



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Clewer Green Church of England Voluntary Aided First School

Hatch Lane
Windsor
SL4 3RL

Previous SIAMS grade: Good

Diocese: Oxford

Local authority: Royal Borough of Windsor and Maidenhead

Dates of inspection: 19 November 2014

Date of last inspection: 18 November 2009

School's unique reference number: 110022

Headteacher: Martin Tinsley

Inspector's name: Jacquie Coles

NS Quality assurance: Lyn Field 151

School context

During the six years the headteacher has been in post, numbers on roll have nearly doubled, due to a combination of factors: increased birth rate, significant building projects (to increase capacity and facilities) and the rising popularity of the school. The 266 pupils come from a variety of social backgrounds, are mostly White British, with a quarter from minority ethnic backgrounds and a tenth being pupils whose first language is not English. The number of pupil premium or who have special educational needs, is broadly in line with national average. The school serves two parishes.

The distinctiveness and effectiveness of Clewer Green CE First School as a Church of England school are good

- The commitment and vision of the headteacher, staff and governors, alongside shared Christian values results in good pastoral care of both the pupils and members of the school community.
- The very good quality of relationships within the school family, together with the value placed on each individual, provides a nurturing ethos for the wellbeing of its members. This is particularly commendable considering the significant change in the size of the school over recent years.
- The active, beneficial partnerships with the parish churches and their clergy, enhance the distinctive Christian character of the school.
- The quality of the school environment is effectively used to exude the Christian ethos of the school, supporting the pupils' spiritual, social and moral development, which is good.

Areas to improve

- Provide training for teachers to ensure that tasks are more closely matched to pupils' needs so that they are able to make outstanding progress.
- Provide further training of governors in order for them to understand and have clear success criteria, so that improvements secure appropriate impact and lead to outstanding practice.
- Enrich the impact of acts of worship on the children, by creatively considering how to make them more meaningful for a much larger number of pupils, encouraging contribution, ownership and engagement.

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

This school states a clear Christian vision for the school; *'Every child has been blessed by God with unique potential. Our vision is to inspire and nurture children in a safe, happy and caring Christian community, where everyone is valued and enjoys learning'*. This distinctive and nurturing vision is clearly modelled by the headteacher who deems it a priority to spend time supporting the needs of all within the school community. This same approach is reflected by the staff who report that they 'love the children like they're ours' and enjoy showing acts of kindness towards each other. As a result, pastoral care is a strength of the school, with good support from the local clergy who spend time getting to know families. This inclusive care for each child as part of a family unit irrespective of faith, gives a strong foundation for all pupils to achieve academically, socially, morally, culturally and spiritually. Pupils' attainment, behaviour and courtesy are good, as is attendance due to the fact that pupils enjoy coming and feel very much a part of the school.

The impact of a Christian vision being drafted and therefore owned by all stakeholders has resulted in a cohesive team of staff, with parents who feel welcomed and actively involved in school life. Parents report that the Christian ethos is there not just in word but in deed. The school's values of Love, Respect, Honesty, Faith and Courage within Biblical teaching and the religious education (RE) curriculum support pupils to apply these to their daily lives at home and school. Pupils enjoyed the 'Value hunt' around the school to such an extent that one parent talked of their child planning to do a similar activity for their family at home at Christmas, hiding values around the house. Pupils readily look forward to celebration assemblies where pupils nominate others who show these values in action, for example, nominating a pupil for showing courage in telling the truth. Learners are at the beginning of a journey in understanding Christianity as a world-wide faith.

The impact of collective worship on the school community is good

Since the last inspection, the school has developed a more consistent approach to the planning of collective worship through the purchase and use of published schemes by all staff. These show good exploration of the school's Christian values with clear Biblical teaching of God as Father, Son and Holy Spirit. The leader of collective worship meets regularly with the clergy and staff to plan acts of worship to ensure the continuity of learning and spiritual development of all pupils.

Pupils are able to talk about a number of Bible stories which show their school values in action, for example, a pupil spoke about the story of Peter walking on the water and how he showed courage. The statement in the school Spiritual, Moral, Social and Cultural policy that *'by example and direct teaching, it follows and promotes the teachings of Jesus, whilst recognising that not all of its members will be practising Christians'*, is clearly evidenced in the school's day to day life. Other regular opportunities and experiences to support pupils' spiritual development are church services (with good attendance from parents), different adults leading acts of collective worship, class prayer areas and dedicated display boards. Pupils understand the purpose of prayer (one pupil was pleased with the idea that they could pray in the playground and not just in the assembly hall). They show pride in their school prayer which they helped to write and enjoy reciting. The school's Prayer Tree where they can write and share their own prayers is popular, being placed in a central area of the school where children wait and spend time. Although pupils are keen to take an active part in worship, they do not have many opportunities to plan and lead worship. This limits their ability to contribute to 'Clewer Green tradition and ceremony'.

The effectiveness of the religious education is good

An enthusiastic and diligent RE leader, supported by senior leaders, governors and clergy, has raised the profile of RE, making good inroads in the monitoring of the RE curriculum and of teaching and learning. Changes in approach have been made, enabling an initial concerted drive towards improvement with the development of a clear action plan for the future. Learners show a secure level of knowledge of a range of aspects of Christianity and Bible stories which effectively embed the Christian values of the school, fostering pupils' spiritual development. Support from the clergy with RE days and visitors of other faiths are incorporated into the curriculum and learners speak positively about their lessons and time spent visiting the local churches. Staff report that pupils' views of RE have improved in the last year with the

introduction of a more creative approach to learning and that they are now more able to find words to express their thoughts in discussions.

Tracking of pupils had been secured since the last inspection. However a new syllabus and tracking system is in its early stages to enable lessons to be consistently matched to ability and pupils to be effectively challenged. Standards are comparable to core subject attainment. Pupils start from a lower level on entry, making good progress so that by the time the children leave, levels of attainment are shown to be in line with the expectations of the RE syllabus. The RE coordinator has recognised that development of all teachers' skills to improve the quality of teaching and learning will ensure pupils' rapid and sustained progress.

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

Considering that the expansion of the school has been a prime area of focus over the last few years, the centrality of the school's Christian values and vision has continued to impact all areas of school life, with quality relationships between stakeholders giving the school a good capacity for further improvement. The school's good communication systems and strong working relationships facilitate the distinctive Christian vision to be well articulated between all stakeholders. Employing staff for quality pastoral support for the wellbeing of learners facilitates academic achievement which, from data reports, is good. The school fulfils the requirements for collective worship and RE. The headteacher has a good understanding of the school's strengths and weaknesses with clearly identified actions, due to the formation of effective groups which draft strategic plans. However, with the significant increase in the school's size, the school has yet to develop more formalised systems to gain feedback from stakeholders to ensure systematic measurement of impact. The governors, although very knowledgeable, do not yet have a clear picture of what an outstanding church school looks like in order to drive the school rigorously towards higher level impact and practice. The leader of RE is well informed on current developments in RE and has received training to secure higher level teaching skills to further challenge pupils. This has not yet been extended to the professional development of all staff to secure higher standards and future leadership of church schools.

Parents report that they are proud of where their children go to school and that the school's Christian values give 'a perfect foundation for learning'. This level of confidence has risen from seeing how their children have grown and developed whilst at the school. A parent spoke fondly about the headteacher at the Leavers' Service 'speaking into the lives of the children like a father figure speaking a blessing'. The school acts as a centre of the community with its fairly recently developed facilities being fully utilised by local people and organisations. The school benefits from strong partnerships, having double the opportunities with two members of clergy who are very involved in day to day school life, providing mutual and substantial benefit for the learners and their families. The work of the clergy with the school has raised the interest levels of families to be involved in church life. As a child reports; 'I like church because they welcome children' and a member of staff reports 'attending a local church service is just like attending a school family assembly'. Likewise church members have been stirred to be involved in the life of the school. Links with the Diocese are also proving to be fruitful in developing the school and the school is at the start of a journey to extend support towards other church schools in the area.

SIAMS report November 2014 Clewer Green CE VA First School, Windsor, SL4 3RL