

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Boyne Hill Church of England Infant & Nursery School			
Address	Rutland Road, Maidenhead, Berkshire, SL6 4HZ		
Date of inspection	12 November 2019	Status of school	Voluntary controlled infant
Diocese	Oxford	URN	109969

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgement	The impact of collective worship	Grade	Good

School context

Boyne Hill is an infant school with 231 pupils on roll. The largest pupil group is of White British heritage. However, a significant proportion of pupils are of Asian heritage. Many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below the national average. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. There have been no significant changes since the previous inspection.

The school's Christian vision

Rooted in our local community, together we build a welcoming sanctuary where everyone is shown love, care and respect. Inspired by Jesus, we nurture the ethos 'not to be served, but to serve' (Matthew 20:28) and our work is reflected in our motto 'Feeding body, mind and soul'.

Key findings

- The school's vision is clear, rooted in theology and underpins all relationships within the school community.
- The leadership of the school is strong. The vision of serving others is demonstrated by the headteacher in the way that she leads the school. Governors too, display this and are effective in their self-evaluation and monitoring of the school as a Church school.
- Collective worship is inclusive, invitational and is valued by all members of the school community. There are not enough opportunities for pupils to plan and lead collective worship.
- Leadership in religious education (RE) is a strength of the school. The RE curriculum is based on the pupils' own experiences and as a result, pupils make good progress.
- Pupils have an in-depth understanding of all major world faiths. Pupils' understanding of Christianity as a diverse faith is not yet fully developed.

Areas for development

- Provide pupils with more experiences to plan and lead worship, so that they feel they have ownership of it, resulting in high aspirations for all.
- Leaders and staff to develop and sustain partnerships that are more diverse so that pupils understand Christianity as a world faith.
- To disseminate the strong practice in RE, beyond the local community, so that the school's vision is embedded even further.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Boyne Hill is a nurturing and inclusive school where all pupils are treated as individuals. Leaders have worked tirelessly to ensure that the school is a welcoming sanctuary for all members of the community. They take their inspiration from the story of Jesus feeding the 5000. There is a shared understanding that their role is to facilitate the feeding of the body, the mind and the soul. When making decisions, leaders ensure that pupils are at the centre of their thinking. This results in most pupils flourishing. Parents recognise this too and value how their child's wellbeing is prioritised. They praise the way that the staff are committed to their child and to their family as a whole. Pupils have an in-depth understanding of what it means to serve others. As well as relating it to the Bible story, they talk openly about being like Jesus by serving others. Parents and pupils recognise that their school is a special place because they are all welcomed and are all cared for. They value the diverse backgrounds that make up the school community and relate this to being one big family. One parent said, 'The school embraces the mixture of backgrounds, celebrates the differences and that unites us.'

Leaders, including governors, are effective in their monitoring of the school as a Church school. Parents commented on how their feedback was valued and utilised to impact on the development of the school. Leaders have a thorough understanding of what it is like to be a pupil at Boyne Hill. There are positive links with the local church and parents recognise the impact that this has on their children. Similarly, links with the Diocese are strong with the school making valuable use of the training and support that is offered. Leaders are beginning to have an awareness of how they can continue to strengthen their vision by sharing their good practice with others. Leaders have ensured that the development point from the previous inspection has been achieved.

All members of the school community are treated with dignity and respect. The wide range of faiths and cultures are celebrated and, as a result, all stakeholders feel that they are treated as equals. Pupils express their joy in learning about other faiths and beliefs. They relish being able to learn from their friends. Leaders have embraced the cultural diversity of their school and as such have created a learning environment that is rich in language. As a result, many of the pupils with English as an additional language make good progress. Similarly, pupils with additional learning needs also make appropriate progress. This is because the school has a wealth of academic resources and pastoral support available to pupils and their families. In addition, leaders have ensured that the curriculum is designed to reflect the needs of the pupils. One parent said, 'The children learn without limits. The teachers teach what the children are interested in and my child feels empowered in their learning.' Pupils have experiences which develop their thinking and this impacts on their spiritual growth. The 'I wonder' boards allow pupils to ask big questions, which are insightful. Pupils know that there is never a question too silly to ask.

Pupils' behaviour is exemplary and their attendance is good. They are adamant that there is no bullying in their school. They demonstrate love, care and respect to all and know that they are forgiven for any wrongdoings. Pupils attribute this to the associated values of the school. They know that when they grow up, they want to be caring members of society who help others. They talk about how their learning superheroes have helped them to become more resilient and to never give up. All pupils engage in social action. They enthuse about 'Jeans for Genes' day and how their fundraising efforts make a difference to other children. They also understand how they make a difference in their local community. Pupils are committed to serving their community by carrying out regular litter picks. They understand that this not only helps the environment but impacts on the lives of all the residents.

Collective worship is inclusive and invitational and reflects the many different faiths of the school. Leaders talk about how worship helps their pupils' spiritual development by creating a sense of awe and wonder. Prayer is central to the life of the school and pupils engage readily in it. During collective worship, pupils are able to be still and to reflect. Pupils recognise this as being important for their wellbeing. One pupil said, 'I like to pray. It is my opportunity to talk to God and it helps me to calm down if I am frustrated. I then feel better after I have prayed.' Pupils have an age appropriate understanding of the Christian belief of God as Father, Son and Holy Spirit. They are passionate about the teachings of Jesus and stories from the Bible. They are eager to share how these relate to their own experiences and how they can learn from them. Parents comment on how their children

enthusiasm about the Bible stories at home too. Collective worship is well planned, well-resourced and is evaluated by pupils. The training of staff to lead worship has been prioritised. However, there are not enough ways in which pupils engage in the planning and leading of worship.

RE is held in high esteem amongst all members of the school community. The learning environment is rich in multi-faith displays and artefacts. From their first day of nursery school pupils are immersed in an environment where all faiths are celebrated. The RE leader is highly skilled. She has a wealth of knowledge and is unreserved in her commitment to ensuring high quality provision of RE. Pupils have an understanding of the importance of RE. One pupil said, 'We need to know about everyone's faith because even though we are different, we are all equal and we are all important to God.' Leaders prioritise training and development for all staff. This means staff are well prepared to deliver the curriculum. The RE curriculum is well planned and has been designed to reflect the cultural makeup of the school. It relates to the pupils' everyday experiences, which means they have an in-depth understanding of all major world religions. As a result, pupils make good progress in RE. Although pupils have a good understanding of all major world faiths, they do not have a deep enough understanding of Christianity as a world faith.

From the very start of a pupil's time at Boyne Hill, wellbeing is prioritised. Leaders have ensured that there is a wealth of support on offer to pupils and their families. As a result, some parents speak about how this has helped to make a difference to their lives.

Headteacher	Jane Davies
Inspector's name and number	Angela Wheatcroft 872

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Church of England Middle School			
Address	24 Crimp Hill, Old Windsor, Windsor. SL4 2QY		
Date of inspection	12-13 November 2019	Status of school	Voluntary aided middle deemed secondary. Oxford Diocesan Schools Trust
Diocese	Oxford	URN	141349

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good

School context

St Peter's Church of England Middle School has 254 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is broadly in line with national averages. The school has recently increased the number of pupils who will be admitted to the school each year.

The school's Christian vision

"You yourselves like living stones are being built up," (1 Peter 2:5) -valued by God, and a unique member of our school community. You will continue to build firm foundations for life in all its fullness— spiritually, academically, socially and emotionally, as this is at the heart of everything we do. We want you to become a wise, compassionate and responsible citizen in today's multi-faith modern Britain.

Key findings

- The passionate, inspirational leadership of the headteacher and his powerful commitment to the school's Christian vision and mission infuses all areas of this school. Combined with the effective work of his dedicated staff, this creates an environment which ensures that all are known, nurtured and included and this enables them to flourish.
- Deeply held values have a transformational impact on relationships, and the daily life of everyone in the school. This, along with strong pastoral care, which is overseen by a dedicated team and implemented by all staff, is highly valued by families and their children.
- Collaboration with schools in the local area to share successful leadership practice is emerging. This supports those schools and is helping St Peter's to move towards the next stage of its development.
- RE in the school is well planned enabling pupils to have a clear understanding and appreciation of Christianity and other faiths.
- Collective worship is a focal point for the whole school community to share and celebrate its Christian vision and values. It provides opportunity for celebration, reflection and inspiration in a clearly Christian context.

Areas for development

- Embed and further develop partnerships in the local area in order to share the school's effective practice. This will enable others to benefit from the school's experience and successes.
- Further enhance pupils' experience of collective worship and practice so that they can deepen their understanding of the varying ways in which Christians around the world worship.
- Develop the implementation of key resources relating to the teaching of Christianity throughout the school so that the RE curriculum is strengthened.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The headteacher is well supported by all staff and governors. He has a strong Christian commitment and a passion for inclusion, respect, and value for all members of the school community. At St Peter's, this creates a positive and supportive school environment in which all can flourish. The recently revised vision for the school is firmly rooted in the Bible and in gospel values and is embraced and understood by all. Through it, the school community is inspired to have care and concern for each other. It enables pupils and staff to thrive with each one feeling special and nurtured. Forgiveness and reconciliation are important in the school. This contributes to the calm and respectful environment in which pupils make positive choices about how they live and behave.

Staff have a good understanding of Church school distinctiveness. Governors work closely with leaders to maintain a planned system to monitor and evaluate the school's work, policies and Christian distinctiveness. Thus, effective strategic decisions are made about future developments. This includes the recent, important resolution to increase the size of the school. The headteacher ensures that where relevant, training is given to equip colleagues to become future Church school leaders. Areas to improve in the last inspection have been addressed.

The school's commitment to inclusion has led to bold ethical decisions in relation to its most vulnerable pupils. This has ensured that all pupils are given dignity and self-worth as children of God. One parent said, 'Staff at this school go out of their way for our children with their Christian loving and caring. It's as if Jesus has touched the school.' Parents welcome the way that the school prioritises character development and spiritual and moral values in addition to academic achievement. Staff, pupils and parents often use the words 'love' and 'family' when referring to the school community and this demonstrates the positive impact of the school's Christian vision.

Peer support for pupils is well developed at St Peter's. The school's Student Champions have been given training and support to work alongside fellow, sometimes vulnerable, students. This extends to new pupils on their induction programme. They have led collective worship when there is a focus on themes such as anti-bullying. The school has a strong commitment to the importance of wellbeing and good mental health throughout the school. Staff speak of their mutual support and how everyone offers time and care where needed. Everyone looks out for those who may be experiencing difficulty, and this helps to ensure that no one who is struggling goes unnoticed.

The school has an appropriate, broad, balanced and relevant curriculum as well as a range of extra-curricular activities. They are influenced by the school's Christian vision and values and recognise the uniqueness of everyone as a child of God. They ensure the well-rounded development and academic success of each pupil. Experiences across the school curriculum support pupils' spiritual development. Big questions are sometimes explored, and further plans for pupils to do this at a deeper level are being implemented.

Every member of the school community, whatever their background or circumstance, is treated with dignity and as an individual who is known and nurtured. Throughout the school there is a strong culture of embracing and respecting difference in its various forms. This is also promoted through the curriculum. In a discussion, one pupil said, 'At our school, we think it's really important that we let people just get on with being allowed to be who they are. Being different doesn't matter to us.'

Pupils articulate the importance of being able to express different views and opinions. They value times to explore and discuss issues sensitively and feel safe doing so in a culture of mutual respect. Pupils and parents say that bullying in any form is highly uncharacteristic of their experience of the school. They highlight that any problems which do arise are quickly and effectively resolved.

Reflecting the inclusive policies of the academy trust and the school's vision, the admissions policy underscores a mission to welcome and serve all families in the community. Members of the school are active in its community with pupils engaging in local events such as Remembrance. The school garden is a focal point for pupils, staff and parent volunteers. They work to grow produce, some of which is given to elderly neighbours at harvest time. Much is done by the school community in relation to local, national and global charities. This encourages compassion, generosity and an understanding of the need to respond where there are inequalities in the world. Ambitious Lent projects, which are run through the school house system, publicise and raise funds for specific causes. An annual Sleep Out

initiative was established by a pupil who had compassion and concern for the homeless. This raises funds for Windsor Homeless Project. It is also an example of how courageous advocacy can help to develop compassion, understanding and support for those in difficulty.

Retreat Days and visits to places of worship are well established in the school and effectively supported by a local Christian schools' worker. These enhance and develop pupils' experience of worship and ways in which Bible stories can be applied to modern life. Visits to the places of worship of a range of faiths is not yet established.

Collective worship is clearly rooted in the church calendar and the Bible. It is carefully planned to reflect the school's vision and values. Pupils have some involvement in the planning of collective worship and sometimes have leadership roles and read prayers or Bible passages. Occasions when individual pupils have contributed to worship by relating their own experiences have had a clear impact on the understanding and spiritual development of others. The more frequent use of liturgy needs to be developed.

RE is effectively led and taught by a specialist teacher. A planned curriculum, which is in line with the national expectations of the Church of England, enables pupils to gain a clear understanding of the importance of faith. Pupils develop a clear understanding of Christianity as a living faith. They talk about how they can express views and opinions confidently, safely and respectfully. Other world faiths are taught, helping pupils to compare, contrast and evaluate their own understanding of faith and spiritual matters.



The effectiveness of RE is Good.

Standards in RE are good, and well-planned learning activities promote pupil progress which is in line with other subjects. Marking and feedback is of a good quality, and work in books shows that pupils are making progress over time. Teaching promotes pupils' development of religious literacy. Effective assessment is in place and shows where pupils can further enhance their understanding of the subject. Monitoring of the subject, involving foundation governors, ensures that teaching and learning in the subject is good.

Headteacher	Andrew Snipp
Inspector's name and number	Peter Coates 937

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Clewer Green Church of England First School			
Address	Hatch Lane, Windsor, Berkshire, SL4 3RL		
Date of inspection	27 November 2019	Status of school	Voluntary aided primary
Diocese	Oxford	URN	110022

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good

School context

Clewer Green Church of England VA is a first school with 287 pupils on roll. The majority of pupils are of White British heritage. Few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. The school serves two parishes and has pupils from several armed services families on roll.

The school's Christian vision

Every child has been blessed by God with unique potential. Our vision for Clewer Green is to inspire and nurture children in a safe, happy and caring Christian community, where everyone is valued and enjoys learning.

'I can do all things through him who strengthens me'

Philippians 4:13

Key findings

- The school's vision, underpinned by carefully chosen and theologically understood Christian values, is owned and lived out by all members of the school community. It drives all aspects of the school's work and as a result, all pupils and adults flourish.
- Well established links between school, church, families and local organisations create a community where all respect and care for each other and live well together.
- A strong culture of inclusion and welcome ensures all are treated with dignity and respect as people created in the image of God. It is a place where pupils, some with significant additional needs, experience fresh starts.
- Inclusive and invitational collective worship is central to the school day for all, regardless of their beliefs. Pupils aspire to be worship leaders and are keen to take even more responsibility for aspects of worship.
- As a result of high-quality teaching in religious education (RE) pupils develop a good understanding of Christianity and other world faiths and how the values are common to all. They are less aware of Christianity as a world-wide multi-cultural faith.

Areas for development

- Develop a rigorous monitoring and evaluation schedule of the school's Christian distinctiveness, involving staff and governors, to ensure that the school maintains its distinctive Christian ethos.
- Provide further opportunities for pupil involvement in worship to enhance spiritual development.
- Explore how the curriculum and wider partnerships can promote pupils' understanding of Christianity as a global faith.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Leaders at all levels, under the guidance of the headteacher, ensure that the community is a living testimony to its biblically founded vision and that all believe they 'can do all things through him who strengthens me'. (Philippians 4:13). The associated Christian values of love, courage, faith, respect and honesty are the foundation stones of this thriving Church school. The vision is well established and along with the clearly articulated values, has a significant impact upon the school's strategic direction. Governors' systems for monitoring and evaluation of standards are rigorous, although monitoring of the impact of the vision and Christian distinctiveness is less well developed. Governors accurately identify priorities and provide appropriate support and challenge. Adults benefit from personal and professional development that promotes their wellbeing and enables them to support pupils to achieve their best. The school successfully develops staff to lead in Church schools and in response to action points in the last inspection, has ensured that governors have undertaken a range of training resulting in greater awareness of important issues, including safeguarding.

Every pupil is nurtured and thrives. Individuality and diversity are welcomed and celebrated. Clewer Green is an inclusive school with a strong culture of welcome. Pupils, some with complex social and learning needs, and who have struggled at other schools, have second chances. They thrive as a result of the school's commitment to its vision. In living the vision, the school emphasises reconciliation and forgiveness, ensuring exclusion is rarely used. Several pupils and families have improved their wellbeing after moving to the school, enjoying success and security, sometimes for the first time. As one pupil affirmed, 'I feel at home here'.

Governors' spending priorities reflect and promote the school's Christian vision and are focused upon meeting the needs of each individual pupil so they can achieve their potential. They have prioritised funding to provide additional support for looked after pupils outside the classroom and outreach to vulnerable families. The curriculum provision is driven by the vision to raise pupils' aspirations as well as their achievements and inspire them to reach their potential. As a result, pupils are provided with essential core learning and a range of exciting enrichment activities. Academic progress is good, including for those pupils who are vulnerable or who have additional needs, because they are excited by their learning. They succeed in becoming independent, inquisitive and spiritually mature learners.

Being a community and living well together are strengths at Clewer Green. Pupils flourish with a range of leadership positions such as reading buddies, peer mediators and worship leaders. They have a strong sense of empowerment with the school council at the heart of much decision making and fund raising. Pupils are confident that they know who would help them if they had any problems, including talking to a friend: 'they could comfort me'. They say that bullying is rare. They are prepared to take the lead in challenging and regulating behaviour, reminding each other of the school's expectations to uphold Christian values. They identify the living out of the school's values in others, and nominate them for a special school council award. The school's Christian vision underpins the approach taken to promoting aspiration as well as celebrating success. Rewards systems place equal value upon effort and achievement.

The school's considerable range of charitable actions includes those initiated by pupils as well as adults. Each of the four 'houses' supports its own chosen charity and takes responsibility for regular fundraising events. Adults in the school community, including several parents, are excellent role models. They regularly raise funds for the school, the nearby hospice and national charities. Following this example, pupils independently organise sponsored events and sales, raising funds for school projects and local and global good causes. Supported by the local vicar, pupil groups make regular visits to a local care home. They put on musical and dance performances that delight the residents. As a result of this social action, pupils understand that they can support those in need through fundraising, personal action and prayer. Thus, the seeds of courageous advocacy are being sown in their hearts and spiritual and social development is nurtured. Relationships between the school, other local schools and the parish community are very strong. This is because these communities engage with each other. Several parents said they chose this school specifically because it promotes strong community links, especially with the church.

Collective worship is a strong expression of the school's Christian vision. It is often led by the local vicar who is a regular and welcome visitor. Worship is inclusive and attended by all adults in the school community as well as all pupils. It is based on Bible teachings and regularly gives time to reflect on Christian values. Church seasons, Anglican traditions and individual, local and more widespread needs are all encompassed. It is thoughtfully planned and regularly evaluated by the worship coordinator, the vicar and pupils from the worship leaders' group. This shapes worship planning. Pupils say they like leading and taking part in worship. Many, including those with a range of world faiths, apply for the coveted worship leader roles. Those selected take their positions very seriously. Others say they would like to be involved more. Worship services vary in style over the week and occasionally take place in church, which helps pupils to develop an appreciation that Christians worship in different ways. Pupils are comfortable in prayer and reflection because they recognise the value of both. They value the opportunities they have for prayer every day and describe feelings of calm and comfort they experience in the reflective garden and prayer corners. One pupil described how praying made her 'feel safe'. Pupils talk confidently about their response to worship and show age appropriate understanding of the Christian beliefs about the nature of God, as Father, Son and Holy Spirit.

RE teaching time and the balance of curriculum content meet all requirements for a church school. The newly adopted scheme of work promotes an enquiry-based approach. This, together with teachers' strong subject knowledge and skilled questioning inspires pupils and helps them articulate their thinking. Visits, such as to a Hindu temple, enhance learning and spiritual development. The contributions of pupils of various world religions in RE lessons helps pupils to understand some of what unites different faiths. Pupils are less aware of Christianity as an international and multi-cultural faith.

Clewer Green is an inclusive, nurturing school that encourages everyone to be aspirational. The vision makes a powerful difference to the lives of pupils and adults.



The effectiveness of RE is Good

Teaching, learning and progress in RE are good. RE is led by a dedicated and knowledgeable co-ordinator who shares good practice across the school. Leaders monitor standards accurately and rigorously and assessment is used consistently. Marking of work promotes good progress because teachers pose questions that lead to dialogue and deepen learning. Work in RE is effectively tailored to meet the needs of all children at the school. This enables all pupils, including those with additional needs, to flourish academically.

Headteacher	Martin Tinsley
Inspector's name and number	Lynne Thorogood 799