free CofE Controlled First School,Windsor,SL4 3EH

Thank you so much for welcoming me into your school and showing me your work. I enjoyed my visit and would like to tell you about some of the things I found out. Yours is a good school. It has some outstanding features.

These are strengths of the school.

- Children in Reception get off to a good start.
- You all thoroughly enjoy school and your attendance is very good.
- The school is a very caring, welcoming and pleasant place to be.
- Your behaviour is outstanding and rewards recognise this well.
- You are taught well, which is why you are making good progress.
- You show an excellent understanding of healthy lifestyles and keeping safe.
- A good range of learning activities are provided for you, including clubs, visitors and visits.
- The school is well led by your headteacher and she receives good support from other senior staff.
- Staff take excellent care of you and give you outstanding support.
- Your parents give the school good support and are very pleased with the care and education provided.

There are two areas that the school could work on to make it even better.

- Some of you could make more progress in writing and we have asked that you have longer writing time for this to happen.
- At times, your teachers could make the purpose of the lesson clearer to you and make sure that the lesson moves along at a good pace.

I wish you all the very best for the future and keep up the good work.

Yours sincerely

Derek Watts

Lead Inspector