



Name and Address of the school
 Braywood Church of England First School
 Oakley Green Road
 Oakley Green, WINDSOR, SL4 4QF

Type of school (Infant, Primary, Middle, Secondary etc)	First
Status (VA, VC or Foundation, CTC or Academy)	Voluntary controlled
Diocese	Oxford
Local Authority	RB Windsor and Maidenhead
Dates of inspection	30 September 2008
Date of last inspection	8 February 2005
School's Unique reference number	109952
Name of Headteacher	Mrs Susan Calvert
Name of Chair of Governors	Mrs Julie Tompkins
Inspector's name and NS inspector's number	Mrs Judith Babb 139

Context

Braywood Church of England First School is smaller than most. Its pupils are mainly from White backgrounds. They are drawn from a relatively wide area within the Royal Borough of Windsor and Maidenhead. The school is built on the same site as a closed graveyard and daughter church. The deconsecrated church building has become the school's assembly hall.

The distinctiveness and effectiveness of Braywood First School as a Church of England school are good

Braywood First School has a strong family atmosphere. The governing body, head teacher, and staff have undertaken serious self-evaluation and review of documentation to create this ethos. The school now has excellent capacity for rapid improvement.

Established strengths

- The head teacher's leadership based on firm Christian values
- A distinctive church school ethos in which pupils visibly reflect the mission statement
- Strong teamwork, with governors, staff, and parents working in harmony
- Imaginative and careful stewardship of the building and grounds

Focus for development

- After appointing a reporting governor, the governing body should set up a working group with wide membership to develop, plan, record, monitor, and evaluate all acts of worship

The school through its distinctive Christian character is outstanding at meeting the needs of all learners

In the head teacher's words, it is the aim of the staff to 'make ourselves available' to pupils and their parents at all times. Commitment to the Investors in People programme has helped to give the school its 'distinctive Christian character'. Staff are reflective, and are unfailingly helpful to visitors, pupils, and each other. This is especially appreciated by parents, who are very supportive of the school. It is reflected in the pupils' behaviour in constantly looking out for one another. They are noticeably good at caring for newcomers and those who are different, encouraged by 'twinning' with schools of different character. One mother described her child as being 'almost adopted' as a new entrant, both inside and outside school. Pupils with special educational need are respected by all. They are thoroughly integrated into activities by highly professional teachers and assistants. Recent focus on emotional development has improved self-confidence of pupils, and a parent reported that her young child used the phrase 'You are hurting my feelings' with dignity. Such happiness, self-worth, and maturity are fostered by school council, praise assemblies, the golden book, and circle time. There is a programme of enhancement activities and visits, including charitable giving, that enthuses pupils. They are proud of and want to talk about their school! Good religious education teaching, a subject highly valued throughout the school, means pupils have an excellent sense of right and wrong. There has been a recent and

sustained focus on spiritual development of pupils, including 'a day devoted to prayer'. Its effect is evident in their respect for the graveyard area, and in spontaneous appreciation of nature. Pupils, however, cannot identify many quiet areas within classrooms. Good display and loving care for every corner of the premises, make the school a safe and stimulating environment for pupils to grow from 'tiny acorns' to 'mighty oaks'.

The impact of collective worship on the school community is good

The head teacher co-ordinates the planning of acts of worship. Her Christian commitment has ensured that worship has been included in school development plans. Pupils understand clearly that 'assembly in the annexe' is an important part of the school day - a time they enjoy. Themes are carefully planned, and shared with the team of teachers, the vicar, and visitors who lead. This makes pupils feel secure because they know what to expect. They respond well to the reverent atmosphere created by the arrangement of furniture, piano playing, and the supportive behaviour of all staff. Pupils enter the hall very quietly, sing well, and face the lovely wall cross and piano tapestry that 'make us feel peaceful'. A reflective ethos is sustained by the head teacher's excellent tone as she tells the story. The content is clearly moral, and pupils of all faith backgrounds and none listen attentively, later repeating the content with understanding. A candle is lit to signify prayer time, and pupils are commendably silent. Prayers are sometimes led by pupils. Most pupils can repeat 'The Lord's Prayer' and follow carefully when the vicar leads them with actions. Afterwards, older pupils in particular can describe what they have done with understanding. Since the last inspection, the school has introduced a more spiritual element to worship, though as yet pupils cannot always articulate what they think and feel when praying. Teachers now evaluate acts of worship, sometimes formally, although some judgements are a little generous. The governing body is aware of its responsibility to monitor and evaluate systematically, and of the need to appoint a reporting governor. Parents gain personally from the monthly family assemblies and the services held in church. The school meets the legal requirements for worship.

The effectiveness of the leadership and management of the school as a church school is good

The head teacher is encouraged and supported in her firm, calm, and thoughtful leadership by the governing body, including the foundation governors. The newly-arrived vicar is an ex-officio foundation governor, and within a few months a sound working relationship with the school has been established, to the benefit of pupils. During the interregnum, governors sought the help of the incumbent from a neighbouring parish, who continues to contribute significantly to the school by leading assemblies. All staff speak of, and model, commitment to the vision. Parents, too, are enthusiastic about the school. Over the last year, working with the diocesan adviser, the mission statement, motto, prospectus, and some policies have been revised. Although the school badge remains to be reviewed, the effect of these measures has been to ensure a strong church school ethos. Pupils can describe this as 'God is here'. The governors ask pertinent questions, and include church school issues in development planning and self-evaluation. Parents and pupils give their views through questionnaires, and action follows where appropriate. A governor monitors worship informally, an area recognised for development. The parochial church council is aware of its responsibilities for the school's governance, and pupils are made welcome for services and social occasions. Although prayers are sometimes said for the parish's schools, visits to Braywood by parishioners are not usual. Prayers are not said at governing body meetings. Governors have undertaken some training for their task, so the school is now well-prepared for development of its church school identity.

