

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

The Royal First School, Windsor	
Address	The Great Park, Windsor, SL4 2HP
School vision	
<p>At The Royal School our vision is to light up our communities and the world through being BRIGHT Big thinkers – Resilient - Independent - Generous - Honest - Team players Underpinning our vision is the Biblical verse:- "Your light must shine before people, so that they will see the good things you do" Matthew 5: 16</p>	
School strengths	
<ul style="list-style-type: none"> • Governors demonstrate a clear understanding of the Christian vision of the school and how it is rooted in biblical teaching. They recognise their own actions as demonstrations of the vision. • Care for more vulnerable pupils and their families is inspired by the vision and values of the school. This creates a safe place for those who face challenges in their lives and learning. • Relationships across the school reflect the vision. This means pupils develop high levels of resilience and independence and build healthy personal relationships. • Effective religious education (RE) strengthens pupils' understanding of world religions and worldviews. This is because the curriculum is appropriate, engaging, and challenging. There is a good understanding of pupils' progress. • A close partnership with The Royal Chapel affirms a keen sense of community. It supports Christianity as a living faith and enhances the work of the school and its Christian foundation. 	
Areas for development	
<ul style="list-style-type: none"> • Evaluate the impact of the Christian vision across the breath of the school. This is so that it explicitly supports the ongoing development of The Royal School as a Church school. • Build on aspirations to 'shine' beyond the local area and so cultivate pupils' skills to influence social change. • Embed the school's shared understanding and language around spirituality. This is to strengthen leaders' evaluation of the impact of spiritual development in worship and the wider curriculum. 	
Inspection findings	
<p>The Royal School, uniquely situated in Windsor Great Park, is aided by the Crown Estate. It is served by The Royal Chapel, as an informal parish church. This association is highly influential and positive. Clergy support school governance, visit regularly and on occasion lead collective worship. They are welcomed friends and are available for pastoral care when needs arise. Their actions help pupils understand Christianity as a living faith. It powerfully contributes to a sense of togetherness. Additionally, the school's relationship with the diocese is strong and effective. The school's vision,</p>	

founded on Matthew 5:16, drives the motivation for this community to shine brightly. Governors articulate how it determines actions they take to achieve school improvement. They accurately cite the new RE curriculum, designed by the school, as an example of their 'big thinking'. Their decisions are successfully pioneering change. However, governors do not always evaluate the impact of the vision across the whole school. Therefore, they cannot ensure that it explicitly, and continually, supports the ongoing development of The Royal School as a Church school.

The school is revising pupils' learning through the introduction of a new, engaging curriculum. At its core is the school's vision, that everyone should shine. To reflect this, it emphasises 'big thinking' and teamwork whilst incorporating opportunities for independent learning. Teaching is adapted to ensure that pupils, regardless of their background or ability, can access learning. To this end, the school has new robust procedures in place to support those whose learning necessitates additional help. Consequently, staff access and use pertinent interventions. They work collaboratively to enhance pupils' academic attainment by addressing their individual needs. Therefore, educational experiences successfully encapsulate the vision's ambition by creating opportunities for all pupils to shine. Complemented by exciting enrichment experiences, such as theme days and outdoor learning, the curriculum extends opportunities offered to pupils. As a result, pupils' self-confidence, wellbeing, and love of learning flourishes. Additionally, within the curriculum there are incidental opportunities for spiritual development. Teachers articulate well how these are used. However, the school's shared understanding and language of spirituality is at an early stage. This limits the extent that pupils' spiritual growth can be planned, and its impact across the curriculum.

Collective worship is an important part of school life. Themes are relevant and relate to pupils' experiences as well as the vision of the school. At the start of their time together, selected pupils prepare the school's altar table. This leads to a change of pace in preparation for worship. Pupils are invited, but not compelled, to engage in prayer and reflection, singing and stillness. The weekly 'shining bright assembly' celebrates pupils' demonstration of the vision. This is well attended by the whole school community. It is a valued aspect of the week and creates a sense of unity. Governors attend collective worship and feedback is shared with leaders. However, the impact of provision is not robustly evaluated and does not typically consider the views of pupils, staff, or parents. Therefore, the school cannot be sure of the extent that spiritual growth, through engagement with worship, is ongoing and sustained. The school visits The Royal Chapel for services such as Mothering Sunday and end of term celebrations. These occasions are age-appropriate introductions to church worship and are enjoyed by pupils and adults.

Learning and progress, mental health, and wellbeing are all equally valued. Pupils and families in vulnerable circumstances are particularly well cared for. This is because staff have a clear focus on nurture. Parents whose children benefit from this support speak highly, and with justification, of the help their children are given. They express this as the school being 'partners with us' in caring for their children. Thus, in collaboration, adults enhance pupils' experiences and meet individual needs. This culture of valuing every individual has a considerable impact in developing independence, resilience, and strong personal relationships. It encapsulates the school vision that everyone should be able to shine. Staff work well to help pupils regulate their feelings, energy, and sensory needs. Their care is wholehearted, and their generosity of spirit significant. They demonstrate warm, genuine expressions of the school's vision. Their actions shape learners' attitudes and behaviour resulting in better engagement with the curriculum.

Pupils are encouraged to think about the needs of others through the school's revised curriculum content. Learning explores differences and similarities between people living in local settings and a wider context. It considers ethical issues through engagement with Fairtrade ideals. Additionally, pupils consider the need to protect the planet through topics such as the importance of rainforests.

Furthermore, the school has some examples of social action and pupils respond positively to these initiatives. However, opportunities are not broad enough for them to recognise that their actions can influence social change. This limits the vision's aim to 'light up our communities and the world'.

RE teaching and learning is a strength of the school. This is because revision of the subject's curriculum has been a priority. Carefully crafted, with diocesan support, it now meets the needs of pupils and reflects the school's context. It allows learners to engage with 'big thinking' posed around major religions and worldviews. Through RE, pupils think about their own beliefs and develop their respect of others. It provides a safe space where they can confidently ask questions and freely discuss their understanding and learning. Appropriate adaptations ensure all pupils have opportunities to flourish. The subject leader's assessment is used to enhance the quality of teaching and learning. Additionally, it informs the planning of future lessons. Furthermore, through self-assessment pupils are provided with opportunities to reflect on their learning. For example, through personal comparison of their earlier and present understanding of topics studied, they recognise advancements they have made. This develops pupils' independence and builds their self-confidence and self-esteem in accordance with the vision. The RE leader accesses training and benefits from attending local hub meetings. This ensures up-to-date subject knowledge and expectations which are shared appropriately with others. Since the introduction of the new subject curriculum governors' knowledge of the impact of RE is rapidly improving. The current strong subject provision exemplifies the school's ability to shine.

The inspection findings indicate that The Royal School is living up to its foundation as a Church school.

Information			
Inspection date	4 March 2024	URN	110014
VC/VA/Academy	Voluntary aided	Pupils on roll	109
Diocese	Oxford		
MAT/Federation			
Headteacher	Victoria Harrall		
Chair	Vivien Benn		
Inspector	Delia Sheppard	No.	942