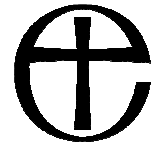




**Braywood C of E Controlled First School,  
Oakley Green Road  
Oakley Green  
Windsor,**



Type of school (Infant, Primary, Middle, Secondary etc)	First School
Status (VA, VC or Foundation, CTC or Academy)	Voluntary Controlled
Diocese	<b>Oxford</b>
Local Authority	Royal Borough of Windsor and Maidenhead.
Dates of inspection	16 <sup>th</sup> March 2011
Date of last inspection	30 <sup>th</sup> September 2008
School's Unique reference number	109997
Name of Headteacher	Mrs. S. Calvert
Name of Chair of Governors	Mrs. J. Barber
Inspector's name and NS inspector's number	Mrs. M. Maskell - 136
<b>Context</b>	
<p>The school is smaller in size compared to primary schools nationally and draws its pupils from the local area. Most pupils are from a white British backgrounds with a very small minority from Indian backgrounds. The proportion of children with special needs/disabilities is average. The proportion of pupils known to be eligible for free school meals is below average.</p>	
<p><b>The distinctiveness and effectiveness of Bray wood C of E First School are outstanding.</b></p> <p>A strong Christian ethos is embedded in the life of the school. Relationships within the school community are exemplary and are characterised by Christian care and concern. There is a tangible family atmosphere that is inclusive and ensures that all feel valued and safe.</p>	
<b>Established Strengths</b>	
<ul style="list-style-type: none"> <li>▪ The strong leadership of the head teacher, who clearly communicates her vision for the school.</li> <li>▪ Pupils reach high standards within a nurturing Christian environment.</li> <li>▪ The outstanding provision for pupil's development and well being.</li> </ul>	
<b>Focus for development</b>	
<ul style="list-style-type: none"> <li>▪ To use the planned training day in June to develop strategies for the further monitoring and evaluation of both Christian distinctiveness and acts of collective worship.</li> </ul>	
<b>The school through its distinctive Christian character is outstanding at meeting the needs of all learners.</b>	
<p>The strength of the school is the way in which it nurtures the children. The quality of care is rooted in Christian values which emphasise the uniqueness of every individual. Worship is a time when these values are first explored and then followed up across the curriculum. The mission statement is exemplified by both the headteacher and the staff and is reflected in the outstanding provision for social, cultural and spiritual development. Parents recognise and value the school's church status and its Christian values. Celebration assemblies, which are popular with the children, highlight all forms of success and help to build self esteem. Relationships throughout the school are excellent and staff act as role models for the children, who are polite and well behaved. The staff work together as a supportive team. Parents comment that their children feel happy and secure in school. They feel that their views are always considered and that they can turn to the school at times of need. High standards of teaching in RE impact on the children's knowledge and understanding of other cultures as well as Christianity, thereby helping to encourage tolerance and respect. Children from other faiths feel included. The introduction of UNICEF's 'rights respecting all' programme, promotes tolerance and consideration and supports the moral development of the pupils. Children are taught how to tackle difficult situations, such as dealing with conflict. They are encouraged to resolve such issues with their peers. Members of staff will only become involved as a last resort. Pupils make an outstanding contribution to the school community by taking responsibility for the wild life area, acting as play leaders and organising fund raising events.</p>	

### **The impact of collective worship on the school community is outstanding**

Collective worship is given high prominence and reinforces the Christian values which are integral to school life. It has a positive impact on the pupil's spiritual and moral development. Well planned themes are introduced to the school at the beginning of each week. It is clear that all the staff enjoy and appreciate worship alongside the children they teach. The children answer questions confidently and are eager to participate. Some say they enjoy the singing and others the quiet time to pray. Christian songs, as well as visual images on the screen, encourage a spiritual atmosphere for worship, which embraces everyone present. Most of the learners are able to recite the Lord's Prayer, an understanding of which is a regular focus in the classroom. There is a display of work by Year 4 children who have written their own version of the Lord's Prayer. One child explained how they had managed to make a difficult prayer more understandable. Prayers, which play an important part in worship, are sometimes written by the children themselves. They see the lighted candle as a focal point for their prayers to God. The pupils talk enthusiastically about services held in the church, where they become more aware of the Anglican tradition. At the moment they are writing a script for the Easter service. They enjoy the involvement of the vicar in worship and in particular, the Bible stories he shares with them, as well as teaching them actions to the Lord's Prayer. The children said that through the stories of Jesus they have learned how to treat each other. The children feed-back their feelings about worship and this is used for further development. A small group of children has started working with the vicar to monitor and evaluate worship. As a result, they have created a more reverent environment for worship and have been involved in the planning of some acts of worship.

### **The effectiveness of the leadership and management of this school, as a church school, is outstanding**

The headteacher, with the support of her staff and governors, offers excellent leadership, working hard to generate a strong Christian ethos within the school. It is clear that all members of the school community are committed to this objective. High standards are achieved throughout the school, including those children with special needs or disabilities. All stakeholders were involved in the review of the mission statement which sets out the Christian purpose of the school. This has been clearly communicated to parents. The children were also involved in writing the school motto and are also fully aware of the school's aims. Parents speak of the school's Christian ethos and this is, for some, the reason for choosing this particular school for their children. They find staff approachable, sensitive to the needs of their pupils and fully committed to a high standard of education. Governors, headteacher and staff are all involved in the self evaluation of Christian distinctiveness and using the outcomes to set priorities for the further development of the school. The recruitment process ensures that new staff will subscribe to the school's Christian ethos. The school maintains effective links with the local church, through the vicar and the foundation governor. Close links with a vicar in the nearby parish are also maintained. The school works closely with the local community but has not forged any strong links with other communities nationally. However, global links are being developed with two schools in the Lebanon, which mutually support each other in projects dealing with religion, the arts and the sustainability of the earth.