

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Boyne Hill Church of England Infant & Nursery School			
Address	Rutland Road, Maidenhead, Berkshire, SL6 4HZ		
Date of inspection	12 November 2019	Status of school	Voluntary controlled infant
Diocese	Oxford	URN	109969

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgement	The impact of collective worship	Grade	Good

School context

Boyne Hill is an infant school with 231 pupils on roll. The largest pupil group is of White British heritage. However, a significant proportion of pupils are of Asian heritage. Many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below the national average. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. There have been no significant changes since the previous inspection.

The school's Christian vision

Rooted in our local community, together we build a welcoming sanctuary where everyone is shown love, care and respect. Inspired by Jesus, we nurture the ethos 'not to be served, but to serve' (Matthew 20:28) and our work is reflected in our motto 'Feeding body, mind and soul'.

Key findings

- The school's vision is clear, rooted in theology and underpins all relationships within the school community.
- The leadership of the school is strong. The vision of serving others is demonstrated by the headteacher in the way that she leads the school. Governors too, display this and are effective in their self-evaluation and monitoring of the school as a Church school.
- Collective worship is inclusive, invitational and is valued by all members of the school community. There are not enough opportunities for pupils to plan and lead collective worship.
- Leadership in religious education (RE) is a strength of the school. The RE curriculum is based on the pupils' own experiences and as a result, pupils make good progress.
- Pupils have an in-depth understanding of all major world faiths. Pupils' understanding of Christianity as a diverse faith is not yet fully developed.

Areas for development

- Provide pupils with more experiences to plan and lead worship, so that they feel they have ownership of it, resulting in high aspirations for all.
- Leaders and staff to develop and sustain partnerships that are more diverse so that pupils understand Christianity as a world faith.
- To disseminate the strong practice in RE, beyond the local community, so that the school's vision is embedded even further.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Boyne Hill is a nurturing and inclusive school where all pupils are treated as individuals. Leaders have worked tirelessly to ensure that the school is a welcoming sanctuary for all members of the community. They take their inspiration from the story of Jesus feeding the 5000. There is a shared understanding that their role is to facilitate the feeding of the body, the mind and the soul. When making decisions, leaders ensure that pupils are at the centre of their thinking. This results in most pupils flourishing. Parents recognise this too and value how their child's wellbeing is prioritised. They praise the way that the staff are committed to their child and to their family as a whole. Pupils have an in-depth understanding of what it means to serve others. As well as relating it to the Bible story, they talk openly about being like Jesus by serving others. Parents and pupils recognise that their school is a special place because they are all welcomed and are all cared for. They value the diverse backgrounds that make up the school community and relate this to being one big family. One parent said, 'The school embraces the mixture of backgrounds, celebrates the differences and that unites us.'

Leaders, including governors, are effective in their monitoring of the school as a Church school. Parents commented on how their feedback was valued and utilised to impact on the development of the school. Leaders have a thorough understanding of what it is like to be a pupil at Boyne Hill. There are positive links with the local church and parents recognise the impact that this has on their children. Similarly, links with the Diocese are strong with the school making valuable use of the training and support that is offered. Leaders are beginning to have an awareness of how they can continue to strengthen their vision by sharing their good practice with others. Leaders have ensured that the development point from the previous inspection has been achieved.

All members of the school community are treated with dignity and respect. The wide range of faiths and cultures are celebrated and, as a result, all stakeholders feel that they are treated as equals. Pupils express their joy in learning about other faiths and beliefs. They relish being able to learn from their friends. Leaders have embraced the cultural diversity of their school and as such have created a learning environment that is rich in language. As a result, many of the pupils with English as an additional language make good progress. Similarly, pupils with additional learning needs also make appropriate progress. This is because the school has a wealth of academic resources and pastoral support available to pupils and their families. In addition, leaders have ensured that the curriculum is designed to reflect the needs of the pupils. One parent said, 'The children learn without limits. The teachers teach what the children are interested in and my child feels empowered in their learning.' Pupils have experiences which develop their thinking and this impacts on their spiritual growth. The 'I wonder' boards allow pupils to ask big questions, which are insightful. Pupils know that there is never a question too silly to ask.

Pupils' behaviour is exemplary and their attendance is good. They are adamant that there is no bullying in their school. They demonstrate love, care and respect to all and know that they are forgiven for any wrongdoings. Pupils attribute this to the associated values of the school. They know that when they grow up, they want to be caring members of society who help others. They talk about how their learning superheroes have helped them to become more resilient and to never give up. All pupils engage in social action. They enthuse about 'Jeans for Genes' day and how their fundraising efforts make a difference to other children. They also understand how they make a difference in their local community. Pupils are committed to serving their community by carrying out regular litter picks. They understand that this not only helps the environment but impacts on the lives of all the residents.

Collective worship is inclusive and invitational and reflects the many different faiths of the school. Leaders talk about how worship helps their pupils' spiritual development by creating a sense of awe and wonder. Prayer is central to the life of the school and pupils engage readily in it. During collective worship, pupils are able to be still and to reflect. Pupils recognise this as being important for their wellbeing. One pupil said, 'I like to pray. It is my opportunity to talk to God and it helps me to calm down if I am frustrated. I then feel better after I have prayed.' Pupils have an age appropriate understanding of the Christian belief of God as Father, Son and Holy Spirit. They are passionate about the teachings of Jesus and stories from the Bible. They are eager to share how these relate to their own experiences and how they can learn from them. Parents comment on how their children

enthusiasm about the Bible stories at home too. Collective worship is well planned, well-resourced and is evaluated by pupils. The training of staff to lead worship has been prioritised. However, there are not enough ways in which pupils engage in the planning and leading of worship.

RE is held in high esteem amongst all members of the school community. The learning environment is rich in multi-faith displays and artefacts. From their first day of nursery school pupils are immersed in an environment where all faiths are celebrated. The RE leader is highly skilled. She has a wealth of knowledge and is unreserved in her commitment to ensuring high quality provision of RE. Pupils have an understanding of the importance of RE. One pupil said, 'We need to know about everyone's faith because even though we are different, we are all equal and we are all important to God.' Leaders prioritise training and development for all staff. This means staff are well prepared to deliver the curriculum. The RE curriculum is well planned and has been designed to reflect the cultural makeup of the school. It relates to the pupils' everyday experiences, which means they have an in-depth understanding of all major world religions. As a result, pupils make good progress in RE. Although pupils have a good understanding of all major world faiths, they do not have a deep enough understanding of Christianity as a world faith.

From the very start of a pupil's time at Boyne Hill, wellbeing is prioritised. Leaders have ensured that there is a wealth of support on offer to pupils and their families. As a result, some parents speak about how this has helped to make a difference to their lives.

Headteacher	Jane Davies
Inspector's name and number	Angela Wheatcroft 872