

## National Society Statutory Inspection of Anglican Schools Report

### **Clewer Green Church of England Voluntary Aided Primary School**

Hatch Lane,  
Windsor  
Berkshire  
SL4 3RL

#### **Diocese: Oxford**

Local authority: Windsor and Maidenhead

Dates of inspection: 7 November 2006

Date of last inspection: 17-19 June 1996

School's unique reference number:

Headteacher: Mrs Marie L. Stephenson

Inspector's name and number: Mrs Tricia Whiting - 140

#### **School context**

Clewer Green is a small voluntary-aided First School of 150 pupils aged between 4 and 9. The school is set in an area of comparative advantage, currently undergoing considerable redevelopment. One consequence of this has been the need to introduce a policy of admitting children to the school in the term before they reach the age of 5. A small proportion of pupils are ethnic-minority and children with English as an additional language.

#### **The distinctiveness and effectiveness of Clewer Green as a Church of England school are good, with some outstanding features.**

A strong Christian ethos pervades many areas of school life and underpins a caring learning environment for pupils in which all are valued.

#### **Established strengths**

- Strong, effective spiritual leadership by the Headteacher.
- Strong Church involvement and support.
- Outstanding pastoral care and personal development of pupils.

#### **Focus for development**

- To develop a systematic approach to the evaluation of all Collective Worship provision.
- To provide opportunities for further spiritual development for both pupils and staff by creating "quiet spaces" in the school.

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

The Christian ethos is strong and clearly evident in the school, underpinning many aspects of school life. The school espouses and has success in its holistic development of the child within an inclusive, inspirational, caring learning environment. There is a quest to engage children in tangible spiritual experiences and a recognition of the power of inspiration for both staff and pupils alike. The excellent quality of relationships, exemplified by pupils' consideration for others, is influenced strongly by good staff role-models. There is a culture of respect and honesty at the school, so that pupils and staff feel that their points of view are valued. Pupils understand that with privilege comes responsibility, clearly demonstrated in their various monitoring and School Council roles and in their community and charity support. The school has begun planning to further develop its spiritual dimension, both through staff development and by re-dedicating its "snug" as a quiet area for reflection and sanctuary.

#### **The impact of Collective Worship on the school community is good**

A variety of well-planned provision is made to create a worshipful atmosphere to support pupils' moral and spiritual development. Children are attentive, respectful and supportive of their peers, as demonstrated at an Achievement Assembly celebrating academic and

pastoral success, held in a calm, thoughtful atmosphere, which highlighted and reinforced Christian morals. A lighted candle provided a spiritual focus and a child commented that the smoke from the subsequently extinguished candle symbolised “our prayers wafting up to Heaven”, demonstrating insight and prayerfulness. In the pupil meeting, responses to the question “How much do you enjoy Collective Worship?” were mixed. There is currently no formal systematic evaluation of worship, which is provided variously by staff, clergy and the “King’s Church”. Clergy provide strong support by leading weekly acts of Christian worship, involving The Church Group of retired parishioners and providing a focus for subsequent class RE lessons. Collective Worship is held at both St Andrew’s and All Saints’ churches, where Christian festivals are celebrated. Parents report that they enjoy their involvement with these services, which are helping to further the school’s vision to integrate “faith with families”, and pupils spoke positively about their participation.

### **The effectiveness of the Religious Education is good**

RE is well led in the school. Planning is rigorous and is based on the Windsor and Maidenhead syllabus. The Subject Leader provides very good support to her colleagues, who are encouraged to use assessment levels to plan activities, thereby ensuring appropriate opportunities for progression. Good planning sheets focus the staff on a need to plan broad and balanced lessons in RE. In both lessons observed, standards of teaching and learning were good, matching the school’s own self-evaluation. Intentions and expectations were clearly communicated, with good use of resources and artefacts, which included ICT. Pupils’ behaviour and responsiveness were generally good. In a Key Stage 1 lesson, children were encouraged to consider how they would feel at a Jewish Sabbath, while those in Key Stage 2 were invited to draw their idea of Heaven, having been encouraged to express their feelings about a variety of “special places”. Pupils’ responses in the latter showed by their choice of vocabulary – “peaceful”, “calm”, “magical” – that they appreciated and could articulate what constitutes a place with a spiritual dimension. The Christian aspect of the RE syllabus is provided entirely by clergy and The Church Group, whose programme – *God’s amazing plan* – is designed to capture and engage pupils’ interest through creativity. Subject Leader, Headteacher and clergy have collaborated well to incorporate this recent dimension within their RE provision. This will require careful monitoring to assess its impact in terms of standards and attainment. Pupils said they enjoyed the drama, the music and the active involvement.

### **The effectiveness of the Leadership and Management of the school as a church school is good**

The Headteacher provides strong spiritual leadership and has a clear vision for how the school will become a “learning community in the widest sense”. At their meeting, parents expressed their appreciation of the Headteacher’s effective leadership and of the energetic, proactive and creative support provided by the Incumbent and Chair of Governors. Parents spoke of the “cosy blanket of Christian values” that underpins the culture of the school, which they say sets their children up for life. The Governing Body is increasing its involvement in the education of pupils at the school. A recently introduced protocol for Governor visits, designed jointly by staff and Governors, will support them as they develop the skills needed to monitor teaching and learning, and this will further strengthen leadership in the school.