



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Edward's Royal Free Ecumenical Middle School	
Address	Parsonage Lane, Windsor, SL4 5EN

School vision
<p style="text-align: center;">Learning Together in Christ</p> <p>At St. Edward's Royal Free we strive to support and challenge pupils as they grow emotionally, academically and spiritually. Underpinning our Christian ethos is the parable of the mustard seed: "The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, when it grows it is the largest of garden plants and becomes a tree so that the birds come and perch in its branches." Matthew 13</p> <p>In our school everyone is welcome, everyone is valued and everyone has the opportunity to flourish. Each child grows in our school community and in turn is nurtured by that same community.</p> <p style="text-align: center;">Service Excellence Respect Faith</p>
School strengths
<ul style="list-style-type: none"> • The vision of the school unites the Anglican and Roman Catholic traditions that combine in this ecumenical school. As a result, pupils and adults flourish. • The school has developed a powerful culture of service and character development because of the way they live out the vision and values. The fully inclusive extra- curricular offer is exceptional. • Dignity and respect are the hallmarks of relationships throughout the school. Policies and practice reflect this desire to value the innate worth of every individual and as a consequence pupils and staff thrive. • Religious education (RE) is interesting, well balanced and sequenced. As a result, pupils achieve well and enjoy their learning. • Prayer, which is fully invitational, is at the heart of every school day. These moments of calm reflection are cherished by pupils and staff and as a result they 'Learn together in Christ'.
Areas for development
<ul style="list-style-type: none"> • Embed a consistent understanding of spirituality, so that the spiritual growth of all pupils and adults is enhanced. • To enhance the current opportunities for pupils to take an even greater role in the design and leadership of collective worship. This is so that they may develop a deeper understanding of the nature of Christian worship.
Inspection findings
<p>Since the last inspection the school has developed a clear and compelling vision. It is inclusive of both traditions the school serves and underpins the ecumenical nature of the school. Each year leaders ensure that pupils learn about the parable of the mustard seed. This underpins its relevance for the life of the school and the wider community. As one pupil explained, 'We start here as a tiny</p>

seed and grow, but we don't stop when we leave here. We are always growing with God'. New staff induction is used to ensure that all staff have a clear understanding of the importance of the vision to life and direction of the school. As a result of these actions, pupils and staff have a strong understanding of the vision. Governors monitor the impact of the vision as part of their work. They routinely use this information as part of their strategic decision-making processes. This is particularly notable in the way that they prioritise the needs of those most vulnerable. For example, governor visits to after school activities are used to gain assurance that pupils with special educational needs and /or disabilities (SEND) are fully included.

The carefully chosen values of the school service, excellence, respect and faith (SERF) are woven through the life of the school. They enhance the impact of the vision. They provide solid examples of how pupils and adults can grow in their time at school. Values are integral to the curriculum that the school has devised and implemented. This is most notable in the truly exceptional extracurricular offer. The wide range of clubs and experiences, which range from the pupil led 'comic club' to fencing and coding, aim to nurture the talents and interests of all. This allows pupils to experience 'excellence' both in and alongside the normal school timetable. Rich opportunities for spiritual development are carefully considered as experiences are planned. However, a shared understanding of what spiritual development means is not fully embedded. In line with the vision, those who are more vulnerable are supported to make club choices first. This means that they can experience the widest possible range of activities. Uptake of clubs is extremely high. Pupils with SEND are supported to attend school trips and residential. Staff work carefully with families to ensure that there are no barriers to full inclusion. As a result, these pupils flourish during trips to France or adventurous activities.

Respect is the hallmark of relationships at St Edward's Royal Free. Pupils are keen to show this value around the school and therefore they take care of the school environment. Adults and pupils show respect to each other in their conversations and interactions. Staff greet pupils with a smile in the morning and this warm and appropriate culture extends throughout the day. As a result, pupils take care of each other and try hard in lessons. The behaviour policy is underpinned by a vision led understanding of the dignity and innate worth of every individual. This means that when things go wrong, adults support pupils to learn and move forward positively. Governors have prioritised the use of resources to promote good mental health. The development of the quiet garden supports those who need time away from the hustle and bustle of the playground. Staff enjoy working at St Edward's Royal Free because they know that the vision is lived out for them as well as pupils. Leaders strive to reduce staff workload. The weekly yoga sessions are just one way that staff are encouraged to take time for themselves.

As the mustard tree provides shade for those who need it, pupils and staff at St Edward's Royal Free seek to serve the school and wider community. St Edward's day is a key celebration within the life of the school and over the course of their time at school, pupils learn how to decide upon, plan and run events to raise money for charities. This means that by Year 8 they can do this without adult intervention. They also learn that service is about far more than raising money. Pupils take part in the Archbishops' Young Leaders Award. In addition to this the school has developed its own 'Key Stage 3 Pledge'. This is enthusiastically embraced by pupils who give up their time to support activities outside of school, deliver to a large audience and much more.

Invitational prayer is fundamental to the life of the school. The service of blessing at the start of each year roots the activities of the school and celebrates the unique foundation of the school. Prayer shapes each day and is valued by those of all faiths and none. The clearly defined reflection spaces in every room support the natural rhythm of class worship and celebrate the seasons of church. Pupils are keen to write and share their own prayers. These help them to face the challenges and opportunities of each day. They take an active role in collective worship, although training to

support more pupils to design worship is not fully developed. The warm and reciprocal relationships between the school and the Anglican and Roman Catholic parishes are nourished by mutual prayer and active participation in Sunday services. Clergy from both denominations lead collective worship regularly. The shared service of ‘ashing’ during Lent is particularly valued as a symbol of unity and ‘learning together in Christ’.

Pupils grow and develop in RE because the school has designed a well sequenced curriculum. Over time, leaders have thought carefully about what they want pupils to learn about Christianity and the other chosen faiths and worldviews. Pupils enjoy challenging lessons and delight in debate within RE. They are confident that it is a safe space in which they can share their differing viewpoints. This supports pupils’ exploration of ethics, theology, and philosophy. As a result, pupils develop skills of inquiry, critical analysis, and interpretation. Pupils delight in religious and cultural experiences to strengthen their learning. For example, the visit to the Gurdwara in Slough is highly memorable. In lessons, pupils make good progress. All groups flourish academically in RE as the subject has a high priority across the school. Training from both the Roman Catholic and Church of England diocese supports staff in delivering good lessons. Recent changes to the use of assessment within RE mean that this information is used to inform precise teaching and to challenge swiftly any misconceptions.

The inspection findings indicate that St Edward's Royal Free Ecumenical Middle School is living up to its foundation as a Church school.

Information			
Inspection date	15 July 2024	URN	110086
VC/VA/Academy	Voluntary aided	Pupils on roll	478
Diocese	Oxford		
MAT/Federation			
Headteacher	Nina Adamson		
Chair	Louise Corfe & Kate Long		
Inspector	Elizabeth Jeanes	No.	981