

Inspection of Boyne Hill CofE Infant and Nursery School

Rutland Road, Maidenhead, Berkshire SL6 4HZ

Inspection dates:	1 and 2 October 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since June 2013. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils thrive at this vibrant and cheerful school, where they feel valued and excited to attend. They develop confidence and resilience through their strong and respectful relationships with the staff. The school has high expectations for pupil's achievements, including those with special educational needs and/or disabilities (SEND). Right from the Nursery Year, pupils are happy and keen learners. As a result, pupils meet expectations and achieve well.

Pupils learn across an interesting and engaging curriculum. Teachers present learning in interesting ways, which motivates and develops pupils' enthusiasm for learning. The school arranges events that enrich the school's curriculum, such as participating in a local lantern parade, visiting a castle, participating in music events and visiting places of worship.

Pupils behave well in lessons and around the school. Outside, they enjoy playing together and chatting to their friends. They know someone is always available to talk to if they have concerns or worries. Parents are highly supportive of the school. One parent's comment was typical of many when stating, 'It is a fantastic school with staff who genuinely care about the education and welfare of the children.' They are rightly confident that their children are safe and looked after well.

What does the school do well and what does it need to do better?

The school has an ambitious and well-sequenced curriculum. It identifies the important knowledge pupils should know and remember in each subject. Pupils are enthusiastic about their learning and determined to do their best. In history, for example, pupils achieve well in understanding timelines about themselves and famous people. Pupils experience a rich and engaging environment to explore and learn new things. They take pride in their work. Starting in Nursery, children achieve well due to the high levels of care and clear expectations. Staff choose learning activities to support pupils in developing their knowledge. For instance, children in the early years develop their knowledge of number patterns by singing rhymes with actions.

Staff have secure subject knowledge. They use it effectively to explain knowledge so pupils can understand and relate it to their prior learning. Staff check routinely how well pupils have understood learning. This enables staff to adjust learning to make sure that pupils understand. Teachers challenge pupils and encourage them to think about how they can deepen their understanding. The school evaluates the curriculum frequently. Following a recent review, the school has made some well-considered changes to what is taught, with some further modifications still under way. However, the school has yet to evaluate the full impact of the revised curriculum to check that pupils are acquiring a deep level of knowledge in all subjects. The school acts decisively to identify pupils with SEND. Staff provide appropriately adjusted work and use appropriate resources. This helps pupils with SEND to access the full curriculum successfully.

The teaching of reading is a top priority so that pupils become confident and fluent readers. There is a consistent and effective approach to the teaching of phonics. Pupils read books that precisely match the sounds they are learning. Staff are quick to see if pupils use their phonics knowledge correctly. They address mistakes as they happen. Those who need extra assistance with reading are identified quickly and receive timely and appropriate support to help them catch up. The wide range of reading activities and events capture pupils' literary imaginations and interests. Diverse stories provide rich experiences for pupils to think about different faiths and religions.

The school promotes pupils' wider development effectively. Pupils build their confidence by taking and managing their own risks when playing outdoors. They demonstrate high levels of resilience and enjoy taking part in a wide range of activities, while having fun. For instance, pupils challenge themselves on the monkey bars and the adventure playground. Throughout these activities, staff support pupils in staying safe. Pupils learn about diversity, equality and respect, linked to the school's values. Clubs, such as gardening, mathematics, computing and football, help to nurture pupils' talents and interests. Pupils gain an age-appropriate understanding of healthy relationships. They learn about reducing risk in situations, such as those involving water, personal safety and being online. Pupils understand their responsibility to help others. For example, they raise money for charities and support a local foodbank. Pupils are encouraged to take on leadership roles, such as school councillors.

The school is fully committed to continuous improvement for the benefit of the pupils. Those responsible for governance know the school well. They understand the school's strengths and areas for development. Staff appreciate the professional development opportunities to help them support pupils effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum is still being embedded and leaders have not checked fully how well new arrangements are helping pupils to deepen their knowledge. The school should evaluate the changes to the curriculum to ensure they have the desired impact on pupils' learning and use this information to support future teaching.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	109969
Local authority	Windsor and Maidenhead
Inspection number	10341252
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair of governing body	Paul Baxter
Headteacher	Jane Davies
Website	www.boynehillschool.org
Date of previous inspection	6 and 7 June 2013, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Church of England Diocese of Oxford. The school's last section 48 inspection was carried out in November 2019.
- The school runs its own breakfast and after-school club.
- The school does not currently use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, assistant headteachers, special educational needs coordinator, staff and pupils.
- The lead inspector spoke with a representative from the local authority and the diocese.
- The inspectors met with a range of pupils to discuss their views about the school and talked to pupils during playtimes and in lessons.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Responses to Ofsted Parent View, Ofsted's online survey for parents, including parents' free-text comments, were considered. The inspectors also considered the responses to Ofsted's online survey for staff and pupils. The pupil survey was available to the school, but there were no responses.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Darren Aisthorpe, lead inspector

Ofsted Inspector

Tracy Good

Ofsted Inspector

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