

Braywood CofE First School

Inspection report

Unique Reference Number	109952
Local Authority	Windsor & Maidenhead
Inspection number	310154
Inspection dates	2 July 2008
Reporting inspector	Nina Bee

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	88
Appropriate authority	The governing body
Chair	Mrs Julie Tompkins
Headteacher	Mrs Susan Calvert
Date of previous school inspection	07 February 2005
School address	Oakley Green Road Oakley Green Windsor SL4 4QF
Telephone number	01628 623660
Fax number	0

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:

- whether achievement was good or outstanding
- if the school's outstanding judgements for pupils' personal development, the curriculum and care, guidance and support could be substantiated
- whether senior leaders are improving achievement and standards in all their areas of responsibility.

During the day, evidence was gathered from observing pupils from Reception to Year 4, discussions with the headteacher, senior leaders, governors and pupils, analysis of pupils' work, parent questionnaires, observations of pupils at lunchtime and a review of the school's systems for tracking individual progress. 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, were not justified and these have been included where appropriate in this report.

Description of the school

Braywood is smaller than most schools. Most pupils are from White British backgrounds. Very few pupils speak English as an additional language. The proportion of pupils who are identified as having moderate learning difficulties, behaviour difficulties and/or disabilities is broadly average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Braywood is a happy and welcoming school, with a family atmosphere, that provide a good education for its pupils. Pupils' personal development is promoted extremely well. Behaviour is outstanding because adults have high expectations and expect it to be so. The outstanding curriculum supports pupils' personal development particularly well. For example, pupils show an excellent understanding of the need to eat healthily and take regular exercise. They talk enthusiastically about the very good range of sporting activities that are offered after school and enjoy taking part in the whole school 'Wake-up and shake down' exercises they do on some mornings. Good links with others, like the fire service, develop pupils' awareness of the need to keep safe. This is done very thoroughly and older pupils spoke very sensibly about places and things that may be potentially dangerous such as roads, the swimming pool and electricity. As a result, pupils develop an excellent awareness of the importance of keeping safe. Pupils' contribution to the community is outstanding. They talk positively about how they can make the school a better place. School councillors spoke about how they have made the 'Trim Trail' safer and the Eco-gang said that by clearing up litter they are making the school environment a better place to be in. By the time they leave, pupils are really well prepared both personally and academically for their next school. They learn lots to help them on their way to become sensible young people. For example, pupils produce termly the delightful 'Braywood Bonanza' magazine. This is full of pupils' good work, competitions, poems and interesting things they have done. The pupils are rightly very proud of this.

All pupils are treated like special individuals and as a result they blossom into well rounded young people who feel safe and looked after. Whilst pastoral care is outstanding, the academic guidance that pupils receive is satisfactory. Although pupils are given good oral guidance about how well they are doing during lessons, this is not constantly carried out in teachers' marking. Comments are always supportive but do not consistently inform pupils what they need to do to improve. Similarly, although pupils have targets, marking rarely informs them what they need to do to reach their targets.

The children in the Foundation Stage get off to a good start. By the end of Year 2, standards are above average. In relation to their starting points, achievement is good. As pupils move through Years 3 and 4, they continue to make good progress, and their standards are above those expected for their age. Pupils who find it difficult to learn and the very few who speak English as an additional language achieve as well as their classmates. Pupils achieve well because of consistently good teaching. The many other adults who work in the classrooms support individuals effectively and contribute well to pupils' learning. Lessons are very well organised and cater, expertly, for the needs of all pupils. In addition, relationships between everyone are excellent. Consequently, pupils work very hard and display extremely positive attitudes to learning. The outstanding curriculum also contributes well to pupils' good achievement. For example, the provision for literacy and numeracy is very well planned and allows pupils to work in groups with pupils of similar ability. This enables higher attaining pupils to be challenged at all times because they are working with pupils who are at their level. In the same way, lower attaining pupils, including those who find it difficult to learn, work alongside pupils of a similar ability. This works very well and is generously staffed so groups are small. The provision for information and communication technology (ICT) is good. Pupils have good opportunities to use laptops in other lessons to support and develop learning, and reinforce basic ICT skills. Exciting activities arranged through visits out, such as when Year 4 went to visit the Institute of Contemporary Arts in London, as well as interesting visitors being invited into school, enhance learning in many curriculum areas. The way the school links with others to develop and extend learning is good. Themed weeks, such as a recent focus on mathematics improved pupils' understanding of working with money. Older pupils spoke enthusiastically of selling toys they no longer needed to raise money to add to their classroom fund. They then all worked together to decide how to spend their money. Such activities contribute extremely well to the development of pupils' skills for later life.

The headteacher and her staff, along with the governors, work well together as a team. Their prime aim is that everyone does their best, and consequently, the school works extremely hard to make sure that pupils achieve well in all they do.

The senior leaders, very carefully, set by ability in literacy and numeracy lessons and regularly check how well individuals are doing in the subjects they are responsible for. Along with the excellent pastoral care that pupils receive, the way their individual needs are catered for is excellent. Monitoring of achievement and standards is thorough and has recently resulted in a focus on reading, and standards have improved. Senior leaders have yet to address the marking issue. Most parents are supportive of all the school does for their children. However, a very small minority feel that that communication between school and home is not as good as it should be. Inspection evidence indicates that the school gives parents good information with regard to how well their children are doing and the curriculum that is being taught. Improvements since the previous inspection have been good. Successes that have been maintained such as the good achievement and teaching along with the high quality of pastoral care and personal development and the outstanding curriculum show that the school has a good capacity to improve further. The governors are well informed and so are able to support and challenge the school well.

Effectiveness of the Foundation Stage

Grade: 2

Reception children learn alongside those in Year 1. They come into school happily in the morning and are keen and eager to get on with their learning. Induction procedures are good. Consequently, parents are pleased with how quickly their children settle and with the progress they make. As one parent wrote, 'My child has thrived at Braywood. His reading has come on brilliantly and he has joined in some extra curricular activities'. Another parent wrote, 'I have been very impressed with the progress my son has made and how the staff are so approachable'. Most children start school with the appropriate age-related levels of skills and knowledge. The good progress they make is carefully tracked and by the time they leave Reception most are exceeding the levels expected of them. Good teaching contributes to this. However, when children begin to record information, teachers' marking although supportive does not consistently show them what is needed to improve further. Activities are effectively planned to promote learning in all areas both inside the classroom and in the secure garden area outside. Children were seen listening carefully as they made models. There was no doubt that they worked with much enjoyment, enthusiasm and considerably independence as they completed their models. One boy confidently and very excitedly said 'I think I will make a boat'.

What the school should do to improve further

- Ensure that teachers' marking enables all pupils to be absolutely sure what they need to do to improve and achieve their targets.

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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 in 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	2
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 learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interest of learners?	1
How well are learners cared for, guided and supported?	2

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.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

² IE - denotes that insufficient evidence was available to inspectors for a judgement to be made.

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	1
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

Annex B

Letter to pupils explaining the findings of the inspection.

14 July 2008

Dear Pupils

Inspection of Braywood CofE First School, Windsor, SL4 4QF

Please see attached pupils' letter.

