

# Brownsover Community Infant School

Webb Drive, Brownsover, Rugby, Warwickshire CV23 0UP

## Inspection dates

15–16 January 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- Leaders are aspirational for pupils in their care. They are committed to helping them achieve the best possible outcomes. As a result, pupils achieve high standards in reading, writing and mathematics by the end of key stage 1.
- The school's values of respect, perseverance, kindness, politeness, independence and honesty are explicit and highly visible and underpin the strong ethos in the school. These values are demonstrated clearly by pupils, parents and carers, staff and governors.
- The curriculum ensures that pupils experience a breadth of learning. It contributes very effectively to their spiritual, moral, social and cultural development. Other than in English and mathematics, pupils are not challenged enough to deepen their knowledge, skills and understanding in all subjects. Pupils are given limited opportunities to write at length in subjects other than English.
- Pupils are exceptionally well behaved. Pupils' behaviour reflects their in-depth understanding of the school's values. Pupils are confident to 'have a go' and make mistakes. They respect each other's views and help each other in their learning.
- Pupils learn in a bright, engaging and well-resourced environment. High-quality displays promote and celebrate the high standards that pupils achieve.
- Leaders – including governors – have a good understanding of the school's strengths and weaknesses. They identify appropriate priorities to move the school forward. However, leaders do not implement or evaluate these priorities consistently or with sufficient rigour.
- Additional funding – such as the pupil premium and physical education (PE) and sport premium – is spent appropriately but leaders do not plan and evaluate the impact of this spending as precisely as they could.
- Children in the early years are well supported to make good progress. Children develop confidence and independence from an early age. Leaders know individual children well and adapt provision to meet specific needs.
- Parents are overwhelmingly positive about the school. Individual comments such as 'It's a fabulous school with an excellent sense of community' and 'Every staff member puts the children's safety and interests first' reflect the views of many.

## Full report

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

- Further improve leadership and management by ensuring that:
  - leaders monitor and evaluate the impact of additional funding more effectively
  - leaders take a more strategic, consistent and timely approach to the implementation and evaluation of school priorities and improvement plans.
- Further improve the quality of teaching and learning and the outcomes for pupils by ensuring that:
  - teachers provide pupils with greater opportunities for extended writing in subjects other than English
  - pupils are challenged to extend their knowledge, skills and understanding further in all subjects across the curriculum so that they are as strong as in English and mathematics.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher is committed to ensuring that pupils receive a well-rounded education. Pupils enjoy learning experiences that allow them to grow and develop into confident and independent young people.
- The curriculum is planned so that pupils develop a breadth of knowledge and understanding in different subjects through class topics. In addition to class topics, pupils also learn about different continents linked to their class names. Each class has a growing area where pupils can grow their own food and use it in their cooking. Pupils' learning is enhanced by visits to places such as castles, farms and the local park. Visitors to school help to make learning 'real'. They include, for example, a pilot who came to talk to pupils about aeroplanes as part of the transport topic.
- Pupils participate in a range of extra-curricular activities across the school year – such as kick-boxing, football, art, cookery and taekwondo – which contribute to the rich curriculum. Community volunteers teach pupils about gardening throughout the year. Strong links to the community ensure that pupils get involved in local events such as 'Rugby in Bloom', the local foodbank and fundraising for charity.
- Pupils' spiritual, moral, social and cultural development is supported effectively by the school's values and is threaded through the curriculum. Pupils learn about British values such as democracy by voting for members of their school council and voting for the best pumpkin in the pumpkin-carving competition. Pupils learn about other cultures and religions and show tolerance for each other's differences. They demonstrate respect and, for example, can discuss the significance of the poppies they created for their remembrance display in the school's reflection garden.
- Subject leaders have a good overview of their subject areas. They ensure that there is appropriate curriculum coverage and are beginning to develop a progression of skills and assessment outcomes in subjects such as history, geography, art and science. Currently, this is in its early stages and is yet to be embedded fully. Subject leaders – including those for English and mathematics – have opportunities to lead staff training and review the impact of their work. However, on occasion, the review of some previous actions has not been sufficiently evaluative. Some leaders have yet to establish their priorities and actions for this academic year.
- The headteacher has recently introduced a new, simpler assessment system. This is beginning to be embedded and staff say that this new system has reduced their workload. Leaders and staff know pupils well and check their progress and attainment regularly. Staff meet the needs of pupils well and provide additional support for those who need to catch up so that none are left behind.
- Senior leaders are clear about the school's strengths and weaknesses. They have identified appropriate priorities and actions to move the school forward. However, leaders do not monitor and evaluate the implementation and impact of their actions as well as they could to ensure that they are as effective as possible.
- Leaders have made good use of the PE and sport premium funding. Coaches have helped staff develop their skills and confidence and have provided pupils with specific

coaching programmes, for example in football. Sports coaches support pupils to be physically active at lunchtime, and the number of pupils participating in after-school clubs has increased. However, leaders do not evaluate the impact of this funding precisely.

- Pupil premium funding is spent appropriately, but leaders' strategic planning and evaluation are not as clear as they should be. For example, at the start of the inspection, the pupil premium strategy for this academic year was not fully established. This has now been addressed.
- Funding for pupils with special educational needs and/or disabilities (SEND) is spent well. Leaders check the effectiveness of the interventions and support that pupils receive so that pupils make progress.
- Parents hold the school in high regard. They appreciate their involvement in school life and the rich experiences their children receive. Staff are proud and happy to work at the school. They are well supported by senior leaders to develop their practice.

### **Governance of the school**

- Governors are involved in the life of the school and visit regularly. Governors' visits are linked to school priorities, as well as to community events in the school. Governors check statutory requirements such as safeguarding and know how additional funding has been spent. They know the school's strengths and weaknesses and monitor the impact of leaders' actions through learning walks, data analysis, reports and discussions with pupils. For example, governors met with the school council to discuss the school values. Governors have developed a governor action plan to ensure that they further develop effective practice.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Staff are trained appropriately and know the signs to look for if they are concerned about a child. Leaders keep staff up to date and regularly check their understanding of safeguarding. Leaders have robust and secure processes in place for the recruitment of staff and the reporting of concerns. Leaders follow up referrals promptly to meet pupils' needs and engage the help of a family support worker when needed.
- The school curriculum builds in the identification of risks for pupils and ensures that safeguarding is a priority for all. For example, through personal, social and health education, displays and assemblies, pupils learn about road safety and how to keep themselves safe on the computer.
- Pupils say they feel safe in school and parents agree. Pupils feel able to ask an adult for help when they need it because they have developed trusting and positive relationships with staff.

## Quality of teaching, learning and assessment

**Good**

- Teaching is good because teachers engage pupils well in their learning so that they remain focused and make good progress. For example, in a poetry lesson in Year 1, videos of pupils reading poetry were used well to illustrate effective features of performance poetry. Musical instruments were used to support the understanding of rhythm. Teachers and support staff use effective questioning to prompt and challenge pupils. Pupils work cooperatively and help each other in their learning. They share ideas and respond to each other's contributions. Pupils' work is well presented.
- In English and mathematics, work is closely matched to pupils' ability. Lower-ability pupils are well supported to make progress and pupils are further challenged through 'tricky', 'trickier' and 'trickiest' challenges. Teachers build effectively on pupils' previous learning to move learning forward. For example, in Year 1 in mathematics, teachers consolidate pupils' understanding of place value and addition with a range of equipment and activities. Work in pupils' books shows evidence of progress and opportunities for simple reasoning and problem-solving.
- The most able pupils read fluently and with expression. Lower-ability pupils use effective strategies to help them read unfamiliar words. Reading books are carefully matched to pupils' ability. Leaders encourage reading for pleasure through class texts, and pupils can talk about the books that they like to read.
- The content of lessons is interesting so that pupils are motivated and excited to learn. In topic work, pupils programmed a small robot to move around a world map, consolidating their understanding of the location of places in the world, as well as developing their skills in programming. A group of pupils used a weather app to compare the weather and temperature in Sydney to those in Rugby. In design and technology, Year 1 pupils watched a video clip of 'The Wright Brothers in Flight' to look at the design of aeroplanes in the past.
- Other than in English and mathematics, teachers do not routinely challenge pupils well enough in all subjects. Leaders are now beginning to consider how to deepen knowledge, skills and understanding further in all subjects across the curriculum. On occasion, the tasks that pupils complete in subjects other than English limit opportunities for them to write at length.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils demonstrate an exceptional understanding of the school's values in their behaviours. They work hard and try their best. They do not worry if they do not get things right the first time because they know that an adult or a friend will help them. Pupils willingly offer their thoughts and ideas and listen to each other. As a result, they are confident learners who work well, both together and independently.
- Pupils demonstrate excellent attitudes to learning because they are well motivated.

Pupils say they like learning and they like challenges. They are keen to share their work and are proud of their achievements.

- Pupils influence the work of the school through the school council and are proud to be members. For instance, the school council completed a safety walk and created posters for staying safe. Pupils have opportunities to tell leaders what they think about school. The 'Munch Bunch' group – which has helped the school achieve a gold award for 'Food for Life' – is helping pupils to develop their understanding of healthy eating, growing food and cooking.
- Pupils are looked after in a safe, nurturing environment. Pupils understand what bullying is and say they would tell an adult if someone was being unkind.
- Pupils are well cared for in the school's wrap-around care facility.

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils understand and appreciate the whole-school behaviour and reward system because it is used consistently across the school. At the end of the week, pupils are proud to wear their behaviour stickers.
- Pupils' behaviour in the dining room is impeccable. Pupils are polite and courteous to each other. They respect the positive environment that has been created for them. Pupils are noticed and praised for their positive behaviour and have the opportunity to enjoy a special lunch with the headteacher and a member of staff.
- Pupils enjoy coming to school. Over time, attendance is at least in line with the national average. Leaders track attendance closely and follow up absences promptly.

## Outcomes for pupils

### Good

- At the end of key stage 1, pupils achieve consistently strong outcomes. Attainment is above the national average in reading, writing and mathematics at both the expected standard and at greater depth. In 2018, outcomes improved further so that attainment in reading was in the highest 10% nationally.
- The most able pupils achieve standards well above the national average at a greater depth, especially in reading and writing. The needs of lower-attaining pupils are well met. Pupils receive appropriate and additional support where needed to help them make progress.
- The school's own assessment information shows that disadvantaged pupils are making good progress from their starting points. Teachers know who disadvantaged pupils are and funding is spent appropriately to address their barriers to learning. Pupils with SEND benefit from appropriately matched support and make good progress.
- In Reception, the proportion of children achieving a good level of development is above the national average from starting points that are broadly typical for their age.
- Following a steady improvement over time, in 2018, the proportion of pupils reaching the expected standard in the phonics screening check fell significantly below the national average. This decline reflects the specific language needs of pupils joining the

school. Leaders have ensured that pupils receive appropriate interventions and targeted support to help them catch up.

## Early years provision

**Good**

- Children join the Nursery and Reception Year with knowledge, skills and understanding that are broadly typical for their age. Not all children in Nursery enter the Reception class because some children move to other local primary schools.
- Adults know individual children well and adapt provision to meet their specific needs. Children make good progress so that, by the end of Reception, the proportion who reach a good level of development is above the national average.
- Children have good relationships with adults and routines are well established. They listen carefully and follow instructions. Children access resources and work well, both independently and with each other. For example, children chose appropriate materials to make treasure chests. They maintain a high level of interest and concentrate when working at an activity, such as creating treasure maps. Children explained, 'A map shows you where to find treasure' and 'A compass tells you where to go.' Children develop their confidence well. They are encouraged to 'have a go' and help each other in their learning.
- Adults provide strong support through effective questioning. For example, in phonics, children were supported successfully to make good progress in a game of word bingo. Children sounded out and built words well. Learning was focused and children were excited and motivated to learn.
- Adults model learning effectively and children engage fully. In Nursery, for instance, teachers modelled counting and children enjoyed clapping the numbers. Children responded well to counting forwards to 10 and back again. In mathematics, children measured a tube with plastic bricks. Children then considered what would happen if the bricks were bigger. Adults provide sensitive support for children who need it so that they can make progress.
- Some Nursery children access the school's 'play and learn' provision as part of their 30-hour entitlement. The facility also caters for rising three-year-olds. Children are well supported by experienced and well-qualified staff in a calm, nurturing environment. Practitioners adapt provision to meet the needs of the very youngest children. Staff ratios are appropriate and staff are trained in paediatric first aid.
- The number of children joining the school who speak English as an additional language is increasing. Children are supported through the pre-teaching of activities, being immersed in language and specific interventions. Adults model language effectively and provide a range of activities where children can develop language through role play, such as in the pirate ship.
- Leaders have ensured that provision is effective and that children are well prepared for Year 1. End-of-year expectations are shared with parents and ideas are suggested for children who might need additional support. Parents are signposted to the school website for support with phonics. They are invited into school for 'stay and play' sessions, celebrations and assemblies. Leaders are considering ways to involve parents more in their children's learning.

- Leaders identified that more work needs to be done around assessment. Staff moderate assessments within the team and with other schools locally so that practice has developed. Although leaders have identified priorities for improvement, the planning, implementation and evaluation of these priorities are not as precise or as rigorous as they could be.

## School details

Unique reference number	125618
Local authority	Warwickshire
Inspection number	10058510

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

Type of school	First
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	The governing body
Chair	Helen Owens
Headteacher	Elisa Aristidou-Basnett
Telephone number	01788 547 660
Website	<a href="http://www.brownsovercommunityschool.co.uk">www.brownsovercommunityschool.co.uk</a>
Email address	<a href="mailto:head2616@welearn365.com">head2616@welearn365.com</a>
Date of previous inspection	11–12 September 2013

## Information about this school

- The school was inspected under section 5 of the Education Act 2005 following a section 8 short inspection in February 2018.
- The school is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium grant is below the national average.
- The proportion of pupils with SEND is below the national average, as is the proportion of pupils with an education, health and care plan.
- Most pupils are White British. The proportion of pupils who speak English as an additional language is broadly average.

## Information about this inspection

- Inspectors observed teaching and learning in all classes and looked at pupils' work. The headteacher joined inspectors for some observations.
- Inspectors observed pupils on the playground and in the dining room, talked to pupils formally and informally, and listened to pupils read.
- Discussions were held with the headteacher, senior staff, middle leaders and the office manager.
- The lead inspector met with the chair of the governing body and three other governors, and a representative of the local authority.
- The lead inspector spoke to parents at the beginning of the school day and considered the 99 responses to Ofsted's online questionnaire, Parent View, including the 33 written comments. The 13 responses to Ofsted's staff questionnaire were also considered. There were no responses to Ofsted's pupil questionnaire.
- A wide range of documentation was scrutinised, including: the school's own self-evaluation; the school's improvement plan; information on pupils' progress and attainment; records of behaviour and attendance; monitoring and evaluation of teaching and learning; minutes of governing body meetings; the single central record of staff recruitment; and safeguarding information.

## Inspection team

Sue Cameron, lead inspector

Her Majesty's Inspector

David Walker

Ofsted Inspector

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