

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Queen Anne Royal Free Church of England First School	
Address	Chaucer Close, Windsor, SL4 3EH
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Excellent

School's vision
In our Christian community, and with the Fruit of the Spirit in our hearts, we all Enjoy, Include and Achieve. "But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control." Galatians 5:22-23
Key findings
<ul style="list-style-type: none"> • The vision, underpinned by the Christian teaching of the 'fruit of the spirit', permeates all aspects of school life. Leaders' actions successfully create a place where opportunities to 'enjoy, include, and achieve' are daily experiences for all. • The curriculum ensures an exciting, engaging, and inclusive programme of learning that aptly reflects the school's vision. However, pupils have less opportunities to explore global ethical issues such as disadvantage and deprivation. • Leaders have created a whole school approach to spirituality and incidental moments of spirituality are captured within the curriculum. However, spiritual development is not formally planned or evaluated across all curriculum subjects. Therefore, opportunities to maximise pupils' spiritual experiences are missed. • The impact of collective worship is excellent. It extends well-beyond the daily act of worship heightening the spiritual awareness of the whole school community. Age appropriate worship ensures it is enjoyable, inclusive and meaningful to the younger pupils. • RE is well-led and reinforces the importance of the school's vision. Pupils enjoy the subject and talk about their learning with enthusiasm. They visit local churches, however, opportunities to explore other places of worship or meet faith leaders from a range of beliefs are underdeveloped. This limits their knowledge and understanding of worldviews and religions and their impact on British society and culture.
Areas for development
<ul style="list-style-type: none"> • Develop pupils' understanding of global society in the wider world through engagement with global ethical issues in greater depth. This is to extend their understanding of disadvantage and deprivation through initiation of global projects to challenge injustice • Further enrich pupils experience and understanding of different faiths and worldviews in modern Britain. This is to ensure they develop the understanding and skills to become thoughtful and successful citizens. • Embed the shared understanding of spirituality so further opportunities for spiritual growth are harnessed across the curriculum and throughout the school.

Inspection findings

Through a deeply considered and well-embedded Christian vision, a sense of gentle warmth and quiet acceptance permeates the school. Governors and leaders articulate with clarity how the vision shapes every aspect of school life. Their ambitious and passionate leadership ensures it is lived out strategically and operationally. Staff speak positively of their experience of working at the school. The vision drives their approach to teaching. It fosters enjoyment, inclusivity, and a sense of achievement in pupils.

Leaders have developed an engaging curriculum designed to encompass all learners. It is complemented by exciting enrichment experiences. For example, pupils embrace woodland bathing, they walk to Windsor Castle, and sing with a chorister from St George's Chapel. Specialist visitors such as authors and illustrators are invited into school to further enrich learning. Pupils talk with enthusiasm about these occasions. They promote a sense of awe and wonder, encapsulating the vision's approach to enjoyment and increase the learners' confidence. Their learning and progress, mental health, and wellbeing are all equally valued. This promotes the belief that everyone is unique and valued and should experience life in all its fullness. Those who benefit from additional help with learning are well-supported by teaching assistants. In collaboration with teachers, they enhance pupils' experiences and meet individual needs. Consequently, staff equip pupils with strong personal skills that promote mental resilience. Through close work with a partner school in Soho, the curriculum explores differences and similarities between people living in different settings. However, pupils do not benefit from wider-reaching enrichment partnerships to help develop their sense of global citizenship.

The school has a shared understanding of spirituality which is spontaneously expressed throughout the school day. It is supported through collective worship and areas designated for pupils to be still and reflect. However, spiritual development within the planned curriculum is not explicitly addressed. Therefore, opportunities to maximise pupils' experiences are missed.

Collective worship is central to the Christian vision and is a focal point of the school day. It strikes a successful balance between achieving inclusion and maintaining Christian distinctiveness. Consequently, everyone attends collective worship with enthusiasm. Governors effectively evaluate worship through pupil surveys and interviews that inform appropriate development opportunities. As a result, the school has created a worship programme that directly supports its own community. It conscientiously addresses the needs of a first school cohort so that pupils gain an age-appropriate understanding of Christian theology and liturgy. Class worship, led by pupils, ensures that Christian themes are explored in ways that even the youngest pupils can access. Links with the local church are strong. An experienced church team regularly supports worship through the dramatised retelling of Bible stories. Pupils confidently articulate how these stories, and their associated Christian values, impact their everyday life at school and at home. The vicar leads worship termly and pupils, with her support, have created a school prayer. This joint project has enhanced the school's sense of Christian community. Every classroom has a reflection area where pupils can choose to write and display prayers. Additional prayer areas are available outside in the school's 'lost garden' and 'bamboo forest.' Parents express the joy they feel through attending school or church at key Christian times of the year. The impact of collective worship extends well beyond the daily act of worship. It permeates the whole school and heightens the spiritual awareness of the school community. Consequently, some adults and pupils have embarked on transformational journeys of faith, initiated through engagement in worship at the school.



Inspired by the vision, pupils show their concern for others through local social action. For example, through learning related to environmental issues, pupils have initiated litter picking sessions in their school. Supporting such causes means pupils make positive, age-related contributions to their community. They are learning to respond to local needs with faithfulness and goodness. However, pupils' opportunities to respond to global and ethical issues, involving deprivation and disadvantage, are more limited.

RE is well-led and reinforces the importance of the school's vision. Pupils enjoy the subject and talk about their learning with enthusiasm. It provides opportunities for pupils to reflect on their learning about a range of religions and confidently discuss their own views. They feel empowered to ask big questions in a safe environment. Varied approaches and experiences challenge pupils' thinking. Trips to local churches in Windsor reinforce pupils' understanding of the impact that Christianity has on Britain's cultural heritage. However, similar practical opportunities to engage with people and places linked to other worldviews and faiths are less developed. This limits pupils' knowledge and understanding of major world religions and worldviews and their impact on society and culture. Nonetheless, the study of major religions and worldviews within the RE curriculum promotes respect so that every individual is valued. As a parent of children from a mixed faith background explained 'my children have always been more than tolerated ... they have been loved'. In this positive and loving environment pupils learn and thrive.

Leaders are proactive in addressing circumstances that might affect the mental health and wellbeing of the school community. Those in vulnerable circumstances are exceptionally well looked after. This is seen in the emotional and practical support offered to staff and the kindness shown during difficult times. It is particularly evident after extensive periods of ill health or family upheaval. Leaders are mindful of staff workload in the decisions they take, providing valued support for individuals and making whole school adaptations. This builds cohesive, professional, relationships that readily reflect the school's values and vision. Furthermore, leaders have a clear focus on nurture for pupils. They work exceptionally well to help pupils self-regulate their feelings and energy. Their care shapes learners' positive behaviour and results in confident, self-resilient pupils who live and learn well together. Parents rightly explain that staff frequently go beyond their teaching roles in being readily available to listen to them and understand their family issues. The local church prays for the school and is ready to offer pastoral support. Consequently, through these practices, the school is a place for emotional healing and recuperation. Together, leaders have created a harmonious community in which good mental health and emotional wellbeing is an area of excellence.

With the 'fruit of the spirit' foremost in their thinking, the community of The Queen Anne First School enjoy, include, and achieve together. It is a place where all can flourish.



Information			
School	Queen Anne Royal Free Church of England First School	Inspection date	13 July 2023
URN	109997	VC/VA/Academy	Voluntary controlled
Diocese/District	Oxford	Pupils on roll	148
Headteacher	Judith Street		
Chair of Governors	Louise Humphrey		
Inspector	Delia Sheppard	No.	942