**National Society Statutory Inspection of Anglican and Methodist Schools Report**

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| **The Royal School**  The Great Park  Windsor  SL4 2HP  **Previous SIAMS grade: Good**  **Current inspection grade: Outstanding**  **Diocese: Oxford**  Local authority: Royal Borough of Windsor and Maidenhead  Dates of inspection: 06 July 2016  Date of last inspection: 11 July 2011  School’s unique reference number: 110014  Headteacher: Susan Calvert  Inspector’s name and number: Lynne Thorogood (799) |
| **School context**  The school is a one-form entry First School with 96 pupils on roll. It is the only Crown Aided school in the country and serves the community resident in or near Windsor Great Park and Windsor Castle. The majority of pupils come from a white British heritage, but a small number are from other ethnic or cultural backgrounds. The proportion of pupils identified with special educational needs is lower than in most schools and the number eligible for the pupil premium grant is below average. Since the last inspection there has been a change of Head Teacher. |
| **The distinctiveness and effectiveness of The Royal School as a Church of England school are outstanding**   * The conviction with which the school’s clear Christian vision is promoted by the Head Teacher and governors, and shared by all members of the school, ensures the school’s success in meeting the academic and spiritual needs of all pupils. * The school’s Christian values are understood by the whole school community and children and adults live them out in their work at school and life at home. * Collective worship is clearly Anglican in character and is central to the life of the school. It promotes spiritual development through a focus on prayer and reflection. * Christian values underpin the strategic thinking and planning of the governors and permeate the whole life of the school. * The distinctively Christian character of the school nurtures supportive relationships between staff, pupils and families and excellent pastoral care. |
| **Areas to improve**   * Develop links and partnerships with Christian schools, communities or organisations globally to further develop children’s understanding of Christianity as a world faith. |

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| **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**  The Royal School is unstinting in the support, care and challenge it provides for all members of its community. This arises from a consistent focus on the Christian values: family, love, honesty, respect, wisdom and service and on its mission statement “Loving to learn, learning to love, guided by God”. Pupils and parents speak readily of the significance and impact of the school’s values with obvious understanding of both their Christian meaning and the relevance to their own and their children’s lives. Parents describe the school as having a ‘family feel’ in which everyone looks after each other. The resulting supportive, trusting relationships contribute to excellent pastoral support including for adults within the community of the school. This provision richly exemplifies the school’s commitment to make clear everyone is loved by God and to value all its members. The same motivation is applied to guiding pupils’ academic attainment and progress. Under the guidance of the executive head teacher, improved assessment and tracking of progress has enabled insightful support and challenge to be given to groups of pupils so that all achieve as well as they can regardless of starting points. As a result, the drop in attainment and the poor progress the school experienced two years ago have been eliminated and the school’s results are good. Pupils and parents agree that behaviour is excellent and say that this is because everyone accepts and follows the Christian values. One older pupil pointed out a notice in the entrance hall about steps to follow in case of bullying: “That’s what you should do if there’s any bullying, but we don’t use it”. She quickly added, “That’s because we’ve never had any bullying for years!” Parents confirm that those children who might be singled out for attention because of race or other difference are accepted. Committed Christian and church-going pupils are proud to be recognised as such. The school benefits from links with the church, Royal Estate, St George’s Chapel and local businesses. It also has links with local schools in very different social settings. Visits and visitors, including representatives of other faiths enhance social, moral, spiritual and cultural development. These and other opportunities show how well the school has addressed the last inspection’s challenge to enrich pupils’ understanding of diversity. Opportunities in the rural context of the Great Park support awareness of stewardship of the environment. Community spirit is demonstrated in the way pupils take on roles of responsibility because they are ways of helping others and the school community as a whole. |
| **The impact of collective worship on the school community is outstanding**  Great value is placed on the distinctively Christian collective worship that is the heart of the life of the whole school community. Worship is engaging and relevant and is central to the ethos and values of the school. Pupils in the worship group plan, present and evaluate worship, and discuss it with confidence. They clearly take pride in the many opportunities to contribute to and lead worship. This was borne out by parents, one of whom remarked that her daughter had created an altar at home, following the model of the one at school, with a cross, flowers, candle and bible. References to God the Father, Jesus the Son and the Holy Spirit are understood by older pupils. This is witnessed in the lighting of three joined candles at the beginning of worship signalling both a time for praise and a deepening understanding of the Trinity. Prayer and reflection are given high importance across all aspects of school life. Pupils regularly write prayers which are read out in worship and used in classes. Together with members of staff, the incumbent, Canon Poll, is involved in the planning of worship and plays a key role, leading worship regularly, either in school, or at the Royal Chapel for key Christian celebrations. He plays an important part in the life of the school and is well liked by the pupils, for whom he is a role-model as a worship leader. He brings accessible theological teaching and elements of the Anglican tradition to the school community. Many parents of all faiths take and value opportunities to attend worship services both at school and in church. Worship is enriched by the leadership of staff and visitors from different Christian traditions and different faiths including a Hindu parent and Jewish governor who have spoken about their beliefs and culture. This deepening of spiritual development is enthusiastically welcomed by all. First hand experiences such as these effectively promote respect and a better understanding of other faiths. Pupils’ grasp of the wide variety in worship across the worldwide Christian church is however less secure. |
| **The effectiveness of the religious education (RE) is outstanding** Imaginative and creative RE teaching results in very good progress by all pupils, some of whom achieve higher standards in RE than in other subjects. Lessons are conducted in an ethos of Christian love and respect in which secure and warm relationships allow the children to flourish. Exciting practical activities with seamless teamwork amongst staff, together with sensitive open questioning, take children into exploration of the impact faith brings to the lives of believers. This includes study of major world faiths, with visits and visitors playing a key role. Christian teaching and learning is particularly impressive. Good examples include a reception class child’s comment about the miracle of the loaves and fish: “Jesus did it because he loved everyone, even people he didn’t know and he didn’t want them to be hungry.” An older pupil confidently and correctly described similarities and differences between beliefs and practices in the Jewish and the Christian faiths. In their work in RE, pupils develop and apply skills of enquiry, investigation, evaluation and reflection. Because of this they learn not only about but from religion, and this also effectively supports their social, moral, spiritual and cultural development. Marking is thorough and requires pupils to respond and improve their work. Teachers track progress carefully, always encouraging and supporting pupils to do better. The RE co-ordinator and her team are extremely able and knowledgeable, and together with managers and governors, all are committed to the challenge of continuing improvement. The school’s Christian values are seen as central to the RE curriculum and links with the school’s values strengthen pupils’ understanding and appreciation of the school’s distinctively Christian ethos. The curriculum is currently being revised as a result of evaluation by a range of stakeholders, including clergy-governors, in order to make this high-quality provision even better. Visits to the Royal Chapel for RE lessons, such as to learn about baptism or weddings support pupils’ understanding of the importance of the church in the everyday life of their own community. Pupils’ awareness of the significance of Christianity as a worldwide faith is less well developed. |
| **The effectiveness of the leadership and management of the school as a church school is outstanding**  Since her appointment, the executive head teacher has worked tirelessly to improve standards and develop the Christian vision of the school. Success has been achieved through exemplary teamwork, with every member of staff living out Christian values to guide, support and inspire the pupils. Self-evaluation is rigorous and effective because staff and governors all have a good understanding of church school distinctiveness. Christian values and principles are the major drivers of much decision making. For instance, during a recent period of staff turbulence priority was given to ensuring that pastoral support was given to those members of staff affected. Governors regularly review the school’s Christian distinctiveness and bring “challenge without conflict” to the staff, thus promoting development. Governors are fully involved in the school’s work and activities, monitoring and helping with designated subjects. These visits enhance their knowledge and expertise through first-hand experience of the work being done to promote the spiritual understanding and academic progress of the children. Governors have a very good understanding of the school’s performance data because they have undertaken appropriate training courses. In-service training focuses on school priorities, and recent training from the diocese with a focus on Christian ethos was attended by governors and all staff, including catering staff, showing its importance to the whole school community. Training courses prepare staff well for current and future leadership roles in church schools. There are many links with the local community. These include with other local schools, Windsor Castle and local companies. Parents are very appreciative of the Christian care shown. They know that, for the staff, the wellbeing of every child and every family is paramount. Parents are immensely proud of their school, giving excellent support and input. Their comments include “The teachers all care about the children”, “In this school, faith really matters and the children have a real interest in it”, “The Christian teaching stays with them when they move on to the next school”, and simply, “It’s excellent!” |

SIAMS report July 2016 The Royal (Crown Aided) First School SL4 2HP