



Burchetts Green CofE Infants' School

Inspection Report

Unique Reference Number 109965
LEA Windsor and Maidenhead LEA
Inspection number 278324
Inspection dates 27 June 2006 to 27 June 2006
Reporting inspector Sue Vale AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Infant	School address	Burchetts Green Road
School category	Voluntary controlled		Burchetts Green
Age range of pupils	5 to 7		Maidenhead SL6 6QZ
Gender of pupils	Mixed	Telephone number	01628 822926
Number on roll	50	Fax number	01628 826990
Appropriate authority	The governing body	Chair of governors	Mr Peter Boxell
Date of previous inspection	27 September 1999	Headteacher	Mrs S F Coppin

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Burchetts Green Church of England Infant School is a small village school. There are fifty children on roll, organised into two classes consisting of Reception and Year 1 and Year 1 and Year 2. Children mainly come from outside the village. Attainment on entry is above average. The school is part of a Primary Learning Network. There are no children from minority ethnic groups. The number of children identified as having learning difficulties and disabilities is well below the national average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

As one parent commented, 'I can think of no better start in life than that which Burchetts Green School offers; all children grow in confidence and ability whilst there'. Other parents feel the same, 'We are absolutely thrilled with the school'. These comments sum up what many parents feel about the education their children receive, and inspection findings confirm the school's outstanding provision.

Burchetts Green is highly effective and gives good value for money. High quality teaching supported by a rich broad curriculum and a strong ethos of care and support means children achieve very well and reach high standards. In many cases children make exceptional progress in their learning. Not all Year 1 children have the chance to participate in free choice activities to smooth the transition between the Foundation Stage and Key Stage 1. Leadership is very effective in ensuring there is clear teaching of basic skills and high expectations of what children achieve. The school successfully evaluates its effectiveness, identifying accurately its areas for development. It has successfully addressed key issues from the previous inspection and has a very good capacity to improve.

Parents are really supportive of the school, raising substantial funds for additional resources and are involved fully in their children's learning. Pupils' outstanding personal development and very good behaviour is nurtured by the caring ethos which pervades the school. This is a school where every child matters.

What the school should do to improve further

- Find ways to enable all Year 1 children to take part in free choice activities to ease the transition between key stages.

Achievement and standards

Grade: 1

The children achieve exceptionally well. They rise to the challenges they are set in their learning and make outstanding progress in acquiring new skills, knowledge and understanding. The majority start in Reception ready to start learning and are articulate mature speakers. Their interests are taken into account and they are encouraged to share and develop them with their peers. The outstanding focus on developing children's positive self esteem, confidence and independence is highly influential in helping children to make rapid progress and to reach high standards. Almost two thirds of the children reach exceptionally high standards for their age in English, mathematics and science by the end of Year 2. Evidence in children's books show that they make outstanding progress during their time at school. There is no significant variation in the performance between girls and boys. Children with learning difficulties make excellent progress through the encouragement and good relationships with staff.

Personal development and well-being

Grade: 1

The children make outstanding progress in their personal development. They readily accept guidance and show mature attitudes to their learning. A governor commented, 'The children are very respectful to each other'. Attendance is well above the national average. Children show obvious enjoyment of their learning. Basic skills are taught exceptionally well and children are very well prepared for the next stage in their education.

Spiritual, moral, social and cultural developments are outstanding. The children are very happy and keen to discover more about the world around them. This is really helped by a well planned cross-curricular curriculum. The children quickly become independent and confident learners and respond very well to the high expectations adults set for them. A parent commented, 'Our children have gained emotionally and have become confident with themselves and those around them'.

Quality of provision

Teaching and learning

Grade: 1

Teaching is outstanding because teachers have high expectations of what children can achieve and excellent knowledge of individual children's needs and interests. They are clear about what they want children to learn and how to help them achieve to the best of their ability.

Teachers are adept at developing and increasing children's knowledge and understanding, by making lessons interesting and fun. All children make huge gains in their learning because adults constantly encourage them to ask questions and to find out more.

Extremely effective systems are in place to track children's progress. Teachers use assessment information in an exemplary way to match work to children's abilities, providing excellent support for those with learning difficulties. More able children are challenged to do as well as they can.

Curriculum and other activities

Grade: 2

The school provides a good curriculum that is enriched by visits and trips out. A particular strength is the way links between literacy, numeracy and information and communication technology enhance learning in other subjects. These capture the children's interest and make learning fun. On occasions there are extra-curricular activities for children to participate in, although none are running at the present time. The curriculum in the Foundation Stage is good with a rich variety of stimulating activities planned to develop children's early skills. Some children in Year 1 do not

have access to free choice activities to help them the transfer from the foundation stage.

Care, guidance and support

Grade: 1

The school's provision for care, guidance and support is outstanding. The school is safe and secure and staff work very closely with parents to ensure their children's well being. The headteacher and other staff have been trained in child protection procedures. Risk assessments are carried out regularly, both around the school and for when they go out on trips. Health and safety matters are dealt with effectively and quickly. Individual and small group work, are planned extremely well to meet the individual interests of children. This enhances significantly their personal, social and emotional development so that they become confident, independent and happy learners, who reach high standards.

Leadership and management

Grade: 1

Leadership and management are excellent. Leadership by the headteacher is outstanding and she has been highly effective in leading a staff team that is maintaining consistently high standards. The school's self evaluation identifies accurately the areas for development but is modest about its overall effectiveness. The headteacher has extremely high expectations and continuously strives to achieve the best for the children in her care. For these reasons the school judges itself to be good where inspection findings show that it is outstanding. The school has excellent strategies in place to bring about further improvement.

The headteacher is very good at identifying and acting upon priorities to ensure that children consistently achieve and perform well above what is expected for their age. This is because she is fully involved in teaching them. The school's ethos is such that all are valued highly.

Governance is good because the governors act as critical friends. The school's strengths and areas for development are closely reviewed, challenging questions are asked and findings acted upon. The school gives good value for money and is very well placed to continue providing a very good start to the children's education. A sentiment echoed by many parents, 'We could not have hoped for a better start to our children's education'.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	NA
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Children

I really enjoyed visiting your school. It is an excellent place to learn and is a wonderful start to your education. I really liked the outside area and garden that you have.

You and your teachers do lots of things really well: * you work very hard and you make really good progress in your learning and that is why you reach such high standards* your teachers also work very hard and make what you learn fun and interesting* your headteacher and other staff are very good at helping you to do as well as you can* you are looked after and cared for very well* most of you are confident and happy learners.

I have asked the teachers when they are planning lessons to let all the Year 1 children to have a chance to enjoy the freer activities.

With best wishes

Sue Vale

Lead Inspector