

King's Court First School

Inspection report

Unique Reference Number	109827
Local Authority	Windsor and Maidenhead
Inspection number	337380
Inspection dates	20–21 January 2010
Reporting inspector	Barbara Atcheson

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

Type of school	First
School category	Community
Age range of pupils	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Neil Dodds
Headteacher	Karen Littlewood
Date of previous school inspection	6 May 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed nine teachers and spent four hours observing learning. They held meetings with governors, staff, pupils and parents or carers. They observed the school's work, and looked at the quality of monitoring, improvement planning and other key documents. Inspectors also considered the 68 questionnaires received from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the result of school action to raise attainment of pupils in Key Stage 1 and 2 to determine whether teaching is sufficiently challenging
- the effectiveness of the Early Years Foundation Stage provision in the new Early Years Foundation Stage Unit
- the development of international and national dimensions to the promotion of community cohesion.

Information about the school

This is an average-sized first school. The proportion of pupils entitled to free school meals is below the national average. Three quarters of the pupils are of White British heritage. The remainder are from a wide variety of minority ethnic groups. A few pupils are learning to speak English as an additional language. The proportion of pupils with special education needs and/or disabilities is below the national average. However, the proportion of pupils with a statement of special educational needs is higher than average; their needs mainly relate to speech, language and communication difficulties, behavioural, emotional and social difficulties or autism. Children in Nursery and Reception were organised into one Early Years Foundation Stage unit in January 2010. Pupils transfer to middle school at the end of Year 4. The school runs a breakfast club. There is also a privately run after-school club which is not managed by the school's governing body, so it is inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where pupils' achievement has increased dramatically since the last inspection, as a direct result of the headteacher's relentless pursuit of excellence and the hard-working staff's commitment to this vision. Attainment overall is average as pupils at the end of Year 2 reached average levels in 2007 and 2008. However, last year, pupils at the end of Year 2 reached levels of attainment that were significantly above those expected nationally, in all areas. Pupils at the end of Year 4 also reached levels that were well above those expected for their age. This was because, despite some initial opposition, the headteacher reorganised Years 1 and 2 into integrated year groups, similar to those for Years 3 and 4, to give support to pupils where they need more practice and to extend them where they are ready to move on.

Sharp analysis of pupils' results showed a weakness in literacy. The introduction of a well-structured reading scheme and a dynamic programme to teach letter sounds had a direct impact on improving pupils' reading and writing. The school consolidated this by enlisting the support of parents and carers in their children's learning through a course of workshops. When the school turned its attention to mathematics, well-targeted packs sent home as homework provided an enjoyable way for pupils to reinforce skills, knowledge and understanding. In addition, the good use of assessment information has ensured that learning is tailor-made for pupils' learning needs.

Work seen in class indicates that all pupils are currently making good and sometimes outstanding progress. On the back of this success, the school has just reorganised the Early Years Foundation Stage into one unit to provide similar opportunities for support and extension to the younger children. However, it is too soon for the impact to be seen in terms of children's outcomes.

These are the key factors which demonstrate the school's good capacity for continued improvement and how well the school meets the needs of all pupils.

- Pupils are motivated and say their work is interesting and enjoyable.
- Pupils' behaviour is good. They are thoughtful, kind and supportive of each other. They have a good understanding of what makes a healthy lifestyle and play a valuable role in the life of the school.
- An appropriate level of safeguarding ensures that pupils feel secure and have a good awareness of safety.
- Children in the Early Years Foundation Stage make satisfactory progress. However, activities are neither challenging nor stimulating enough to ensure that children maximise learning opportunities both in and out of doors.
- Teaching is good because teachers have high expectations and good subject

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knowledge.

- A creative curriculum promotes positive links between subjects.
- Attendance is above average. Pupils say they enjoy coming to school.
- Links with parents and carers are outstanding and parents and carers appreciate the good level of care, guidance and support their children receive.

The school's accurate use of self-evaluation ensures that the well-considered plan for improvement is focused on the right priorities. Robust, effective target setting and monitoring of pupil progress ensure that support and intervention are effective. Senior leaders work hard and share the headteacher's enthusiasm for continual improvement and this has secured a good measure of success over a very short period of time. The governing body works hard and plays an influential role in determining the strategic direction of the school. Whilst the school promotes community cohesion well within its local community, plans for pupil improvement have slowed the school's programme to fully introduce the national and international dimension.

What does the school need to do to improve further?

- Improve the provision in Early Years Foundation Stage by July 2010 through ensuring that all teachers plan rich and stimulating activities both in and out of doors which are challenging and give children the maximum opportunity to practise their skills, explore and investigate.
- Provide, by December 2010, opportunities for pupils to develop a better understanding of life in a different part of the United Kingdom and communities in other parts of the world.

Outcomes for individuals and groups of pupils**2**

Pupils are motivated and engaged in their learning. For example, Year 1 and 2 pupils were excited at their success in exploring spelling options, saying 'Let me! I can see where the word is wrong!' Pupils make good progress because they really know and understand their learning. In a Year 1 and 2 science lesson on electricity, pupils eagerly explored their torches, experimenting how to use the batteries. The teacher's well-framed questions helped them refine their ideas and deepen their thinking. Pupils enjoy lessons where the work is pitched at the right level and they make good progress, even when the area of learning is new to them, and when teachers use their own good subject knowledge effectively. For example, Year 3 and 4 pupils who were using a 'Carroll' diagram to collect data for the first time could explain what they were doing and were confident with the concept. They used accurate subject language when discussing and supporting each other as they successfully explored possible solutions, because of the skilful one-to-one intervention of the teacher.

Pupils with special educational needs and/or disabilities receive good support and make progress at a similar rate to their peers. Learning is effectively planned to meet their specific needs and teaching assistants are skilled in structuring the small steps that lead to good progress. All class teachers have a class profile and have responsibility for

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checking on the progress of different groups and, as a consequence, any underperformance is quickly spotted and addressed so that all pupils make good and sometimes outstanding progress, regardless of gender, ethnicity or ability.

The positive ethos that results from the good care, guidance and support that the pupils receive enables them to develop good personal qualities. They say that they like school because 'There is always someone beside you to help you.' They work and play harmoniously. They say there is very little bullying because 'It is about what people are, not what they look like.' Pupils are knowledgeable about how to stay safe. They enjoy a healthy choice at lunchtime and fruit for their break. Members of the school council are proud of the money that they have raised and how they have learned to manage their budget to buy new play equipment. Good behaviour and above average attendance contribute well to their good achievement.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good relationships, enthusiastic teachers and a curriculum that is based on pupils' interests and makes effective links between subjects ensure that pupils enjoy their

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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learning. In conversation over lunch, one pupil said 'We have been making jam sandwiches, but not just that, we have made a recipe!' Improved information and communication technology resources are skilfully used by teachers to enhance pupils' involvement in their learning. Where the pace of teaching is brisk and teachers use their own good subject knowledge effectively, the rate of pupils' progress increases. For example, Year 3 and 4 pupils used ambitious vocabulary to produce examples of alliteration combined with the use of adverbs. As soon as one pupil had given a good example such as 'a mumbling monkey as brown as mud was climbing confidently,' others quickly followed. Teachers monitor pupils' work and use questions well to secure their learning. Pupils find teachers' comments useful in helping them to improve their work. For example, close evaluative marking in literacy was helpful to Year 1 and 2 pupils when they used connectives and punctuation during the next lesson.

Teaching assistants are well deployed and support learning well. Vulnerable pupils receive effective support which enables them to make good progress in developing social and life skills. Most parents appreciate the good care, guidance and support that enable their children to enjoy the opportunities provided by the school. Effective links with external agencies provide pupils and their parents or carers with expert help and advice. Pupils enjoy the good support that the well-organised school breakfast club provides in helping them to prepare for the day ahead.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The exceptional drive and determination of the headteacher has provided the impetus for rapid improvement. She has instilled confidence and motivated staff to implement the changes that have brought about the good and often outstanding progress currently made by all pupils in Key Stages 1 and 2. Improved tracking systems and accurate assessment bring about realistic but challenging targets, and ensure equality of opportunity and the elimination of discrimination.

Outstanding relationships with parents and carers have made a significant contribution to pupils' learning. Governors make sure that they are well informed and they know the school well. They challenge and support where and when necessary to ensure that all changes are made for the better. There are secure procedures for ensuring the safeguarding of pupils and all those who attend are well cared for and supported. Checks on the suitability of adults to work with children are thorough and child

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protection arrangements are secure and updated regularly. Given the outcomes for pupils, the school provides good value for money.

Senior leaders promote satisfactory levels of community cohesion, particularly in relation to pupils' involvement in the school and the local community, including the Garter ceremony at the castle and opening a shopping centre with the Queen. The school celebrates the richness of its own diversity with 'faith weeks', culminating in a 'faith party'. Although the whole-school focus has been predominantly on raising pupil achievement, staff have undertaken training in global citizenship and international learning and this, together with the school's well-considered plans, means that the school is now well placed to implement its programme for community cohesion more fully to broaden pupils' appreciation of life in a different part of the United Kingdom and a different part of the world.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

As the newly-formed unit under its new Early Years Foundation Stage leader is only a few days old, there has been no time for the impact of this reorganisation to be reflected in improved outcomes for the children. Currently, the outdoor area is not a true reflection of the indoor provision. Teachers provide appropriate activities which ensure that children make satisfactory progress. However, they lack the degree of challenge and excitement and the creative use of rich resources that promotes the higher level of exploration and investigation which result in good progress. The children know that the apples that are freely available will make them healthy. They are confident learners because relationships are good. They settle quickly into the routines

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of school life because they are well cared for and appropriate safeguarding procedures ensure that they feel safe and secure. Parents and carers speak highly of the good links with the school, which help them to support their children's learning well.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Most parents and carers have positive views of the school. They are particularly pleased with the caring, friendly and welcoming ethos. Evidence from the inspection supports parents' and carers' views that children enjoy school and feel safe in school. Individual parents and carers voiced various concerns, for example the level of supervision of children at playtimes, wet leaves on the playground and a reference to bullying. The inspection team found that children were well supervised and that they played safely and happily and were adamant that there was no bullying.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at King's Court First School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 68 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	50	34	50	0	0	0	0
The school keeps my child safe	40	59	25	37	1	1	1	1
The school informs me about my child's progress	20	29	41	60	4	6	1	1
My child is making enough progress at this school	28	41	34	50	3	4	0	0
The teaching is good at this school	32	47	33	49	1	1	0	0
The school helps me to support my child's learning	28	41	36	53	3	4	0	0
The school helps my child to have a healthy lifestyle	28	41	34	50	1	1	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	40	37	54	0	0	0	0
The school meets my child's particular needs	33	49	29	43	4	6	0	0
The school deals effectively with unacceptable behaviour	32	47	28	41	3	4	1	1
The school takes account of my suggestions and concerns	22	32	37	54	6	9	0	0
The school is led and managed effectively	32	47	33	49	1	1	0	0
Overall, I am happy with my child's experience at this school	34	50	28	41	3	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



22 January 2010

Dear Pupils

Inspection of King's Court First School, Old Windsor SL4 2NE

Thank you for being so friendly when we came to your school. We enjoyed visiting your lessons and talking to you. You really helped us. We think your school gives you a good standard of education and these are the main things that helped us come to this conclusion.

- You really enjoy school, behave well and come to school regularly.
- Teaching is good. Teachers work hard to make learning fun.
- You achieve well.
- Children in the unit settle quickly because they are happy and they achieve the levels expected for their age.
- The school provides interesting lessons and a wide range of extra activities.
- You have a good understanding of healthy lifestyles and know how to keep safe.
- The teachers look after you well.
- Your headteacher and her staff have made sure that the school is safe and they are working hard to make learning better for you.

We have asked the school to do two things:

- help children in the unit to do even better by making sure that teachers plan a variety of activities that are interesting and exciting and will help the children to do their best at all times
- make sure that senior leaders make things even better for you by providing opportunities for you to find out what life is like in different parts of the United Kingdom and abroad.

We hope that you will all continue to enjoy coming to school and try your hardest so that you are successful in the future.

Yours sincerely

Barbara Atcheson

Lead inspector

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