

National Society Statutory Inspection of Anglican Schools Report

Eton Wick Church of England Voluntary Controlled First School.

Sheepcote Road,
Eton Wick,
Berkshire SL4 6JB

Diocese of Oxford

LA: Royal Borough of Windsor and Maidenhead

Dates of inspection: 12th July 2007

Date of last inspection: 12th/13th March 2001

School's Unique reference number: 109996

Name of Head teacher (Name of Acting Head teacher): Mrs Maria Houston (Mrs Sue O'Shaughnessy)

Inspector's name and NS inspector's number: Margaret Maskell - 136

Context

The school serves the children of families from the village and from the surrounding area of Slough. The majority are of white British heritage but over a third are from ethnic minority background, predominantly Asian. About 10% of the school's population is in the early stages of learning English. The attainment of most pupils when they join the Foundation Stage is in line with expectations for their age, but some children have weak language and social skills. The proportion of pupils with difficulties and special needs is below the national average. An acting headteacher has been in post since the end of May.

The distinctiveness and effectiveness of Eton Wick as a Church of England school are good.

Established strengths

- A strong productive relationship with both the local church and the community.
- A strong ethos of Christian values, tolerance and respect.

Focus for development

- Foundation governors to monitor both the collective worship and the teaching of RE throughout the school and make a contribution to the School Development Plan.
- To ensure that tracking systems, now in place for monitoring pupil progress, are used to raise standards further.

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

The school values and encompasses each of its learners, including those with special needs and those coming from other faith backgrounds and cultures. It is inclusive in every respect. This approach is a natural way of life and is recognised and valued by parents. The warm and open relationship between the members of the school community provides an ethos of Christian care and concern. Frequently, the children speak of the school being a 'sharing caring school' and this ethos, which begins in the Foundation Stage, develops through each of the year groups. The school council is given certain responsibilities, which facilitate involvement in some of the school's decision-making processes. There are many signs around the school, which demonstrate the school's Christian Foundation. These include colourful RE displays. A Christian ethos is promoted within the school by means of collective worship and through the teaching of RE. The school makes good provision for the well-being and personal development of its pupils. Children have a good knowledge of how to stay safe and how to adopt a healthy lifestyle. Achievements are celebrated using a range of different systems and the children appreciate such recognition. Efficient tracking systems have recently been introduced which will enable the school, more

effectively, to monitor the progress of each child. Recent data shows that the children are making better than average progress since they entered school at the Foundation Stage.

The impact of collective worship on the school community is good

Collective worship is good and occupies an important place as a key element of Christian witness in the life of the school. Worship is consistently and recognisably Christian. The pupils are made aware of the Anglican tradition because of the close links with the clergy and the regular visits which are made to the church, which is situated next to the school. The school celebrates the major Christian festivals in the church as well as arranging a 'leavers service' at the end of each school year. Collective worship takes place each day. Pupils' understanding of prayer is good, as shown in the prayer-books they have made, which are used for classroom worship. They know, and regularly use, the Lord's Prayer. The pupils are given a time for reflection before formal prayers are offered. This enables children of other faiths, both to reflect and to pray in their own way. Those from other faiths and cultures attend collective worship and appreciate some of the similarities they have experienced in the ritual of their own religion. Many of the children speak knowledgeably about the Bible teaching to which they have been exposed. Recently a child from Year 2 asked her parents if she could be baptised because she had heard about 'God's family' during collective worship and wished to become a member. Pupil evaluation of worship suggests that there is a need for leaders to provide material suitable for older children studying at Key Stage 2 level. There are opportunities for pupils to collectively act out Bible stories. The children also appreciate the singing of hymns and choruses. Friday worship includes a celebration of the children's achievements and is a time when parents are invited to join with the school. One parent expressed her appreciation of these arrangements because she could join her child in the singing of hymns and in the prayers which were offered.

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

The Christian purpose of the school is clearly expressed in the Mission Statement which is published in the Prospectus. The school maintains strong links, both with the church and the village community. The church and the school work collaboratively, to share each other's buildings and celebrations. The vicar plays a leading role as a foundation governor, taking her responsibilities seriously and appreciating the need for the newly appointed foundation governors to become involved in the monitoring of collective worship and the teaching of RE, as well as making a contribution to the School Development Plan. Parents recognise the strong Christian ethos and the close links the school has with the church. Since the last inspection, the recommendation that all staff should be trained to lead collective worship has been implemented. The school recognises that although planning for collective worship does take place, this should, in future, have more coherence, and involve all those who lead worship. Work on the evaluation of collective worship, by talking with the children, now takes place. Prayer is an important part of school life and there is evidence that the staff help to develop the spirituality of their children. Under the leadership of the acting headteacher, significant improvements have been introduced. Concerns, which were highlighted in the recent Ofsted report, have been addressed and the capacity for further improvement is assured. A tracking system is now in place and the value-added scores for children leaving the school at the end of Year 4, show better than average progress.