



# Boyne Hill CofE Infant and Nursery School

## Inspection Report

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**Unique Reference Number** 109969  
**Local Authority** Windsor and Maidenhead  
**Inspection number** 288550  
**Inspection dates** 13–14 November 2006  
**Reporting inspector** Charalambos Loizou

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

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<b>Type of school</b>	Infant	<b>School address</b>	Rutland Road
<b>School category</b>	Voluntary controlled		Maidenhead
<b>Age range of pupils</b>	3–7		SL6 4HZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01628 622708
<b>Number on roll (school)</b>	205	<b>Fax number</b>	01628 783119
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Christina Tims
		<b>Headteacher</b>	Mrs Jennifer Stephen
<b>Date of previous school inspection</b>	17 September 2001		

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average size infant school that admits part-time three-year-old children into its Nursery. The children join the Reception year full-time in the term after their fifth birthday. The school admits many of its pupils from outside its immediate area and they come from a wide range of backgrounds, the largest groups being of White British and Pakistani heritage. A high proportion of pupils is in the early stages of learning English. The percentage of pupils with learning difficulties or disabilities is similar to that of most schools, although the percentage with statements of special educational need is well above average. The school has close links with its local church and community.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features. The pupils achieve well, are well behaved and show good attitudes to school and learning. Good leadership and teaching have secured very good improvements to the school since its last inspection. The headteacher, senior management team and governors provide highly effective leadership. They know the school's strengths very well and what needs to improve further. The school's view of itself is entirely accurate and their track record of raising standards and effective leadership show that it has excellent capacity to continue improving. Governors are a real asset and promote the school's effectiveness to parents and the wider community. There are excellent partnerships with the community, the local church and with other schools and organisations. Parents think highly of the school and what it offers their children, one typically commenting, 'A great teaching staff and a well managed school'.

Standards are above average because the teaching and curriculum are good. There is good provision in the Foundation Stage, where teachers plan stimulating and challenging activities for the children. Throughout the school, the effective teaching of letter sounds, early reading skills and problem solving in mathematics, results in above average reading and mathematics standards. Boys and girls achieve equally well in reading and mathematics but some boys of average ability do less well in writing. They particularly lack confidence in writing independently at length, so that writing standards are average and should be higher. National test results also show an increase in the proportion of more able pupils achieving higher levels in writing. However, pupils' work and test results show that some boys of average ability do less well in writing compared with their achievements in reading and mathematics.

The staff take outstanding care of the pupils and support them very well. This has a positive effect on pupils' good personal development. Assessment procedures are used very well to ensure teachers plan work that is closely matched to the needs and abilities of the pupils, except for boys of average ability in writing. Pupils enjoy participating in a very good range of extra activities after school and during lunchtime clubs. Attendance rates are improving and are in line with those of most schools.

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils show caring attitudes to each other and the environment. They reflect thoughtfully in assemblies on values such as cooperation, sharing and kindness. Pupils learn very well to respect different cultures and religions and have a good understanding of healthy living and the importance of exercise through the many opportunities to play games and when taking part in weekly swimming sessions.

Pupils feel safe from harm or harassment because the staff are vigilant to their needs, enabling them, including those with learning difficulties and disabilities, to learn and play in a safe and secure learning environment.

## What the school should do to improve further

- Ensure that the teaching of writing challenges boys of average ability so they all reach the standards expected for their age.

## Achievement and standards

### Grade: 2

Standards are above average and are improving. Pupils achieve well in relation to their below average starting points. Children in the Foundation Stage make good progress because lessons are stimulating and challenging. They reach the goals set for the start of Year 1 in all areas of learning. Children in the early stages of learning English do very well and quickly improve their language skills.

Standards by the end of Year 2 are above average in reading and mathematics and average in writing. National tests show that an above average proportion of pupils achieve higher levels in reading, reflecting strengths in the teaching and challenging targets. Effective teaching of number skills and problem solving enables pupils to reach above average standards in mathematics. Vigilant monitoring and focused teaching have increased the proportion of more able boys achieving higher levels in writing. However, boys of average ability who do well in reading and mathematics do not reach the standards expected in writing. Pupils with learning difficulties or disabilities are cared for and supported very well and make good progress.

## Personal development and well-being

### Grade: 2

Pupils' personal development and well-being are good. Pupils are happy and enjoy the wealth of learning activities provided. They enjoy exercise and sport and understand the importance of healthy eating. Relationships are very good because adults provide excellent support. This contributes very positively to the pupils' good attitudes to learning, which prepares them well for the future. Pupils say that they feel safe and know who to tell if they are unhappy. Pupils behave well most of the time and attendance is satisfactory. Some pupils get fidgety or restless during class discussions, but on the whole their moral development is good and they behave well and understand what is expected of them. Overall, pupils' spiritual, moral, social and cultural development is outstanding. The school celebrates its rich cultural diversity in lessons, assemblies and in many community activities with the local church and neighbouring gurdwara. The school successfully uses initiatives to combat racism and promote positive attitudes towards other cultures. Through the school council pupils make a valuable contribution to school life and are proud of the climbing equipment they chose for the playground.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. In the Foundation Stage, children learn about the world and themselves through relevant and stimulating activities. Throughout the school teachers plan their work meticulously and make good use of resources, computers and interactive whiteboards. These motivate the pupils and help to focus their learning. For example, in an excellent mathematics lesson, Year 2 pupils recalled the properties of shapes accurately because these were clearly displayed on the white board. Most lessons are fast paced and comprise challenging and engaging activities so the pupils respond well with enthusiasm. Reading skills are very well taught so pupils quickly learn their letter sounds. This is improving the accuracy of pupils' writing and spelling. However, opportunities are sometimes missed in lessons to develop independent writing. This particularly affects the progress of pupils of average ability and especially some boys who lack the confidence to write at length. Teaching assistants make a strong contribution to pupils' learning and provide very effective help for pupils with learning difficulties and disabilities.

### Curriculum and other activities

#### Grade: 2

The curriculum is good and is having a positive effect on pupils' personal and academic development. Teachers plan good links between subjects and make learning interesting. Pupils speak warmly of their enjoyment of creative arts, music and special activities where learning is exciting and fun. However, teachers are not planning enough challenging activities to further improve independent writing by some boys. Links with the local community are strong and are enhanced through special activities. Celebrations of cultural diversity, such as the 'Bollywood' evening, or the 'working with dads in school' event, add enjoyment and variety to pupils' learning. Excellent links are established with a wide range of organisations, for example, pupils have raised funds in support of an orphanage in Thailand. They learn how to care for the environment when planting bulbs to brighten the road near the school. All pupils have the opportunity to join in a range of enrichment activities and after school clubs. Visitors to school and outings to places of interest all add to the pupils' enjoyment of learning.

### Care, guidance and support

#### Grade: 1

The school's ethos of love, care, justice, equality and respect is reflected in all its work. Pupils' personal and academic development are assessed and tracked thoroughly. Vulnerable pupils, including those with learning difficulties and those who are learning to speak English, are very well nurtured and supported. Consequently, all pupils make good progress and achieve well. Arrangements for child protection are strong. Health and safety procedures are reviewed regularly and are very effective. Pupils are taught

how to take care of themselves and others and they talk about the trust they have in the adults in school. One parent summed up the views of most, 'The headteacher and teachers are always there to help our child and ourselves'. The overwhelming view of parents, and inspectors agree, is that the school successfully supports their children and families.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good and self-evaluation is very good. Teachers manage their subjects well. The clear priorities in the school's development plan show appropriate emphasis on developing pupils' basic skills and expanding the curriculum. Accurate analyses of pupils' performance and the effective development of teaching have ensured that standards improve well. There is still more to do to ensure that all pupils reach their writing targets.

Governors hold the school to account very well. There are very good systems in place to ensure they monitor the school's performance. They have successfully promoted the school and continually seek the views of pupils and parents. Indoor and outdoor resources are of very good quality and high quality displays of pupils' work create a positive learning environment. The school's track record of improvement since its last inspection shows that it has excellent capacity to continue improving teaching and to raise standards further.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

The inspectors were pleased to visit your school and I write to thank you for making us feel very welcome.

Your school provides a good education for you and some things are excellent.

We think these are the best things about your school:-

- you are well behaved and try hard in lessons
- your teachers are helping you to do well and give you lots of exciting things to do
- you enjoy learning and say that school is fun
- your parents are very happy with the school
- the staff take excellent care of you and this helps you feel safe and happy in school
- your school is well managed and both the staff and governors do a great deal to help you settle into school and learn.

I have asked your teachers to:

- help you improve your writing further so you can all write with more confidence.

I wish you all the very best.

Yours faithfully

Charalambos Loizou

Lead Inspector