

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Braywood Church of England First School, Oakley Green	
Address	Oakley Green Road, Oakley Green, Windsor, SL4 4QF
School vision	
<p>Through the nurturing hands of God, we aspire for all our children to become confident, emotionally resilient, and compassionate individuals who achieve personal excellence through strength of character and a love of learning. 'From tiny acorns, mighty oak trees grow, watered and nurtured by God's love.'</p> <p>'For with God, nothing is impossible.' Luke 1:37</p>	
School strengths	
<ul style="list-style-type: none"> • The strong Christian vision drives the leadership of the school. This enables all to flourish because they know they are nurtured and valued. • The ambitious vision-inspired curriculum engages all pupils and reflects the school's context. The inclusive environment supports those pupils who are vulnerable, enabling them to grow. • Engaging and inclusive collective worship reinforces the Christian vision and values of the school community. All present benefit from times of stillness and prayer. • Pupils are proud of their school. They are respectful and serve each other well. Leaders work tirelessly to support the wellbeing of pupils and adults. • Religious education (RE) is skillfully led so that pupils enjoy exciting and engaging learning activities. It has a high priority and breadth so that pupils are introduced to a range of religious and non-religious worldviews. 	
Areas for development	
<ul style="list-style-type: none"> • Embed the school's definition of spirituality within the curriculum. This will deepen pupils' awareness of themselves and their responses to awe and wonder. • Extend opportunities for pupils to explore questions of justice and think deeply about global inequality. That is so that pupils will understand courageous advocacy beyond their local area. • Embed the curriculum for RE to deepen pupils' understanding of how religious or non-religious worldviews shape people's lives. 	
Inspection findings	
<p>Adults and pupils clearly articulate the established Christian vision of Braywood. Within the school, there is a deep commitment to nurturing each other, like oak trees, 'watered and nurtured by God's love.' The compelling symbolism represents the many oaks within the school grounds, reminding pupils that, with God's love, they can flourish. All adults are inspired by the vision to be aspirational while providing appropriate support for the families they serve. Leaders are dedicated to providing</p>	



conditions that enable all pupils to thrive, both in their learning and personally. As a result, pupils are well-behaved and develop high levels of confidence. Governors are inspired by the vision when making strategic decisions. Their effective monitoring ensures that all pupils and adults are nurtured to grow.

Teachers offer pupils a rich and varied curriculum that is shaped by the vision. Pupils are carefully nurtured to grow their knowledge and skills. They benefit from well-planned opportunities to support their learning. For example, highly committed teachers run weekly additional catch-up sessions before school. This exemplifies their deep commitment to the development of pupils' personal excellence. Teachers make careful decisions to enable pupils to flourish. Vision led smaller phonics groups are organised to sow the seeds of confidence. Creative experiences across the curriculum inspire awe and wonder, fostering a love of learning. Pupils are excited to share their recent engaging learning about religious celebrations and festivals. Leaders are responsive to the needs of families. They organise flexible wrap-around care, including off-road 'kiss and drop' arrangements. Inspired by the vision, the governor-managed nursery class delicately nurtures the youngest children in the community. This prepares children for school and fosters confidence. Vulnerable pupils, including those with special educational needs and/or disabilities (SEND), are carefully supported. Leaders ensure that emotional or targeted learning provisions are readily available. All staff communicate well with families, which provides pupils with a loving foundation upon which to flourish. The exciting curriculum offers pupils moments of spiritual growth. However, the shared language of spirituality is not used to plan opportunities within the curriculum.

The close partnership with clergy from Bray St. Michael's Church enriches the life of the school. Leaders value the visits to the church, which enable the whole community to worship together for major Christian festivals. Whole-school worship is inclusive and engaging, and when songs are familiar, pupils join in enthusiastically. Older musicians enhance the worship by playing instruments. Bible readings provide pupils with time to reflect on the theme and how it affects their lives. Pupil worship leaders proudly gather everyone and lead prayers. Their self-written presentations are of high quality and prompt their peers to think deeply. Pupils are comfortable praying using their own religious traditions due to the careful and sensitive planning. In this way, worship provides calm times of spiritual growth for all who are present. Reflection areas within classes effectively remind everyone of the Christian vision. Teachers encourage pupils to share their own prayers, some written on vision-inspired oak leaves.

Leaders diligently work to create a vision-inspired culture of love and wellbeing for all. Pupils are sensitively cared for and recognised for their uniqueness. As a result, all are able to receive effective support with their learning. All staff are sensitive to the emotional needs of pupils. They helpfully arrange practical help for families or provide individualised provision to support anxiety. Pupils with SEND are nurtured in an inclusive and loving learning environment. Leaders carefully provide families with access to specialised agencies. Motivated by the vision, the development of a sensory garden provides nurturing opportunities for those with SEND. Members of staff share that they have access to professional development and appreciate the encouragement of leaders. As a result of such commitment to the vision, the school experiences very little turnover of personnel.

Pupils are able to expertly explain their responsibilities to others. Older pupils relish their roles in nurturing the younger children as 'tiny acorns'. This can be witnessed within the breakfast club, where different-aged pupils build strong bonds. Leadership roles in the form of the 'pupil parliament' maximise opportunities for pupil contributions. Their views effectively contribute to shaping playground improvements and selecting 'traditional hymns about God' for collective worship. Relationships are strong throughout the school, which supports all within the community to be resilient. Although local charities are supported, pupils have few opportunities to develop their understanding of courageous advocacy beyond their own neighbourhood.

The leadership of RE is reflective and determined to provide pupils with engaging learning opportunities. RE is given a high priority within the curriculum. Teachers regularly evaluate pupil progress and plan future learning accordingly. With skilled guidance from diocesan advisors, the RE curriculum now reflects the requirements of the local syllabus. Stories are cherished as an effective way to teach RE, particularly for younger pupils. Pupils avidly share their learning, benefiting from the contributions made by visitors or parents representing religious communities. This enables pupils' use of inquiry skills and their ability to make personal responses. Pupils demonstrate respect when speaking about a range of religious and non-religious worldviews. However, their ability to distinguish between places of worship and religious practice is still forming. Due to the partnership with the local church, pupils' understanding of Christian beliefs and practices is more secure. Effective engagement with scripture also provides pupils with a growing ability to form their own views. For example, older pupils write letters to the early church as if they were Saint Paul. Teachers are provided with effective professional development, enabling them to deliver accurate and informed teaching.

The inspection findings indicate that Braywood Church of England First School is living up to its foundation as a Church school.

Information			
Inspection date	23 November 2023	URN	109952
VC/VA/Academy	Voluntary controlled	Pupils on roll	123
Diocese	Oxford		
MAT/Federation			
Headteacher	Susan Calvert		
Chair	Anne Farley		
Inspector	Helen Crolla	No.	918