

# Inspection of Burchetts Green CofE Infants' School

Burchetts Green, Maidenhead, Berkshire SL6 6QZ

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Inspection dates: 29 and 30 March 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Not previously inspected under section 5  
of the Education Act 2005

Ofsted has not previously inspected Burchetts Green CofE Infants' School under section 5 of the Education Act 2005. However, Ofsted previously judged Burchetts Green CofE Infants' School to be outstanding, before it opened as an academy.

## **What is it like to attend this school?**

Pupils get off to a flying start at Burchetts Green CofE Infants' School. They enjoy coming to this small and nurturing school and they are keen to challenge themselves. Right from the start of Reception, children are highly motivated. They excel both academically and socially. Pupils bubble with excitement as they talk about their adventures learning in the woods and explaining the significance of historical sites in the village. They learn to persevere if they find their work hard.

The school's values are deeply embedded, and pupils know and understand them. Pupils consistently display these values in their exemplary behaviour. They are kind, caring, play well with each other and make sure everyone feels included in their games. On the rare occasions that pupils disagree they, and their parents, are confident that an adult will intervene quickly and effectively.

In this infant school, pupils enjoy a range of meaningful responsibilities and are passionate about their role on the school and eco-council. They benefit from the vast range of clubs and activities, including visits to a local farm, the weekly walk to school and science, technology, engineering and mathematics club. Pupils leave this infant school confident, inquisitive and ready for their next steps in education.

## **What does the school do well and what does it need to do better?**

Leaders have designed a highly ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). Teachers identify those in need of additional help quickly. The school provides highly personalised support to ensure pupils' needs are met fully. Leaders have carefully selected the important information that they intend pupils to remember in each subject area. Staff are exceptionally well trained to put these plans into action. All teachers present information in a way that is highly engaging. In lessons and over time, they check that pupils are remembering crucial information. They use this to plan for the next lesson, so that all pupils make great progress through the curriculum. The carefully crafted curriculum design means that all pupils learn about the same topic at the same time but at an appropriate level. The 'buzz' of learning in this small school is infectious.

Leaders promote the development of pupils' language and vocabulary throughout their time at school extremely well. Leaders have carefully trained all staff to develop interesting conversations using increasingly challenging vocabulary with pupils. Children in Reception are routinely encouraged to talk about what they are doing and to express their thoughts and ideas. All pupils learn to do this enthusiastically because they know that adults will value what they have to say.

Reading and learning to read is at the heart of the curriculum. All staff are highly trained to teach pupils to read and they do this with enthusiasm and care. Staff spot pupils who struggle with reading, making sure that they get the help they need to

catch up. Children learn to read from the start of Reception and the books that they take home are well matched to the sounds that they are learning. The school makes sure that parents are comprehensively trained to support their children at home. Pupils are excited to talk about their favourite books and the reasons why they enjoy them. Pupils listen with eagerness and delight to a range of carefully selected books that are brought to life by the animated reading of staff. Pupils work together to create reviews for each book they encounter.

Children in reception have a wide variety of opportunities to explore early mathematics and learn very well. Leaders have embedded a carefully crafted curriculum that means that children encounter number many times a day. Children delight in spotting and making their own repeating patterns. They are keen to share their ideas about number and they are inquisitive about how numbers relate to each other.

Leaders and those responsible for governance are passionate that pupils should develop a love of learning at Burchetts Green, and they do. As a result of this clear and compelling vision, staff design an exceptional range of clubs and wider curriculum activities that inspire the curiosity of the pupils. The carefully planned three-year cycle means that every pupil will take part in a Victorian Day, emerge into Narnia or journey through the jungle. These elements work together to provide opportunities for pupils to become confident, thoughtful, and caring.

Staff are proud to work at the school. They appreciate leaders' devotion to their well-being and the support that they receive to develop professionally. Trustees and the Oxford Diocese Schools Trust (ODST) have a very secure understanding of the schools' strengths and challenge leaders very well.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all staff receive regular safeguarding training and that the appropriate recruitment checks are completed. All staff know how and when to report safeguarding concerns. Leaders encourage staff to record any concern, no matter how small. Leaders respond swiftly to concerns referring to external agencies when necessary. Leaders in school and those from the wider ODST, ensure that processes are managed effectively, and pupils get the help that they need. Pupils learn how to keep themselves safe in different environments. For example, they learn river and road safety and how to keep safe online.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	141602
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10256317
<b>Type of school</b>	Infant
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	48
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Kathy Winrow
<b>Headteacher</b>	Rob Harris
<b>Website</b>	<a href="http://www.bgis.org.uk">www.bgis.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The headteacher took up his post in September 2020.
- The school is a Church of England school in the Diocese of Oxford. Its last section 48 inspection took place in December 2018.
- The school does not currently use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other leaders.
- The inspectors carried out deep dives in the following subjects: early reading, science, music and computing. For each deep dive, the inspectors met with curriculum leaders, looked at curriculum plans, visited a sample of lessons, spoke

to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also spoke to leaders about the curriculum in some other subjects.
- The inspectors met with members of the local governing body, some trustees and the chief executive officer of the trust.
- The lead inspector also had a telephone discussion with a representative from the Oxford Diocesan Board of Education.
- The inspectors explored the school's safeguarding culture through considering safeguarding records and procedures, meeting with a range of pupils and staff, and talking to safeguarding leaders.
- The inspectors also observed behaviour at lunch and breaktimes.
- The inspector considered the 45 responses and 28 free-text responses made by parents to the online survey, Ofsted Parent View.
- Inspectors gathered the views of staff by speaking to groups and individuals. There were no responses to the online Ofsted staff survey.
- Inspectors gathered pupils' views by speaking to groups of pupils and speaking to pupils at break times and in lessons. There were no responses to Ofsted's pupil survey.

### **Inspection team**

Lizzie Jeanes, lead inspector

Ofsted Inspector

Martin Dyer

Ofsted Inspector

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