

Burchetts Green CofE Infants' School

Inspection report

Unique Reference Number	109965
Local Authority	Windsor and Maidenhead
Inspection number	325069
Inspection date	3 June 2009
Reporting inspector	Joan Lindsay

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Voluntary controlled
Age range of pupils	4–7
Gender of pupils	Mixed
Number on roll	
School (total)	53
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Peter Boxell
Headteacher	Mrs Susan Fay Coppin
Date of previous school inspection	27 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Burchetts Green Road Burchetts Green Maidenhead SL6 6QZ

Age group	4–7
Inspection date	3 June 2009
Inspection number	325069

Telephone number
Fax number

01628 822 926
01628 826 990

Age group	4-7
Inspection date	3 June 2009
Inspection number	325069

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated:

- what the school is doing to bring attainment in writing, especially that of boys, up to the levels of reading and mathematics
- whether academic support and guidance are consistently effective
- how well the school promotes community cohesion, especially in relation to cultural and ethnic diversity.

Evidence was gathered from analysis of the pupils' progress, scrutiny of the current standards of their work and observations of lessons. Discussions were held with pupils, the headteacher, other leaders and managers and the chair of the governing body. The parent questionnaires were also analysed. Other aspects of the school's work were not investigated in detail but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a small village school, with an Early Years Foundation Stage catering for children of Reception age. The majority of pupils are of White British heritage and there are very few from minority ethnic groups, with no pupils at the early stage of learning English. There are fewer than average who have a learning difficulty and/or disability and none who have a statement of special educational needs.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. Pupils of all abilities are consistently helped to reach extremely high levels of academic achievement and are nurtured to become happy, confident, caring young people. Parents, whose support adds much to their children's learning, have nothing but praise for the school with one describing it as 'a very special school, with a very special feel to it'.

The personal development and well-being of pupils are outstanding. From the start of their schooling, pupils are encouraged to respect each other and to become independent. Behaviour throughout the school is excellent because it is so well managed by firm but caring staff. As a result, bullying and racist incidents are extremely rare and pupils feel very secure in school, trusting adults to help resolve any problems. Pupils obviously love coming to school, with one boy saying he liked school 'more than the tallest building in the world'! Their enjoyment of school, coupled with the support of parents, is reflected in the excellent levels of attendance. Pupils are very knowledgeable about how to lead healthy lives and are encouraged to exercise outside and through weekly swimming, but would further benefit from a school hall. The school council members are very aware of their role in improving the school community. Because pupils have such high levels of basic skills and confidence, they are extremely well prepared for the next stage in their learning. Their spiritual, moral, social and cultural development is good overall with the first three aspects very strong. However, pupils do not have a clear understanding of the diversity of society in the United Kingdom beyond the school or immediate locality, as the promotion of community cohesion is only satisfactory.

When they start school, most children are achieving above what is expected for their age. They make extremely good progress, especially in their personal, social and emotional development. Progress continues apace throughout the next two years so that, in national assessments at the end of Year 2, a very high proportion exceeds the expected levels in reading, writing and mathematics. Although writing is the relatively weaker area and one where girls do better than boys, the results the school achieves are still significantly higher than average. The school has focused more on boys' writing through choosing topic themes that appeal to them, talking more around subjects and giving pupils the chance to write about experiences. This is having a positive impact on the already high standards. There is a much higher percentage of pupils who have a learning difficulty in the current group of Year 2 pupils. Nevertheless, although expected to be lower than the previous year, standards are still in line to be well above national average and all pupils are making excellent progress. Pupils who have a learning difficulty and/or disability are extremely well supported, so make the same outstanding progress as their peers. This aspect of the school is particularly valued by parents, several of whom commented on the dedication and knowledge of staff in ensuring each child achieves as much as possible whatever their difficulty.

Teaching is outstanding and this, plus the excellent curriculum, have led to the consistently very high levels of academic achievement. Highly trained teaching assistants also have a very positive impact on pupils' pastoral care, enjoyment of school and their academic achievements. Lessons are very well planned to take account of the different ages and abilities and the pace is excellent. Pupils, especially those who have more challenging behaviour, are very firmly but kindly managed by all adults, in and out of the classroom. Pupils are very keen to learn through a curriculum that is being continually adapted to their needs. For example, the three-year rolling programme of topics is now covering much more work done outside, in the school's wonderful

wooded setting, with more emphasis on learning from the environment. Pupils also benefit from having a good range of clubs, such as football, yoga and Lego, that add not only to their enjoyment but also to their personal development and well-being. The care, guidance and support pupils receive are good overall. The pastoral care is outstanding as all adults are very knowledgeable about the pupils and their families, and was highlighted by a parent who stated that it 'feels like being part of an extended family'. Safeguarding procedures are robust. Academic support and guidance are good and teachers have a very clear understanding of each pupil's abilities and where extra support is required. However, despite having trialled different systems, there is not a consistent and user-friendly method of recording the information about how well pupils are doing that can track their progress throughout the school.

Leadership and management at all levels are outstanding. The headteacher and the other two teachers inevitably have multiple responsibilities, but they carry them out with dedication and enthusiasm. There is a great sense of teamwork and of wishing to continue to move the school forward despite the already high standards and the constraints of the building. This is reflected in the way the curriculum is being adapted and the strong emphasis on improving writing skills. As a result, the school has an outstanding capacity to improve further. Governors fulfil their duties in an outstanding manner and are very knowledgeable, supportive yet questioning. The school's promotion of community cohesion is satisfactory. Pupils have an appropriate understanding of other faiths and are sensitive to the needs of others through charity fund-raising and links with a school in Kenya. However, they have not yet been given enough opportunities to have a clear understanding of ethnicity and culture and the differences in lifestyle in communities other than their own.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children settle quickly when they start in the Early Years Foundation Stage. They generally enter with levels of attainment above those expected for their age, although this varies from year to year. However, children's skills in linking sounds and letters are relatively weak when they start school. Several parents commented on how well their children settled and how quickly they started to make progress, with one parent stating that 'Burchetts Green Infant School has been an invaluable start to education for my son'. Children make rapid progress because of outstanding teaching and a curriculum that helps them to learn through an excellent balance of teacher-led and child-chosen activities. They often show bubbly enthusiasm for their tasks whether they are building a flying-ship or role-playing in the 'garden centre'. Great use is made of the outdoors with children able to have free access to choose activities outside as well as indoors. This has a great impact on their independence as well as their learning. Their welfare is a very high priority. Children are regularly assessed and staff are very knowledgeable about each individual's capabilities. However, children's work is not always dated, which makes it harder to track their progress over time. The headteacher and the highly experienced Early Years Foundation Stage teacher work extremely well together to ensure excellent leadership and management.

What the school should do to improve further

- Ensure there is a consistent system to record and track pupils' progress throughout the school.

- Improve the school's promotion of community cohesion, to enable pupils to have a better understanding of others from different cultures, and different ethnic and socio-economic backgrounds.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

Annex B

Text from letter to pupils explaining the findings of the inspection

12 June 2009

Dear Pupils

Inspection of Burchetts Green CofE Infants' School, Maidenhead, SL6 6QZ

Thank you very much for being so friendly and helpful when we visited your school, which is outstanding. We enjoyed visiting your lessons and assembly, having lunch with you and talking to the School Council.

You love school and achieve excellent results because of the outstanding teaching and the way that the school is led and managed. Your lessons are fun. You are very clear about how to stay healthy and you feel very safe in school. You are extremely well looked after and teachers work hard to spot anyone who needs a bit of extra help, so that you all achieve as well as you can. Your behaviour is excellent and you all get on so well together because you are encouraged to consider others.

So that your school can get even better, I have asked the teachers to make sure they record clearly how much progress you are all making as you move through the school. Also, that you get to know and understand more about all the different types of people who live outside your area.

You can help your school by continuing to behave so well and to work as hard as you do.

Thank you once again for being so helpful and friendly and best wishes for your future.

Yours faithfully

Joan Lindsay

Lead Inspector