

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Eton Porny Church of England Voluntary Controlled First School			
Address	High Street, Eton SL4 6AS		
Date of inspection	30 April 2019	Status of school	VC First, Slough and East Berkshire multi-academy trust
Diocese	Oxford	URN	142576

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 Judgements	The impact of collective worship	Grade	Good

School context

Eton Porny is a smaller-than-average sized first school with 116 pupils on roll. The majority of pupils are of White British heritage. Many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. Since the previous denominational inspection there have been significant changes in staffing and governance, including the headteacher, appointed in January 2017. In February 2016 the school became part of the Slough and East Berkshire multi-academy trust (SEBMAT).

The school's Christian vision

We are all created unique and special. He made us all perfect having our own uniqueness. God has given each of you a gift from his great variety of spiritual gifts. Use them well to serve one another.
1 Peter 4:10-11

Key findings

- Empowering leadership, embraced by everyone, has a strong inclusive approach to wellbeing and the importance placed on the individual. This embodies the school vision and enables everyone to be the person they were created to be.
- The school's Christian ethos is now much stronger. This allows a balanced approach, enabling its young pupils as well as adults to flourish.
- Music is a strength of this school which enriches the lives of pupils and their parents. It is an uplifting and integral part of collective worship.
- Thoughtful and reflective pupils are active in their role as eco-champions in their local community.
- The partnership with the churches and the community is now much stronger in this Christian family, nourishing the spiritual lives of all.

Areas for development

- Enrich pupils' awareness and understanding of Christianity in other countries to nurture their spiritual and cultural development.
- Extend pupils' encounter with visitors of diverse faiths in order to enable them to transfer their experiences into their learning environment.
- Ensure the gathering of pupil feedback on collective worship and religious education (RE) informs the school's on-going journey of school improvement.

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

Since the previous denominational inspection there have been significant changes in staffing and governance, including the headteacher, appointed in January 2017. Undoubtedly, over the last two and a half years the school has been on a journey which has seen rapid change. Much has been achieved. For example, empowering leadership, embraced by everyone, has a strongly inclusive approach to wellbeing and the importance placed on the individual. This embodies the school vision and enables everyone to be the person they were created to be. It is evident that the school's Christian distinctiveness is now much stronger, reflecting the Christian manner in which everything is approached. This enables its young pupils as well as adults to flourish. There is a consistent approach across the trust schools to support pupils and adults and develop leadership at all levels. This is very inclusive and nurturing, giving a sense of belonging. It results in mutual support for all schools, including those without a Christian foundation. This school's vision of being created in God's image as 'he's the one who gives the gifts' is enshrined in all policy and practice. The emphasis on 'Only One You' gives a child centred approach to learning, rooted in the uniqueness of each child. Staff and governors have worked closely with the diocese and the trust and have been well appraised of Church school developments. They have benefitted from support and training and 'engage with the diocese very well'. For example, 'Thinking governance' has inspired governors and leaders to provide a strategic plan for monitoring the school effectively as a Church school. Governor monitoring days are now an integral part of the cycle of review across this school. The gathering of pupil feedback on collective worship and RE now takes place fortnightly. However, the way this informs the school's on-going journey of school improvement is not yet embedded.

At Eton Porny the focus is very much on holistic education and 'becoming a complete person, not just academic'. The emphasis on the Christian values of uniqueness and respect stems from the school's vision. All pupils make good progress, from those who need extra support to the more able amongst these young pupils. This is because the school's vision and the personalised learning approach ensure challenge and raise expectations for all. As one vulnerable pupil put it, 'challenge is good'. The work of specialist support staff particularly enables disadvantaged pupils to grow in confidence and be well prepared for transition to their next school.

Eton Porny's young pupils are passionate about being agents of change for good. Thoughtful and reflective pupils are active in their role as eco-champions. Inspired by their vision, they use their gifts to serve others. The weekly eco club 'meets to discuss tidying the garden, litter-picking and understanding bio-diversity'. Its members 'inform the rest of the school about recycling and looking after our environment'. This has resulted in the school achieving their bronze and silver Green Flag awards. Year 4 pupils, concerned about plastic pollution, delivered letters to shops and businesses on Eton high street. There is now more frequent use of biodegradable straws. As two pupils wrote in their parish magazine, 'We decorated canvas bags and sold them to our parents and staff at school.' This aimed to 'stop them using plastic carrier bags to do their shopping. We donated the money we raised to the World Wildlife

Fund and adopted a Hawksbill turtle.’ A charity close to the hearts of the Eton Porny community is the Mvumi trust, supporting a secondary school in Tanzania. The school also supports the local Windsor homeless charity well.

Effective distributive leadership results in strong relationships, ‘welcoming to newbies’. The value of having a small staff is that everyone gets on very well as they are all well supported by one another. The staff team are like a family learning together which builds each other up. There is an innate trust which comes from ‘sharing the same values, even if our beliefs are different’. Adults and pupils are valued for their achievements outside school. This results in all being affirmed and enabled to flourish because the school’s vision allows them to be themselves. In this accepting community, forgiveness and reconciliation are learned right across the curriculum, not just in RE. Diversity and difference are reflected by everyone being treated respectfully. Newsletters celebrate the variety of shared community events in school, churches, town and the local area.

The partnership with the churches and the community enriches this Christian family, nourishing the spiritual lives of all. Music is a strength of this school which touches the lives of pupils and their parents. For example, the Easter services held at Eton lower chapel were cited by parents as ‘amazing’. Year 3 and Year 4 pupils sang at St George’s Chapel in Windsor. The local ‘Open the Book’ team from St John’s Church regularly lead worship in school. Worship leaders also include local clergy as well as pupil wellbeing champions and the office manager, who all use their gifts. Worship has a strong focus on the Bible and Christian values as well as prayer and reflection, using the Trinity candle. The Lord’s Prayer is used most days as ‘it’s the prayer Jesus himself made’. In worship, some pupils pray on their knees as is their custom in their faith tradition. Prayer corners are well used in classrooms. Reflection extends outside to the prayer garden with its pebbles celebrating each unique member of the community, affirming the school vision. Pupils comment, ‘There is not another person in the world like you as we are all unique in our own way’. Older pupils reflect deeply and can explain the symbolism of Christian worship, such as the Eucharist. One pupil shared, ‘The Holy Spirit changes you and changes your life.’ However, pupils’ awareness and understanding of Christianity in other countries or in different denominations is not yet fully developed.

St John’s Church enables ‘Experience Easter’ to take place in a garden, resembling the garden of Gethsemene. For one pupil, ‘Jesus rising from the tomb reminds me of hope and joy and that everybody has a second chance.’ Vulnerable pupils say RE helps them. They learn how Muslims and Christians pray and it’s ‘ok to be different’. RE is well led and assessment is in place. Pupils enjoy RE and the detail of the Christian story from nativity to Jesus’ resurrection. They critically reflect and ask questions as RE is regarded as an academic subject. Visits to places of worship, such as ‘the synagogue and Hindu temple’ are integral to the RE curriculum. However, pupils’ encounter with visitors of diverse faiths in their classrooms takes place less frequently.

Eton Porny’s Christian vision to celebrate each person’s unique God-given gifts serves and supports its community well, so adults and pupils flourish together.

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