



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church**

National Society Statutory Inspection of Anglican and Methodist Schools Report

Braywood Voluntary Controlled Church of England First School

Oakley Green
Windsor
SL4 4QF

Previous SIAMS grade: Outstanding

Current inspection grade: Outstanding

Diocese:

Local authority: The Royal Borough of Windsor and Maidenhead

Dates of inspection: 3 March 2016

Date of last inspection: 16 March 2011

School's unique reference number: 109952

Headteacher: Susan Calvert

Inspector's name and number: The Revd Dr Jason Phillips 598

School context

This is small rural school that draws pupils from a wide geographic background. It has doubled in size since the last inspection to 140 pupils. Most pupils are white British, but family faith backgrounds are diverse including Christian, Muslim and Sikh families. The number of pupils in receipt of pupil premium support is well below the national average. The proportion of pupils with a special educational need is broadly average.

The distinctiveness and effectiveness of Braywood as a Church of England school are outstanding

- The headteacher's dedicated and focussed Christian leadership ensures Christian values and concepts are at the heart of school practice resulting in a Christian learning environment where pupils prosper.
- The commitment of governors to valuing everyone as 'a child of God,' places Christian values at the heart of strategic development ensuring high standards are maintained within a Christian values-led curriculum.
- The school's Christian values and the Christian example and skilled nurturing of the headteacher result in exemplary relationships at all levels securing positive conditions for learning and effective succession planning.
- The school is highly inclusive and skilled at making positive links with all stakeholders ensuring a strong influence upon community cohesion and a local commitment to this church school.

Areas to improve

- Apply forthcoming training on levelling in religious education (RE) to ensure this strengthens planning and also informs marking and subsequent learning conversations to extend pupil learning still further.
- Develop creative opportunities in collective worship and across the curriculum and learning environment to develop pupils' understanding of the Christian concept of God as Trinity.

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

Braywood sustains an exciting and high attaining Christian learning environment. Everyone learns and grows together within this inclusive family based rural school. This is because the school and all who work in it are

dedicated to its Christian character, which enables it to be both distinctive and highly effective. The visible and explicit Christian values permeate all school life, enhanced by the intensive focus on a pair of values in each year group and displays such as the values cross. Attendance is very good and there have been no exclusions. This is because the school's emphasis is very much on helping pupils to achieve and to become happy, well rounded and unique individuals. Each child and adult is seen as a 'child of God'. Everyone is encouraged to blossom and grow within a spirit of empathy, mutual trust, respect and friendship. Consequently, pupils achieve highly because they are nurtured and supported. Virtually all pupils make good or outstanding academic progress from their starting points. Relationships and behaviour are exemplary at all levels of the school, carefully nurtured by the headteacher in example and leadership. Charity work, such as red nose day and supporting the Nepalese earthquake appeal, enriches pupils' experience of Christian service and responsibility and their place in the world. Links with the Burkina Faso school and the Burkina Faso water/well project helps pupils gain an appreciation of global communities. Pupils show respect for diverse cultures, communities and beliefs through RE, worship and the school's international curriculum. These make very good contributions to the school's Christian character and to pupils' personal development. The school's inclusive nature makes a strong, positive impact upon community cohesion. However, awareness of the worldwide multicultural church is limited and identified by the school as an area for development. Pupils of non-Christian backgrounds readily contribute their experiences of the Sikh or Muslim traditions, for example, to RE and collective worship enabling those pupils to feel included and spiritually nourished. RE has a high profile and is positively regarded by staff and pupils alike because of its vibrant and contemporary approach. RE challenges pupils through key questions such as 'Does Easter make sense without Passover?' It also relates the school's Christian values to concrete illustrations for example the actions of key characters in the Easter Account. However, marking of pupils' learning tasks in RE and learning conversations arising are often limited in extending pupils' learning from lessons still further. Pupils develop well spiritually, morally and culturally enhanced by the school's excellence in music. The school is an accredited eco-school. It successfully develops pupils' responsibility for the environment resulting in their care and appreciation of creation as God-given and promoting their spiritual development further.

The impact of collective worship on the school community is outstanding

Collective worship is well led by adults and children alike. A key strength of collective worship is the inclusion of pupils in planning and leading such as the regular pupil-led powerpoint presentations. Through a structured use of 'the lighting the candle' scheme pupils become confident leaders of acts of worship. Adults and children regularly evaluate collective worship ensuring provision is contemporary and high quality with a positive influence on children and adults. Collective worship more than meets statutory requirements. The school utilizes 'the open the book' resource most effectively resulting in pupils that have a strong biblical knowledge and understanding of the person of Jesus. This also prospers the school's Christian values for example in relating them to the parables. However, pupils' understanding of God as Trinity is emergent and the idea is not well developed in collective worship, the curriculum or the learning environment. Collective worship is a respectful and joyful time enhanced by the use of the adjacent former church as the worship space. Prayer is well developed with an impact beyond school. This is because pupils see its relevance and have practice and vocabulary to support them in their prayers. One parent mentioned their child using the 'candle prayer' idea during a time of personal grief at home. The school develops its Anglican identity appropriately through the engagement of Anglican clergy. Pupils develop an appreciation of the seasons of the church year through celebrating Christian festivals, some of which are marked in the parish church. Collective worship is a positive and spiritual experience for all. It is integral to and effective in prospering the school's Christian values and shaping the Christian heart of this school.

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

Although this school is very much a shared venture, its success is promoted and exemplified by the exceptional, skilled Christian leadership of the headteacher. The headteacher personifies the Christian values of the school and its inclusive, clear Christian character. Her calm, measured and positive leadership ensures the wellbeing of all children and staff, stemming from her commitment to seeing everyone as a child of God. This inspires all in the school community to excellence and a commitment to the school's central Christian vision. The leadership of the school is intentionally distributive resulting in effective professional development

of church school leaders and succession planning. The governors challenge, monitor and support the school to attain positive outcomes for its pupils that arise from its Christian heart. Governors ensure that progress and attainment for pupils remain outstanding and above the national average. The emergent system of combining church school evaluation with ofsted school evaluation exemplifies this commitment to the school's Christian core as the driver to high standards. Appropriate progress on the action point of the last inspection is evident with a positive impact upon pupils and collective worship. The governors ensure that statutory requirements for RE and collective worship are met and that they are contemporary and engaging experiences that positively influence pupils and staff. RE and collective worship are well-led ensuring they have a high profile in school life. The commitment to excellence in a Christian environment results in positive relations with the diocese, other schools and the local church. Mutual links between St Michael's, Bray and the school are supportive, enhancing each. The parish priest contributes to this church school pastorally and in governance securing an understanding by the school of its role in the mission of the parish. There are also very productive links with the neighbouring parish of All Saints, Dedworth that enhance this church school's provision. The school's skill at networking results in a lot of good will towards this church school locally. Parents rightly speak well of this church school because they are consulted and involved and because their children excel socially, academically and spiritually. They value this school because it affirms every person as a unique child of God and gives modern young people a framework on which to build their lives.

SIAMS report March 2016 Braywood Church of England First Oakley Green Windsor SL4 4QF