

Inspection of a good school: The Queen Anne Royal Free C of E Controlled First School

Chaucer Close, Windsor, Berkshire SL4 3EH

Inspection date:

24 September 2019

Outcome

The Queen Anne Royal Free C of E Controlled First School continues to be a good school.

What is it like to attend this school?

Pupils at Queen Anne's learn in a very nurturing environment. Their happiness and welfare are always at the top of the school's agenda. Pupils appreciate the high level of care their teachers have for them. Teachers want pupils to succeed and do well. Leaders expect the highest standards of pupils' work and behaviour. Pupils feel safe because they trust the adults in the school.

Pupils work hard in lessons and enjoy their learning. Teachers plan interesting lessons to help them to do this and expect pupils to finish the work that is set. Pupils get work set at the right level for their ability and have plenty of opportunities to practise their skills. This helps them remember what they have learned. Pupils like this and say it helps them to be confident.

Pupils feel a strong sense of being part of the 'school family'. Pupils look after one another and often help each other in lessons unprompted. They behave well because they know it is the right thing to do and that this helps their learning. They do not worry about bullying because the school deals well with any that occurs so pupils feel secure in their surroundings. They enjoy learning the full range of subjects across the curriculum.

What does the school do well and what does it need to do better?

Leaders have maintained a good standard of education since the previous inspection. This is because they have a clear vision of how to improve the school and how to motivate pupils. They always put pupils first. Leaders do not remove lower-performing pupils from the school roll to make test results look better.

Leaders are continually developing an ambitious curriculum, which focuses on links between subjects. Pupils can use the skills they have learned in English and mathematics in other subjects. Lessons are well planned to allow pupils time to practise skills. This

helps pupils to remember what they are learning. Teachers sequence learning so that pupils can know and understand more. A comprehensive review of the sequences of learning within individual subjects is underway. Leaders are determined to make sure that this is completed for every subject. There is a well-thought-out plan in place to ensure that this happens.

Pupils reach higher standards in reading, writing and mathematics than those achieved nationally. Phonics (letters and the sounds they represent) and reading are well taught in the school. Younger pupils firstly learn how to listen, helping them learn their phonics quickly. Teachers are well trained in the school's phonics programme to achieve this. Pupils who find reading more difficult are quickly identified and given extra support. This sharp focus on phonics and reading builds throughout the school and enables pupils to become confident and fluent readers.

Pupils behave well in lessons and take learning seriously, resulting in very few instances of misbehaviour. Pupils are well supported by teachers. Issues that might upset them, such as the very infrequent instances of pupils falling out with one another, do not affect their learning. Pupils like learning a range of different subjects but particularly like learning Spanish. This is because it makes them feel 'grown up' and they can impress their friends and family. Teachers ensure that disadvantaged pupils and those pupils with special educational needs and/or disabilities (SEND) learn well in lessons. They make sure they get extra help. Teachers also make sure that the work set matches their ability. The majority of pupils with SEND take advantage of the extensive clubs and activities available before and after school. This builds up confidence, helping their learning in lessons.

Teachers still concentrate on the basics of reading and mathematics. They are always looking for opportunities to challenge most-able pupils. Teachers capture pupils' imagination with interesting activities to help them learn. They bring subjects to life with creative approaches and celebration days. A visit from a Nightingale Nurse helps pupils retain knowledge long term. It gives purpose to their learning. Such experiences are evident in many different subjects.

There are good opportunities for children and parents to visit their new Reception class, before they start school. Children make a confident start because they feel comfortable in their surroundings. Children are made to feel very welcome and so they quickly adapt to the new routines. They behave well and are kind to one another. Reception children have good attitudes to learning. Teachers provide exciting tasks and activities to help children develop a love of learning and a capacity to sustain concentration in their first year of school. There is the same high level of welfare to keep children safe.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors place a high priority on keeping pupils safe. They have thorough procedures in place for staff to follow and deal quickly with concerns. Designated safeguarding leads make sure that all adults are well trained. Staff know what to do should a concern arise.

Leaders support families well and make timely referrals to outside agencies. This ensures that families get the help they need for their children to do well at school.

Leaders help pupils understand the risks that they are likely to meet in their everyday lives. Teachers make sure that pupils know how to keep themselves safe. This includes using the internet safely.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have a well-thought-out plan for the further development of individual subjects, focusing on exploring, making links between subjects and problem solving. Where they have already done this in subjects such as history, geography, science and languages pupils learn more deeply. Well-planned sequences of lessons support their learning well. Leaders are focused on reviewing the sequencing in learning in all subjects. Leaders need to continue to implement their plan in design and technology, computing and art so that these subjects are as robust in the sequencing of learning as the rest of the curriculum.
- Leaders are determined to maintain and build upon the current high standards in English and mathematics. They have begun to increase challenge, particularly for the most able pupils. In reading, pupils are beginning to answer more complex comprehension questions focusing on inference, and in mathematics they have started to apply their mathematic knowledge through reasoning. Teachers need to ensure they always provide these more challenging types of opportunities so pupils can reach their full potential.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 23–24 November 2010.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	109997
Local authority	Windsor and Maidenhead
Inspection number	10111251
Type of school	First
School category	Voluntary controlled
Age range of pupils	5 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	149
Appropriate authority	The governing body
Chair of governing body	Louise Humphrey
Headteacher	Judith Street
Website	www.queenanne.windsor-maidenhead.sch.uk/
Date of previous inspection	12 January 2016

Information about this school

- The Queen Anne's Royal Free C of E First School is a smaller-than-average-sized school.
- Since the previous inspection a new assistant headteacher has been appointed who also acts as the special educational needs coordinator (SENCO).
- The school was inspected by SIAMS (Statutory Inspection of Anglican and Methodist Schools) in March 2016, when it was judged to be outstanding.

Information about this inspection

- Inspectors visited all classrooms, often with a senior leader. They talked to leaders, teachers and pupils about their work.
- The lead inspector met with senior leaders, the governing body, including the chair, and representatives of the local authority, and had a telephone conversation with a representative of the Diocese of Oxford.
- Inspectors looked at the following subjects in detail: reading, mathematics, and Spanish, the school's chosen modern foreign language. This involved meeting leaders who are responsible for those subjects and visiting lessons to observe learning.

Meetings were held with pupils to talk about their learning and with teachers to discuss pupils' understanding.

- Inspectors looked at a range of evidence regarding safeguarding, including discussions with pupils and school staff, training logs and safeguarding records.
- In addition to speaking to a number of parents at the start of the school day, inspectors considered 40 responses to Ofsted's online questionnaire, Parent View, including 21 written responses. Inspectors also took account of the views of nine staff and 14 responses to the pupils' survey.

Inspection team

Bill James, lead inspector

Ofsted Inspector

Kevin Parfoot

Ofsted Inspector

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