

# Brownsover Community Infant School

## Inspection report

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<b>Unique Reference Number</b>	125618
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	328367
<b>Inspection dates</b>	30 September –1 October 2008
<b>Reporting inspector</b>	Joyce Cox

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.

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	2–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	185
Government funded early education provision for children aged 3 to the end of the EYFS	91
Childcare provision for children aged 0 to 3 years	20
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Keith Floyde
<b>Headteacher</b>	Judith Ryan
<b>Date of previous school inspection</b>	7 November 2005
<b>Date of previous funded early education inspection</b>	19 January 2007
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Webb Drive Rugby CV23 0UP
<b>Telephone number</b>	01788 547660

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<b>Age group</b>	2–7
<b>Inspection dates</b>	30 September –1 October 2008
<b>Inspection number</b>	328367

**Fax number**

01788 543857

<b>Age group</b>	2-7
<b>Inspection dates</b>	30 September –1 October 2008
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This small infant and nursery school offers an exceptionally wide range of extended services known as Bridges, which provides full daycare all year round except bank holidays. There are breakfast, after-school and holiday clubs for children aged three to eleven, a drop-in baby clinic, and daily morning play-and-learn activities for children aged two-and-a-half to three during term time. In addition, there is a lunch club and afternoon wrap-around care for nursery-aged children. Further services include a parent and toddler group and many community clubs for parents, including dieting and dance sessions.

The majority of the pupils attending the school come from White British backgrounds, although an increasing number of pupils are from minority ethnic families. Thirty-one of the pupils are at an early stage of learning English. The main home languages are Punjabi, Gujerati and Polish. A slightly below average number of pupils have learning difficulties and/or disabilities. The main needs are behavioural, social and emotional, and speech and language.

The school has achieved many awards for its work, including a Dyslexia Friendly Mark, and a Gold Healthy School Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. It takes good care of its pupils, not only in the school setting but also in the way staff reach out into the community to engage parents and carers by providing an exceptionally wide range of extended services in Bridges. One of the key reasons for the school's many successes is that the headteacher is a good leader who enthuses others to have the highest possible aspirations for themselves and for the pupils. The school has made good progress since its last inspection. The rise in standards and the introduction of a clear method of tracking pupils' progress have been just two of the most significant steps forward. The school is very accurate in its self-evaluation. There is no complacency and senior leaders strive constantly to raise standards and achievement, hence the capacity for future improvement is good.

The school is highly regarded in the local community and virtually all the parents are very happy with their children's education and the wide range of extended services provided. One parent, summing up the views of many, wrote, 'We have an amazing headteacher. This is a well-organised and well-disciplined school. It is very helpful that the school offers before and after-school care at a reasonable price.' Pupils love school and their behaviour is good. This is because a well-planned, stimulating and exciting curriculum indoors and outdoors supports their learning well. Pupils and parents love the excellent range of enrichment activities, including fun fit, football, French and science clubs. Good care, guidance and support have a very strong impact on strengths in pupils' personal development. Effective links with a wide range of agencies and local schools provide high levels of support for pupils and families. Pupils have a good understanding of how to eat healthily and thoroughly enjoy making nutritious vegetable soup and pizzas. Their enjoyment of school is reflected in their above average attendance.

Children receive a good and very happy education in the Early Years Foundation Stage (EYFS). Elements of the EYFS provision are outstanding. There is an effective emphasis on developing children's early communication, personal and social skills, which results in good achievement. From an average entry point, children in the EYFS achieve well. They attain slightly above average standards in all the areas of learning on entry to Year 1. EYFS and Bridges staff have correctly noted that it would be highly beneficial to track children's progress from age two-and-a-half to the end of the EYFS and this is the area to focus on next. Pupils make good progress and achievement in the rest of the school, and attain above average standards in reading, writing and mathematics by the end of Year 2. Pupils achieve well because of the good quality of teaching and learning. By pitching learning and support precisely at pupils' capabilities, staff ensure that pupils enjoy their work and become increasingly confident and skilled learners. On a few occasions, the quality of learning is more satisfactory than good because the pace of the lesson is too slow and pupils are not sufficiently challenged to do their best.

Senior leaders make good use of precise assessment information to track achievements and to identify quickly any pupils in need of additional support. Much of the school's success is due to the clear direction provided by the headteacher, governing body and senior leaders. Their rigorous and accurate evaluation leads to carefully considered and effective action. The school works effectively to serve the local community and continues to make a significant difference to the lives of numerous children and families in the Brownsover area.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children in the Bridges play and learn in the morning sessions, and in the afternoon care sessions they enjoy attending because staff plan interesting activities and ensure learning through play is made great fun. Issues from the last childcare inspection report have been acted upon and improved. High quality support, tender care and good teaching from experienced staff ensure that children are well cared for and make good progress in their learning and development. Rigorous safeguarding procedures and practices protect children and reassure parents. Excellent induction helps children settle quickly into Bridges and into the EYFS. Children quickly learn to cooperate well with adults and each other. EYFS staff have a good understanding of how children learn best and planning is focused effectively on meeting individual needs and interests and ensures that all areas of learning are covered on a regular basis. Activities, both indoors and outdoors, are well balanced between those directed by adults and those selected by children.

The EYFS unit is a vibrant and enticing learning area considerably enhanced by excellent displays and interesting resources, such as an exciting dragon story-telling chair. Assessment is accurate and firmly rooted in observations made by all staff, who use this information effectively to plan the next steps in children's learning. However, although Bridges and the EYFS have good assessment procedures, it is currently not possible to track children's progress easily from their start in Bridges through to the end of the EYFS. An outstanding partnership is quickly established with parents, who are overwhelmingly delighted with the EYFS provision. Good leadership and management are characterised by a shared sense of purpose, effective teamwork, good quality policies and a constant drive to improve all aspects of the provision.

### What the school should do to improve further

- Devise a way to track children's progress from the age of two-and-a-half to the end of the EYFS.
- Ensure that teaching and learning are consistently good or better in Years 1 and 2 so that pupils always achieve well and reach even higher standards.

## Achievement and standards

### Grade: 2

Pupils' attainment and achievement have been rising steadily since the last inspection. Senior leaders have been effective in devising ways to raise standards and improve pupils' achievement. In 2008, the school did particularly well in ensuring more pupils attained the higher Level 3 in reading, writing and mathematics. The improved results were achieved because of good strategies to support boys' learning and achievement. Results were above average in mathematics, reading and writing, representing good achievement from an average starting point in the EYFS. All pupils, irrespective of gender, ability or ethnicity, make good progress. A parent from a minority ethnic family writes, 'My child's English is perfect now and she makes good progress just like her English friends.' The school sets challenging targets and the commitment shown by all staff to ensure they are reached, and often exceeded, is an effective combination that lies at the heart of why the school is successful.

## **Personal development and well-being**

### **Grade: 2**

Pupils are polite and kind and form very good relationships with adults and other children. Pupils love school and develop positive attitudes to learning because the adults make it so very enjoyable for them. This sets them up well for the future. They say they love coming to school because lessons are fun, staff are kind and the headteacher gives them lots of jobs to do. Pupils' spiritual, moral, social and cultural development is good. Behaviour is good and pupils state that they feel safe and happy in school and agree there are many adults they could talk to if they were worried. They are aware of the importance of exercise and healthy eating. Pupils like the school dinners and the meals and drinks provided in Bridges because they are healthy and nutritious. Staff are working hard to ensure pupils always bring healthy food in their lunchboxes. They enjoy collecting money for local and national charities. Year 1 pupils are currently having successful toy sales to raise funds to equip their outdoor learning area. Older pupils enjoy helping younger ones by being playground friends and lunchtime helpers.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils respond well to lively, stimulating activities and the vibrant and colourful learning environment, and meet teachers' high expectations for work and behaviour. Learning is enjoyable so pupils are attentive, well behaved and keen to do well. Clear explanations, effective questioning and assessment and very good relationships are strong features of most lessons. Teachers have good subject knowledge, which is constantly updated. This helps them to plan the next steps in pupils' learning and provide a good variety of interesting practical activities. On a few occasions, the pace of the lesson is too slow and all pupils are not sufficiently challenged to do their best. Talented teaching assistants effectively support all pupils. Interactive whiteboards are used well to arouse interest and extend learning.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is based firmly on practical experiences. This helps to ensure full engagement and enjoyment and equally good achievement by boys and girls. Planning for pupils to learn how to stay fit and healthy is successfully woven into lessons and clubs. The curriculum is skilfully adapted for pupils with learning difficulties and the successful nurture group provides very good support and raised achievement for pupils with emotional and behavioural difficulties. It also provides well for the more able pupils, although their capabilities are not fully extended in a small number of lessons. Themed days, sports coaching, an excellent number of clubs, visitors and visits to places of interest enrich the curriculum considerably and excite and motivate the pupils.

### **Care, guidance and support**

#### **Grade: 2**

There is a tradition of high quality care and support at Brownsover. The long-established wrap-around care provided by Bridges in the before, after and during school clubs is of a good quality. Older pupils from the nearby junior school happily eat, learn and play alongside younger

infant pupils. Parents value and greatly appreciate Bridge's extended services. One comments, 'The warm and welcoming environment helps children to develop good social skills and to become level headed and non judgmental of others.' The headteacher and her staff are dedicated to the welfare of their pupils and families. Rigorous safeguarding and effective welfare procedures are in place. Consequently, pupils are happy and secure, and they quickly gain in confidence and self-esteem, which is a key contributory factor to their good progress. There are good procedures to track pupils' progress. These data are used well by staff to improve pupils' achievement. Pupils themselves are not always completely clear as to how they can improve their work.

## **Leadership and management**

### **Grade: 2**

The strong, effective leadership of the headteacher and a settled management structure have brought a clear sense of purpose and direction to the school. Morale is high because staff feel valued and there is a strong commitment to teamwork, leading to very good working relationships. Rigorous monitoring of the school's performance by senior leaders gives a good picture of where improvement is needed. Initiatives, such as raising boys' achievement, are skilfully planned and evaluated for their impact on pupils' progress. Subject leaders are not sufficiently involved in monitoring and evaluating their areas. The governing body provides good support and challenge to the school. Brownsover is a true community school and offers a good quality of education and an extensive range of extended services beyond the normal school day, which is greatly appreciated by parents and pupils.

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## Annex A

## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
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?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

<sup>1</sup>Grade 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

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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	2

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

2 October 2008

Dear Children

Inspection of Brownsover Community Infant School, Rugby CV23 0UP

It was a real treat for us to visit your school and I am writing to thank you for two happy days. It was great to see your smiling faces and to talk to some of you, and we really enjoyed watching you working and playing and having lunch with you. We agree with all your mums and dads that you go to a good school.

These are the things we liked best:

- Your behaviour is good and you are keen and eager to learn new things.
- You are all doing well in lessons.
- You enjoy the delicious school meals and eating healthily and keeping fit.
- Teachers and teaching assistants make learning interesting and fun for you.
- You have a good curriculum and excellent after-school clubs.
- Those who go to Bridges for breakfast, play and learn or after-school clubs have a really good time.
- Anyone who needs help with work or speaking English is always given it.
- The teachers and staff take good care of you while you are in school.
- Your headteacher is good at leading and managing the school.

The headteacher, staff and governors have lots of good ideas to make the school even better. We agree with their ideas. We have suggested that it would be good if staff find a way to track all the things you can do in Bridges, and in the Nursery and Reception classes. We have also suggested that teachers always teach really good lessons so that you all learn even more than you do now.

You can play your part by continuing to behave well, work hard and by always being kind to each other. We wish you all the very best for the future.

Joyce Cox Lead inspector