

# Boyne Hill CofE Infant and Nursery School

## Inspection report

---

<b>Unique Reference Number</b>	109969
<b>Local Authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	337411
<b>Inspection dates</b>	14–15 October 2009
<b>Reporting inspector</b>	Rodney Braithwaite

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

---

<b>Type of school</b>	Infant
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	187
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Rachel Odeniyi
<b>Headteacher</b>	Mrs Jennifer Stephen
<b>Date of previous school inspection</b>	3 November 2006
<b>School address</b>	Rutland Road Maidenhead SL6 4HZ
<b>Telephone number</b>	01628 622708
<b>Fax number</b>	01628 783119
<b>Email address</b>	boynehill@rbwm.org

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at documentation relating to data on pupils' progress, school improvement planning, monitoring of teaching and learning, and safeguarding of pupils and 53 responses to the questionnaire sent out to parents and parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the skills of children on entry to the Nursery, the progress they make in the Early Years Foundation Stage, and the effect of having a part-time Reception class
- the progress made by pupils in Years 1 and 2, especially by boys in their writing
- the effectiveness of all leaders in the school, and their ability to sustain improvement
- the contribution made by the school and pupils to its local community, and its links with partners.

## Information about the school

This is an average size infant school that admits three-year-old children part-time into the Nursery. The children join the Reception Year full time in the term after their fifth birthday. A majority of pupils come from minority ethnic groups, the largest being those from Pakistani heritage. A high proportion of pupils are in the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities, the majority of whom have speech, language and communication difficulties, is similar to that of most schools. The school has access to a breakfast club, and manages an after-school club. The school has the Healthy Schools award, the ICT mark, the Activemark, the silver Eco School award and the gold Artsmark award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

### Main findings

This is an outstanding school. It never stands still, is always looking for ways to improve, often innovatory, and has a proven record of dealing successfully with challenges and priorities.

The outstanding leadership and management of the school, especially by an inspiring headteacher, give it an excellent capacity for further improvement. There are many strengths in the school, but most particularly it provides highly effective and personalised support for every learner, so ensuring that all pupils are able to make excellent progress in every aspect of their education.

The school is a very complex society, with a community of many faiths and cultures. Its warm, caring and welcoming ethos enables it to stand out in the local community as a centre of successful multi-cultural education, where pupils' personal and academic achievements are at a very high level.

When children begin school in the Nursery, they have many barriers to learning, especially in their language development. However, all pupils, including the large number whose first language is not English, and those with special educational needs and/or disabilities, make rapid and impressive progress. This continues throughout Years 1 and 2. Exceptional progress is facilitated because of the very effective use of resources, especially the deployment of many highly competent adults, and a clear understanding of the needs of all pupils at every stage of their education. Parents are also very well involved in helping their children because of the school's encouragement. Their exceptional support for the school is typified by the comment of one, 'A fantastic school, gives all its children a great first learning experience, and helps every child reach their true potential'.

Children in the Early Years Foundation Stage make excellent overall progress in their learning and development. This continues through Key Stage 1 so that by the time pupils leave, they are attaining above average standards in reading, mathematics and writing. This includes boys in their writing, following new school strategies which have been very effective in raising boys' interest and enthusiasm.

Assessment procedures are very accurate and used extremely well in their planning by teachers. Their teaching is often outstanding, and they provide an exciting, practical and very diverse curriculum reflecting the wide range of cultures in the school. Sometimes, however, although pupils may have done well, they are not always sure how well, and are not clear on what they need to do to improve even more. Pupils enjoy their learning, often exuberantly, but always with a strong measure of respect for their teachers and each other. This leads to excellent behaviour, and a raising of their self-confidence and

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

independence. Pupils have a high involvement in the school and local community, and have a much greater knowledge of national and global communities than is normally found at their age.

The governing body makes an excellent contribution to the school. Governors know the school very well, are known by pupils, and are very visible in the school and community. They ensure that all statutory responsibilities, especially in child protection and safeguarding, are fully met.

**What does the school need to do to improve further?**

- Ensure that pupils have clearer understanding of knowing how well they are doing, and their next steps in learning, by;
  - creating more opportunities to discuss pupils' work with them
  - checking regularly that pupils know and understand what they need to do to improve.

**Outcomes for individuals and groups of pupils****1**

The response of pupils in their lessons is always very positive. They are eager to learn, and they find these opportunities enjoyable and exciting. Their behaviour is excellent. They know the rules, and follow them with respect and great concentration. In Year 1, for example, pupils using laptops were totally absorbed in their work, and never at any time allowed their attention to wander, because they were so eager to learn. In group and cooperative activities, the story is the same. Another Year 1 class were observed listening quietly, but with some amazement, to the story of Ganesha, which they translated later in the day to a blaze of colourful pictures and collages, at the same time receiving 'Mendhis' painted on their hands by two helping mothers. They take pride in presenting their work well, which is vibrantly displayed throughout the school. The attendance of pupils is good.

Over the last few years, pupils' attainment has usually been above average by the time they leave school. Standards in this Year 2 indicate that this will be continued. This confirms that progress is exceptional for a very great majority, especially those pupils starting school with a very limited knowledge of English. A particular priority of the school has been to improve boys' writing, and their books indicate that many are making big strides and progressing very rapidly. Attainment and progress is similar in many areas of the curriculum, especially in information and communication technology (ICT). The achievement of pupils with English as an additional language and pupils with special educational needs and/or difficulties is excellent.

Pupils always feel safe in and out of school. Following a class walk around the locality, one girl, when asked if she felt safe, replied vehemently, 'Of course, although I got very tired'. They comment on their confidence in the many adults who look after them and resolve their disputes. Some older pupils are now playground leaders, so also help their peers. Their healthy lifestyles are very apparent, as pupils can be seen daily, quietly

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

eating fruit and carrots at playtime. They are very pleased with the amount of sports and physical education they are allowed. Pupils are involved in a wide range of community activities in and out of school, and in the local church. There is a proactive school council which is proud to list its contributions and suggestions, especially to the improvement of playground resources. Pupils play a big part in local sustainability issues, including recycling, bulb planting and the school travel plan. All these, and charity work, have very high participation rates. Pupils are well prepared for their next stage of education, having learned to become self-reliant, confident in public and in speaking, how to be a good team member, and understanding the value of money. Spiritual, moral, social and cultural education remains outstanding. Pupils learn to value and respect each other in an exciting yet reflective and sensitive multi-cultural society.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teachers know the needs of every pupil so well that they are able provide high quality learning experiences, resulting in excellent progress, for all pupils in every class. Teaching is never less than good and is frequently outstanding. This was very evident

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

during the inspection, and especially in the very rigorous monitoring, often by the headteacher, which takes place on a regular basis, in order that teachers maintain their high standards. As a result, teaching is characterised by high expectations, very good subject knowledge and excellent planning for the varying learning needs of each pupil, based upon very accurate assessment. A typical example was observed in a writing lesson in Year 2 where boys were especially articulate in their use of vocabulary, for example 'I saw a hedgehog waddling away'. Although teachers know their pupils well, they do not always ensure that pupils know how well they are doing or what they need to do next and this is why assessment is graded as good, even though overall teaching and learning are outstanding.

The curriculum is excellent, and offers a continual diet of exciting, challenging and enjoyable learning opportunities for pupils. A feature of the curriculum is the interweaving of many aspects of learning into most lessons, so that pupils could well be involved in a range of activities, involving for example, literacy, ICT, art and dramatic interpretations in the space of 60 minutes. A range of cultural learning is also provided in many lessons. Pupils enjoy a good range of extra-curricular activities, such as their involvement in a local farmers' market, where they had their own stall for four hours, selling plants and produce they had grown. Pupils value the sporting opportunities they have and increased time they have been given for vigorous playground activities in the mornings.

Excellent relationships ensure that the school gives a caring and welcoming environment to all pupils. Intervention and support from the many teaching assistants is well planned, skilled and matches very well the needs of each pupil. Staff know and care deeply for all pupils and provides rigorous safeguarding and welfare for them. Provision for pupils with English as an additional language, and pupils with special educational needs and/or disabilities, is excellent. Transition of pupils from the Early Years Foundation Stage to Year 1 and from the school to the junior school is sensitive and very well managed. A large number of support staff are skilfully deployed to support pupils in their personal development.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The innovative, imaginative and highly skilled headteacher is the pivot of the school's continual drive for improvement. This ambition is shared by the whole school

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

community, expressed succinctly by a governor, 'We always want to be better, and we want to tick all the boxes, especially for Every Child Matters'. The outstanding headteacher constantly promotes urgency for the highest quality of learning and care, and providing for every different need of the pupils. She is joined in this by an enthusiastic well-motivated staff team, which is developing both new and established leaders at a fast pace.

School leadership is very well supported by an exceptionally knowledgeable governing body. Governors are involved in many aspects of the school's work, including curriculum development and regular visits to classes. They have a good record of challenging school leaders and holding them to account for improvement. This has resulted in a very inclusive multicultural school with shared values and goals. The capacity for improvement has been demonstrated time and again, for example, the improvement in boys' writing, and remains excellent. It is further demonstrated by the exceptional achievement of pupils throughout the school, and their excellent attitudes and behaviour. School leaders and governors have an excellent understanding of safeguarding procedures, and ensure that all are in place.

The school's engagement with parents, which is highly successful, shows its effect in the whole community, and is reflected in a parent's comment, 'We have been very happy with the way the school copes with cultural diversity' it has given our children a very, very good start in life.' A great strength in the school is its provision for community cohesion. Not only is the school hugely involved locally, but links are being continually extended to a township school in Africa, and through the many nationalities in the school, including pupils from at least 20 different countries. The school has many excellent local partnerships, especially with other schools, which are an additional benefit to provision for learning and personal development. The school makes excellent use of all its resources, in particular the skilful deployment of staff where they are most needed, and gives outstanding value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>



<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

A majority of children enter the Nursery with skills that are well below those expected for their age, especially in language and social skills. A significant number have very little or no knowledge of English. Teachers ensure that all children are able to develop as well as possible. Children make excellent progress in their learning and personal development, and most achieve, and a few even exceed, the skills expected for their age when they enter Year 1, although their reading and writing are generally below average. Children rapidly become familiarised with school routines and learn very quickly to cooperate, share and develop independent learning skills. This is because provision for learning is outstanding. Support for children is based strongly on excellent assessment, leading to personalised learning for every child. All have very caring and focused support from adults, a feature being the emphasis on children talking and developing their language skills. This applies to all groups of children, so that those with special educational needs and/or disabilities make similar gains in learning. Children obviously enjoy their learning, and show continuous curiosity and sometimes wide-eyed amazement, for example when solving picture clues on the computer. They always have huge enthusiasm for learning, both inside school and in the well-resourced outside area. Very high quality provision is driven by excellent leadership and management, characterised by a total lack of complacency, accurate monitoring and evaluation of learning, and a very strong team of adults with a thorough understanding of the needs of all children. Children's welfare is given paramount importance, and staff ensure that all necessary safeguarding is in place. Staff have excellent relationships with parents. Transition of children into Year 1 is managed very well, and children enter their new class with boundless confidence. A high standard of extended care in a breakfast club and after-school club is offered to families by the school. This is provided through a partnership with the neighbouring junior school.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

Almost all parents who responded to the inspection questionnaire were very positive about the school. Parents gave 100% approval to ten of the 13 questions asked, and only two parents raised issues. This is an exceptionally positive response, much higher than normally found. Typically, a parent wrote, 'Boyne Hill is a friendly, caring, nurturing school that provides a warm welcome to everyone, regardless of their religion, culture or ability.' The sentiment 'values and knows the needs of all pupils', crops up again and again in parent responses.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Boyne Hill CoFE Nursery and Infants School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 53 completed questionnaires by the end of the on-site inspection. In total, there are 187 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	77	12	23	0	0	0	0
The school keeps my child safe	42	79	11	21	0	0	0	0
The school informs me about my child's progress	35	66	18	34	0	0	0	0
My child is making enough progress at this school	32	60	21	40	0	0	0	0
The teaching is good at this school	36	68	17	32	0	0	0	0
The school helps me to support my child's learning	32	60	20	38	1	2	0	0
The school helps my child to have a healthy lifestyle	34	64	19	36	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	62	20	38	0	0	0	0
The school meets my child's particular needs	29	55	23	43	1	2	0	0
The school deals effectively with unacceptable behaviour	31	58	22	42	0	0	0	0
The school takes account of my suggestions and concerns	31	58	20	38	2	4	0	0
The school is led and managed effectively	36	68	17	32	0	0	0	0
Overall, I am happy with my child's experience at this school	36	68	17	32	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



16 October 2009

Dear Pupils

Inspection of Boyne Hill CofE Infant and Nursery School, Maidenhead SL6 4HZ

Your school provides you with an outstanding education; this means it is fantastic! Well done children for helping to make it such a special place.

Many thanks for making us so welcome when we visited your school. It was wonderful to see what a great time you have in school, how well you are learning, how well behaved you are, and also how well all the adults care for you. You were very friendly with us, and we enjoyed hearing about what you think about your school, 'fantastic', 'brilliant', and even 'middle-sized'! We also thought you were very polite, and that you really enjoy everything about school. In addition it was very pleasing that your parents think so much of the school, especially the staff and in particular your headteacher. We agree with them that they are doing a wonderful job in managing and leading your school. They also do an excellent job in making sure you are safe and healthy, and that they are always there to help you, whatever your needs.

You have excellent teachers and classroom assistants, who help you to make fine progress in all you do, especially in your writing and speaking. You work and play very well with each other, and it is good to see how much you learn about the different countries. We think you help your school very well ' look at how you have improved the playground! ' and are pleased that you have so many opportunities for visits and clubs. You certainly did very well on the drama morning while we were with you.

We have suggested that the staff can help you even more by making sure that you know how well you are doing with your learning, and what you need to do next to do better. You can help by telling them if you do not know what you have to learn next.

We are very confident that you will continue to do your best and that you will always find that learning is fun in this school.

Yours faithfully

Rod Braithwaite

Lead Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**