

Clewer Green C of E First School

Inspection report

Unique Reference Number	110022
Local Authority	Windsor And Maidenhead
Inspection number	337422
Inspection dates	21–22 October 2009
Reporting inspector	George Rayner

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

Type of school	First
School category	Voluntary aided
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	171
Appropriate authority	The governing body
Chair	Revd. Louise Brown
Headteacher	Mr Martin Tinsley
Date of previous school inspection	4 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited eight lessons, and held meetings with the chair of governors, staff and some pupils. They observed the school's work, and looked at documents, including the school improvement plan, reports from the school improvement partner, assessment records, information from the monitoring of teaching, safeguarding records and related policies, minutes of governors' meetings, teachers' plans and records of curriculum activities.

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

- the learning and progress of different pupil groups, taking account of any changes that may have taken place in attainment on entry to the school
- how consistently effective the teaching of writing is across the school
- how effectively leaders have evaluated the school's quality and outcomes and used this as a springboard for sharing ambition and driving towards further improvement
- how well the governors meet their obligations.

Information about the school

Although the school is smaller than most similar schools, it is growing due to changes being made to provision in the local area. The proportion of pupils entitled to free school meals is below average but has more than doubled since the previous inspection. The proportion of pupils who have special educational needs and/or disabilities is below that typically found but is also growing. The great majority of pupils are of White British heritage, although the proportion who are not has also doubled since the previous inspection. The school's awards include Healthy School Status, Information and Communication Technology (ICT) Mark and Sportsmark. The headteacher has been in post for just over a year.

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. Pupils achieve well and by the end of Year 4 standards are above those found nationally. The school cares well for the pupils. The great majority of parents, carers and pupils agree that this is a happy school. They say that pupils are secure and well cared for. One parent summed up the views of many with the comment, 'Clewer Green is a very nurturing school which treats all children as individuals. There is a sense of excitement in the school and the children always seem to be happy'. Pupils contribute well to their learning by working hard and enthusiastically joining in with all that the school has to offer. One pupil commented that this is because, 'I love school because it is fun and we always do a bit extra'.

Immediately following the previous inspection, there was a decline in pupils' attainment, particularly in Key Stage 1, partly due to a gradual reduction each year in pupils' attainment when they started school. Both governors and leaders have been determined to reverse this situation. The headteacher has a very clear vision that pupils will be happy, secure and achieve well. Well-focused strategies have been introduced to secure these aims. These include raising the quality of teaching by ensuring regular, rigorous and accurate monitoring. The headteacher is sharing responsibility for this more widely among the staff. The governors have reorganised their systems and taken good advice to improve their ability to hold the school to account by asking the right questions. Several important steps have been taken to improve provision. The impact is beginning to be seen as the decline in attainment is being turned around. In all areas requiring improvement, effective action is either being taken, or plans are in place to do so soon. This and the continued, shared, accurate and determined focus show that the school has a good capacity to sustain improvement.

Good teaching and a good curriculum help pupils to achieve well. Leaders were aware that the most able pupils did not always make the best possible progress in mathematics because they did not have enough opportunities to use their skills to solve challenging problems. Teachers have improved this and these pupils now achieve as well as other groups. Leaders are rightly aware that, while at least satisfactory for all pupils, progress is slower in writing than in other subjects. They are introducing well-considered strategies to improve this although they are too recent for their impact to be judged. Leaders know that, while improving, opportunities for pupils to practise their writing skills in other subjects are too few.

While there are some strengths in the Early Years Foundation Stage children make satisfactory progress. Plans clearly identify activities but not sufficiently the outcomes that are expected for each child. This makes it difficult for the staff to check that activities are pitched at the right level for each child. The outdoor areas do not provide

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enough opportunities to promote children's independence and physical development.

What does the school need to do to improve further?

- Raise attainment in writing by:
 - ensuring that teaching is consistently effective in helping pupils to develop their ideas
 - providing more opportunities for pupils to practise and use their writing skills in other subjects.
- Accelerate progress in the Early Years Foundation Stage by:
 - making sure that all activities have clearly defined outcomes to help the adults to monitor how effective they have been for all children
 - developing the outdoor areas to provide better opportunities for children to become independent and build their physical skills.

Outcomes for individuals and groups of pupils

2

Pupils arrive at school with skills and abilities which are broadly typical for their age. This is a change since the last inspection when they were judged to be above average. Pupils make good progress and their overall attainment is above average at the end of Year 4. Standards are comfortably above average in mathematics. Pupils develop a good range of skills and many are confident in using these to solve problems independently. Examination of workbooks showed able pupils demonstrating their additional capabilities well. In work where they investigated hand sizes in their class, they were able to use their skills effectively to widen the scope of their investigations, for example to estimate hand spans. While pupils make good progress to reach above average attainment in reading, their writing is only a little above average. While all pupils achieve at least satisfactorily in writing, progress is not as consistent as in most other subjects. Pupils present their work well and show good skills in spelling and punctuation. However, many find it difficult to develop their ideas in well-structured sentences and paragraphs. The school is successful in ensuring that different pupil groups all achieve well. The pupils who have special educational needs and/or disabilities make good progress because their needs are carefully identified and provided for effectively. In class, they keep up well with the pace of work and have the confidence to volunteer answers to questions.

Pupils contribute well to their own learning because they attend school regularly, show interest, work hard and behave well. They say that they feel safe and that when they occasionally have concerns the adults deal well with these. Pupils lead active lives, joining in enthusiastically with games and sports and say they would like even more. They know why it is important to eat and drink sensibly. Pupils contribute well to school life. They are very ready to give their opinions, saying for example that the school council is so worthwhile that it should meet even more frequently. Their good progress in most subjects, including good development of information and communication skills,

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prepares pupils well for their futures. Most aspects of pupils' spiritual, moral, social and cultural development are good. The relatively weaker area is their awareness of cultural diversity in Britain beyond their immediate locality.

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	2
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The well-balanced curriculum makes a good contribution to pupils' progress and personal development. Teachers make lessons varied and interesting. This and the good relationships succeed in encouraging pupils to be willing workers. This was seen in a Year 3/4 mathematics lesson, when pupils thoroughly enjoyed working in pairs, experimenting with different shapes to devise symmetrical patterns, then touring the classroom to see how well other pairs had managed this. Provision is enhanced well by enthusiastically taught, specialist music teaching that pupils particularly enjoy. Pupils also love the frequent visits by well-qualified physical education trainers who run sessions in a range of sports. This provision is secured through an effective partnership with a sports provider. Pupils in Years 1 and 2 enjoy singing French songs which prepares them well for their French lessons in Years 3 and 4. Teachers use assessment

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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well to plan appropriate challenges for all pupils. Occasionally this is less effective, for example when planning for the most able pupils does not sufficiently identify what additionally is expected from them, so that their progress temporarily slows. Marking is regular and encouraging, often showing pupils how to improve their work. Teachers are increasingly involving pupils in assessing their own and each other's work and this is increasing their understanding of what good work looks like.

Care systems are well organised and staff carry their roles out diligently. The school makes good use of its small size to promote a nurturing, family atmosphere in which the adults know the pupils well. Pupils are given effective encouragement to care for themselves, be considerate to others, enjoy learning and live healthy and full lives. This is shown for example by the popular range of clubs that provide opportunities for pupils to experience a variety of activities. The requirements of vulnerable pupils and those who have particular needs are well catered for. Good liaison with a range of specialist agencies ensures effective additional help for any pupils who need this. Procedures to monitor how effective additional help has been, for example for those pupils falling behind in a subject, are not always as strong as other aspects of care.

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 headteacher's success in sharing his ambition for the school with the staff and governor teams is demonstrated by the considerable unity of purpose shown at all levels. The headteacher is improving monitoring by sharing this responsibility more widely through the school. Staff working at middle levels, such as subject leaders, welcome this. They say that it is giving them more opportunities to share their ideas and take responsibility for evaluating quality and outcomes in their areas and guiding their colleagues on improvement. Some aspects of this work are at an early stage of development, so are not yet working consistently well across the school. Since the previous inspection, governors have appreciably improved their ability to hold the school to account and challenge it when necessary.

The school is effective in promoting equal opportunity and tackling discrimination. This is shown, for example, in ensuring that all pupils are welcome and no groups make less progress than their classmates. Leaders succeed well in ensuring that pupils flourish in a cohesive school community. They are increasingly helping pupils to play a valued role in their local community, supported for example by strong links with local churches. Plans

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to help pupils to develop a better awareness of cultural, religious and ethnic diversity further afield are at an early stage. The school has good safeguarding procedures. Staff and governors manage these responsibilities in a very effective manner. Systems for ensuring safe staff recruitment are particularly robust.

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	2
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	2
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

Children make a satisfactory start in the Early Years Foundation Stage. They make sound progress from their starting points and they begin Year 1 with skills and abilities that are broadly average. Some features of provision are good. The classroom is an attractive environment and the adults successfully provide a caring, secure setting. This has helped the children to settle quickly, happily and confidently. A good range of stimulating prompts encourages children to develop their literacy skills. While plans indicate a good variety of activities, they do not sufficiently identify the intended outcomes for each child. This makes it difficult for the adults to ensure that provision effectively meets each child's needs. Behaviour is good because adults have successfully expressed their high expectations for this and have given children effective guidance to help them to meet these. There is a generally appropriate balance of activities between those led by adults and those the children choose for themselves. Resources in the outdoor area and the way in which these are used do not consistently promote children's independence and physical development. This is why progress in these aspects is satisfactory, rather than good. While satisfactory, monitoring of the effectiveness of provision is less sharp than in the rest of the school. For example, it has not identified how children could be helped to make better progress in developing their

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numeracy skills.

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

Parents and carers responded well to our questionnaire. Over half the families with children at the school gave their views. For all questions, the great majority of opinions were positive and this was matched by staff and pupil responses to their questionnaires. Some parents said that the school is very approachable and responds well to queries or concerns. Several voiced considerable confidence in the headteacher's leadership and praised initiatives that he has introduced. A few parents indicated that they did not agree that their children's individual needs were being met. However, a number of parents wrote comments which were supportive of this aspect of the school. Among the small number of critical comments, a few parents said that their children were not being stretched enough. Inspectors and the school's leaders agree that this may sometimes have been the case. There is clear evidence that the school is introducing effective strategies to improve this, with impact being shown for example in improvement in the work of the more able pupils in mathematics.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Clewer Green Church of England 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 12 statements about the school.

The inspection team received 83 completed questionnaires by the end of the on-site inspection. In total, there are 171 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	77	16	19	1	1	0	0
The school keeps my child safe	60	72	23	29	0	0	0	0
The school informs me about my child's progress	37	43	41	49	6	7	0	0
My child is making enough progress at this school	43	52	35	42	3	4	1	1
The teaching is good at this school	48	58	30	36	3	4	0	0
The school helps me to support my child's learning	42	51	33	40	6	7	0	0
The school helps my child to have a healthy lifestyle	42	51	37	45	2	2	0	0
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)	31	37	41	49	2	2	0	0
The school meets my child's particular needs	45	54	29	35	6	7	0	0
The school deals effectively with unacceptable behaviour	36	43	39	47	2	2	1	1
The school takes account of my suggestions and concerns	34	41	37	45	6	7	0	0
The school is led and managed effectively	53	64	26	31	2	2	0	0
Overall, I am happy with my child's experience at this school	58	70	21	25	2	2	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.



26 October 2009

Dear Pupils

Inspection of Clewer Green C of E First School, Windsor, SL4 3RL

Thank you for welcoming the inspectors to your school recently. We enjoyed meeting you and are grateful to you for sharing your work with us.

Your parents and carers, and lots of you told us that they think your school is a good school. We agree. You learn well and by the time you get to the end of Year 4 your skills and knowledge are above average. This is because the adults teach you well. You do really well in many subjects, including mathematics, reading and information and communication technology. You are not quite so strong in writing. The adults know that they need to give you more help in this and we have asked them to do so as soon as possible.

The adults give you interesting things to do and some of you told us that you love all the extra things that they plan, such as clubs. These help you to enjoy school even more. Lots of you told us that you enjoy school. You feel safe and know that the adults care well for you. You help them a lot, by not being absent very often, being cheerful, behaving well and working hard.

The headteacher and other staff have good plans and know what to do to improve your school. We have also asked them to help the children in Reception to speed up their learning a bit. The outdoor area is not as good as it could be, and although the teachers plan lots of interesting activities, they are not always 'just right' for each child. We have asked the adults to make everything really good.

You will help the adults if you continue to work as hard as you do now. Well done and very best wishes for your futures.

Yours sincerely

George Rayner

Lead inspector

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