

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Winkfield St Mary's C of E School			
Address	Winkfield Row, Bracknell, RG42 6NH		
Date of inspection	3 December 2019	Status of school	Voluntary Controlled
Diocese	Oxford	URN	109994

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	Requires Improvement

School context

Winkfield St Mary's Church of England Primary School is a primary with 197 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 below national averages. A new staff team has been established over the past two years, including a new headteacher.

The school's Christian vision

Our vision at Winkfield St Mary's is for all pupils, staff and the school community to aspire to reach their God given potential by developing their academic, personal and spiritual talents; to equip pupils with the key personal skills and mental resilience to make positive contributions to our global community.

'I have come that they may have life and have it to the full' John 10:10

Key findings

- The school's vision was established during a period of instability. It has been used to great effect to facilitate strategic and management change allowing this church school to flourish.
- A new religious education (RE) scheme has been introduced by the RE leader to better reflect the school's vision. RE is managed well and is steadily improving.
- Development points for collective worship, identified in previous inspections and reviews, have not been addressed. This means the grade awarded for collective worship is requires improvement.
- Good mental health and wellbeing is a strength of the school community and is highly valued by all. Those in vulnerable circumstances are particularly well cared for. Leaders care about the pressures staff face and support them during such circumstances.

Areas for development

- Establish a whole school understanding of worship in line with the Church of England expectations of worship in schools.
- Widen opportunities for pupil involvement in leading worship on a regular basis, so that worship increases pupils' spiritual development.
- Continue to embed and monitor the new RE curriculum to ensure its impact reflects the school's vision.

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

Winkfield St Mary's Primary school is a welcoming and caring community. Leaders, working with clarity of purpose within a short time span, have ensured the school has an effective vision. During a recent time of turbulence this vision has been used to strengthen the Christian foundations of the school. As a result, leaders have created a culture that enables children to aspire to reach their God given potential. The vision is supported by a strong set of Christian values. Leaders have used this vision, rooted in John 10, to create a school where all can flourish.

The caring, Christian character of the school means that all are treated with dignity and respect so that everyone feels valued. Parents, staff and children, whatever their religious affiliations, refer to the school as a family. The school's inclusive ethos cares for vulnerable children particularly well, enabling them to flourish. Staff spoke positively of their experience of working at the school. They cite strong relationships, professional development opportunities, and support by others as reasons adults live well together. Governors are aware of the pressures the staff are facing. They care about their wellbeing and work hard to alleviate such pressures where possible.

High expectations, resulting from the school's vision that each should strive to reach their potential, underpin the school's success. Academic results are consistently above national benchmarks. Progress is above average for all pupils, including those who have special educational needs and those in vulnerable circumstances. This is because staff are equipping pupils with the personal skills and mental resilience consistent with the school's vision. Mental health, wellbeing and academic attainment are equally valued. Additionally, staff support pupils' spiritual growth through a shared understanding of spirituality that they have formulated together.

Pupils' moral and social development is a strength of the school. This is because children are taught to live well together in a way that promotes the school's vision and values. To support this work the school have participated in an oracy project. This has increased opportunities for children to express differing opinions and accept other points of view. Skills in oracy are developing quickly and the school has seen a positive impact on pupils' behaviour. Pupils are thoughtful and well behaved.

The leadership team is creating a bespoke and effective enquiry-based curriculum. This new approach better reflects the school's vision. Additionally, the curriculum is underpinned by the understanding that children should have opportunities to 'think for themselves' and ask 'big questions'. Therefore, numerous opportunities for pupils to debate and explore their own and other opinions are woven into the curriculum. This has a positive impact on the culture of mutual respect within the school.

The new curriculum has increased opportunities that allow children to learn about their changing world. This has enabled them to make positive, age related contributions to the global community. This is particularly evident through the Romania Link charity that the whole school supports. Leaders have used the new curriculum to embed the school's vision of enabling pupils to achieve their God given potential.

Additionally, the RE leader has revised the RE curriculum so that it supports the school's enquiry based approach to learning. With other leaders she has created a robust action plan to further develop her subject. She attends local RE network meetings and has led training in school. The new RE curriculum aligns with the locally agreed syllabus and the Church of England's Statement of Entitlement.

Pupils are excited by RE and articulate, with confidence, what they have learnt about Christianity and other faiths. Younger children happily recite stories from the Bible and explain the context of these. Older pupils understand and question deeper theological concepts within Christianity and other faiths. A robust RE marking system allows children, as well as their teachers, to see the progress they have made. Pupils explained how 'next step marking' helps them improve their work. This system allows children an opportunity to develop the perseverance associated with the school's vision. However, governors do not systematically monitor or evaluate progress in RE. This compromises their ability to preserve and develop religious education further.

The school community attends the parish church for Christian festivals such as Christmas and Easter. Older pupils help plan these occasions. However, pupils are not involved with planning worship regularly. Some pupils

contribute prayers to collective worship, but pupils do not lead or evaluate collective worship. Pupils' spiritual development, through deeper involvement in worship, is therefore limited. The collective worship policy expresses some incorrect information regarding collective worship in Church of England schools. Development points for collective worship from the schools last SIAMS have not been addressed. This means that collective worship requires improvement.

Nonetheless, the Christian character of the school is apparent in each classroom through displays and places for reflection or prayer. Each classroom has an additional display area where children can exhibit 'big questions' they might have, associated with RE. Pupils, especially key stage two pupils, enjoyed talking about these areas. They queried or challenged the questions posed by others with enthusiasm and respect. Bible verses that encourage various aspects of the school's values and vision are displayed around school in mutual learning areas. Each week the school sends home a task for children set around its values and vision. Through this practice the principles held at school have become part of home life. Parents discussed a recent example that asked children to carry out ten acts of kindness. They explained that their children completed the tasks without desire for reward, instead they were kind 'for the sake of it'. Parents appreciated the support provided by the school to encourage the children's moral growth.

Irrespective of the school's recent difficulties, there are abundant opportunities for this community to reach its God given potential. This is because leaders have successfully used the school's vision and values to create a place where all can flourish.

Headteacher	Julia Evans
Inspector's name and number	Delia Sheppard 942