

# Brewster Avenue Infant School

## Inspection report

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<b>Unique Reference Number</b>	110722
<b>Local Authority</b>	Peterborough
<b>Inspection number</b>	382209
<b>Inspection dates</b>	2–3 November 2011
<b>Reporting inspector</b>	Joanne Harvey HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Simon Green
<b>Headteacher</b>	Alison Smith
<b>Date of previous school inspection</b>	28 September 2010
<b>School address</b>	Brewster Avenue Woodston Peterborough PE2 9PN
<b>Telephone number</b>	01733 565092
<b>Fax number</b>	01733 565092
<b>Email address</b>	headteacher@bravemail.co.uk

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<b>Age group</b>	3–7
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## Introduction

When Brewster Avenue Infant School was inspected in September 2010, it was judged to require special measures. Subsequently, the school was inspected on two occasions. At the last monitoring inspection, the school was judged to be making good progress in making improvements.

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. They observed eight lessons taught by eight teachers and conducted two learning walks. Inspectors held discussions with a representative of the governing body, groups of pupils, leaders at all levels including the Early Years Foundation Stage leader and the special educational needs coordinator and they met with parents and carers. Inspectors observed the school's work and looked at the school development plan, assessment information, school and local authority monitoring information, lesson plans and school policies.

The inspection team reviewed many aspects of the school's work. It looked in detail at the school's progress in a number of key areas.

- How well are pupils safeguarded?
- Do pupils, particularly boys, achieve at least the levels expected for their age and are those of higher ability reaching the levels of which they are capable?
- Do teachers set tasks that consistently challenge groups of different abilities and identify exactly what pupils are to learn?
- Are school leaders rigorously monitoring and evaluating the quality of teaching and learning and using tracking information effectively to identify exactly where improvements need to be made?
- How effective is the governing body in fulfilling the statutory duties placed upon it?

## Information about the school

This is average sized for a primary school. Most families are from White British backgrounds, with a slightly larger than average proportion coming from a wide range of other minority ethnic groups. An above average proportion of pupils are learning English as an additional language. The proportion of pupils known to be eligible for free school meals is average. The proportion of pupils with special educational needs and/or disabilities is below average, although the proportion with a statement of special educational need is average. Of this group, the largest number is of pupils with autistic spectrum disorder. The school has an Activemark award and Healthy Schools status. Breakfast- and after-school provision is on the school site but not managed by the governing body and so did not form part of this inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. The school has successfully addressed the issues raised at the last inspection and its overall effectiveness is now satisfactory. It has some good features.

Success has been ensured because school leaders, staff and members of the governing body have worked together highly effectively to drive rapid improvements to secure good quality leadership, care, guidance and support, safeguarding of pupils and they have made significant improvements to teaching, learning and the curriculum. As a consequence, the achievement of pupils and aspects of their personal development have also improved. Furthermore, the Early Years Foundation Stage has been transformed since the last inspection. It now provides a good start for children.

The view expressed by one parent, and which was representative of many spoken to, was that, 'This is a very friendly school. My children love it.' Children progress well in the Early Years Foundation Stage and make at least satisfactory progress in Key Stage 1. For an increasing proportion, progress is good. Pupils achieve broadly average standards at the end of Year 2 in reading and writing. In mathematics, standards are above average by the time they leave Year 2. For some, this represents accelerated progress over recent terms in order successfully to make up for a period of previous underachievement, which has now been eradicated. The proportion of good teaching has increased significantly as has the ability of teachers to tailor the curriculum to meet the needs and interests of pupils of different abilities. However, there is not enough of this good practice to ensure consistently good progress for the large majority of pupils or to enable all pupils to excel at the higher levels of which they are capable. For example, a few instances remain where additional adults miss opportunities to maximise pupils' learning, or where the feedback pupils are given does not ensure that they are clear about what they need to do to improve. Some pupils have not developed the skills which enable them to evaluate their own success or to seek out and sustain their concentration at challenging tasks independently. The reorganised curriculum in Year 1 ensures pupils make good progress when they are working at well-planned tasks under the direction of the class teacher. Their learning slows when they work independently at activities which are not resourced well enough or planned sufficiently well to stimulate or challenge them to move their learning on.

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The good care provided in a positive and welcoming environment is a strength of the school. Staff form strong and trusting relationships with pupils, and pupils feel safe and behave well. Barriers to learning are minimised for pupils who are in circumstances that make them more vulnerable. Pupils who need extra help with their learning are given well-focused additional support so that they make good progress. There is no doubt that pupils enjoy school and demonstrate this through their broadly average but improving levels of attendance.

Leadership at all levels, and governance, have strengthened considerably. Leaders' monitoring and evaluation of the school's work, including that of teaching and of pupils' performance is rigorous and accurate, and has resulted in notably improved provision and outcomes for pupils. It has also ensured that the governing body can be confident that statutory requirements, including those for safeguarding are met well. These achievements provide clear evidence of the school's good capacity to continue to improve.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment to be consistently above average and ensure progress is consistently at least good by:
  - ensuring the curriculum for Year 1 is well resourced and swiftly embedded, including tasks that challenge pupils when they are working independently indoors and outdoors
  - ensuring all adults make a strong contribution to learning
  - ensuring pupils know what they need to do to improve and have the skills to drive their own learning on.

### **Outcomes for individuals and groups of pupils**

**3**

All groups of pupils attain the levels expected for their age in reading and writing by the time they leave the school. In mathematics, they generally exceed nationally expected standards. A greater proportion achieve Level 3 in all subjects than has previously been the case, but there are still not enough pupils who excel because they are not always given activities which challenge them. Changes to the curriculum to specifically target an improvement in boys' attainment has resulted in the gap between girls and boys being narrowed successfully in Key Stage 1. For those in the Early Years Foundation Stage, this gap has now been closed. The progress of pupils known to be eligible for free school meals and those learning English as an additional language is tracked closely and interventions and support provided to ensure that these progress at least as well as their peers. Those who are vulnerable or who have special educational needs and/or disabilities are supported through well planned programmes of support so that they make good progress.

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Observations by inspectors and evidence presented by the school confirm that increasingly pupils make good progress. For example, in a lesson in Year 2, the learning of all pupils moved on at a good pace. She swiftly addressed pupils’ misconceptions, targeted individuals with challenging questions tailored to their ability to move their learning on and encouraged them to evaluate their own and other’s work to make further improvements. The additional adult was also actively engaged with and supported pupils’ learning, mirroring the model presented by the class teacher. In another class, pupils made satisfactory progress in their understanding of measuring because, whilst they were engaged by the task set to measure ‘dinosaurs’, the task lacked challenge for the higher attainers and checks were not made so that the task could be modified in the lesson in order to move learning on at a swifter pace.

Pupils acquire a wide range of personal and social skills that help them to develop into rounded individuals. The school cultivates mutual respect and cooperation and promotes pupils’ confidence and self-esteem well. Their spiritual, moral, social and cultural development is good because of the good number of opportunities pupils have, for example, to learn about and reflect on the wonders of the natural world or the lives of those from other cultures. They are able to talk with confidence about how their behaviour and the extent to which they are able to keep themselves safe has improved because of the emphasis that is put on this in all that they do. These personal skills, along with their satisfactory basic skills, ensure that they are prepared suitably for the next stage of their education.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	3
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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## How effective is the provision?

Whilst the quality of teaching has improved significantly since the last inspection, some inconsistencies remain which prevent pupils from making good progress. For example, teachers now use accurate assessments to inform detailed planning which is mostly matched closely to the differing needs and interests of pupils. In the better lessons, teachers supplement this with regular closely targeted questions to check on pupils’ understanding and address misconceptions. Teachers modify plans to add further challenge so that learning is highly individualised and moves on at a good pace. Striking examples were seen of additional adults supporting individuals and groups who need extra help with their learning to do well. A few instances remain where additional adults do not make a strong enough contribution to learning in class lessons. Inspectors observed good examples of marking and feedback. This good practice is not consistent across school so not all pupils are clear about what they need to do to improve and, consequently, do not move on quickly enough. Children make a good start in developing for example, their independence and tenacity in the Early Years Foundation Stage, but skills to be able to drive their own learning are not always built on as effectively when they join Key Stage 1.

A topic-themed approach to the curriculum is having a positive impact. The increased opportunities to practise skills across a range of subjects are showing in the greater excitement and enthusiasm of girls and boys towards reading and writing. The rigorous teaching of the sounds that letters make is well embedded from the start of nursery. The mathematics curriculum has been improved through the introduction of more hands-on and problem-solving activities, resulting in higher attainment in mathematics. The organisation for the delivery of the curriculum in Year 1 is very new. Whilst it is resulting in a higher level of challenge for pupils in groups directed by the class teacher, some activities presented for pupils to pursue independently are not of the same quality and, consequently, pupils’ learning slows. Extra-curricular activities are many and varied to suit all interests; they are enjoyed by pupils and have a high take-up.

Good-quality care for all pupils lies at the heart of the school’s ethos, as is reducing barriers to learning for the most vulnerable. For those facing emotional and social challenges, additional nurture and support is readily available, often in partnership with a range of other agencies. The progress of pupils with additional needs is particularly closely tracked so that interventions are well targeted and secure good progress. Parents and carers volunteered that they value highly the care taken to ensure that children settle quickly into school and the smooth transition on to junior school. The school works hard in partnership with parents and carers, and with increasing success, to stress to them the importance of good attendance at school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
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Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leadership and management have improved significantly. The headteacher's drive to raise aspirations for pupils and staff has resulted in a strongly united team. It has generated high morale and improved the capacity of leadership at all levels. Senior and middle leaders, along with members of the governing body, now extensively monitor and accurately evaluate the effectiveness of provision and its impact on learning. Importantly, leaders quickly set about improving the safeguarding of pupils, the quality of teaching and learning, and improving pupils' behaviour, with measurable success in a relatively short time. They are aware that there is more to be done to bring consistency to the quality of teaching and learning and the curriculum across school but have identified the correct actions. Governance, which was inadequate at the time of the last inspection, is now good. The governing body fulfills its statutory duties well. The school operates an innovative 'nagging doubts' approach to recording early concerns and ensures these are closely tracked to resolution. Parents and carers were keen to share with inspectors their confidence that children are safe in school. Several reported that they greatly appreciate the significant improvements that have been made to health and safety procedures.

The school is inclusive and the performance of different groups of pupils is tracked to ensure equality of opportunity. For example, the gaps between girls and boys are closing swiftly and securely. The school is a strong and cohesive community and has suitable plans to extend its duty in this regard beyond the immediate locality. Partnerships are developing well and include a range of activities to engage and promote the development of parents' and carers' skills in supporting their children's learning. Links with the partner junior school are developing well and ensure a smooth transition, although not enough is done to monitor and evaluate the impact of other partnerships on enriching pupils' curriculum experiences.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>



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<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children are well cared for and thrive in this exciting environment. The many and varied activities ensure that children make good progress and achieve well. Children’s knowledge and skills are lower than expected on entry to the setting. Children gain a wide experience of the six areas of learning because their needs are carefully assessed and their progress tracked closely. Any gaps in learning are identified and addressed. When they leave the Early Years Foundation Stage, most children have caught up with their peers nationally in all areas of learning. They do particularly well in developing their early communication and language skills because they are taught rigorously and systematically.

Children become confident and develop a range of skills that equip them well for the future. They are successfully encouraged to be independent; for example, they can organise themselves with coats and snacks. They learn good manners, know how to take turns, and handle equipment with care. They are taught to keep themselves safe and healthy, for example, by regular hand washing. Children concentrate well when working in a group with an adult or at a task on their own. There is a good balance of adult-led and child-initiated activities. The opportunities now offered in the outdoor environment offer the same excitement, variety and freedom for children to explore and discover as they enjoy indoors. Indeed, during the inspection, children were seen to opt to spend most of their time outdoors.

Effective systems for leadership and management are well embedded. The environment is well organised, vibrant and safe. Adults have worked effectively together to improve the quality of teaching and learning over the last year. There is a much stronger understanding amongst all adults of how young children learn and of the requirements of the Early Years Foundation Stage. As a result, only a very few instances remain where opportunities are missed to intervene appropriately. Any potential barriers to learning are identified quickly and support provided to ensure everyone is included. Parents and carers, quite rightly, say they value highly the care that is taken to ensure children are happy and enjoying school life.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Because this was originally scheduled as a monitoring inspection, no parental questionnaires were distributed. However, the vast majority of parents and carers spoken to during the inspection reported that they were happy with their child’s experience of school. One said that their child ‘is always talking about school and wants to go there at the weekend’. Others reported that they had seen significant improvements in the last year to the environment, safeguarding pupils, behaviour and the quality of communication, particularly about how well their child is making progress.

### **Responses from parents and carers to Ofsted's questionnaire**

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**

4 November 2011

Dear Pupils



### **Inspection of Brewster Avenue Infant School, Peterborough, PE2 9PN**

Thank you for your help during your school's recent inspection. Special thanks go to those of you who took the time to talk with inspectors. We learnt a lot about the school from these activities and watching you at work and play. We were impressed with your politeness and good manners.

We found that yours is a satisfactory school, and with some important good features. It is a school which has improved a great deal since the last time it was inspected because of the good work of those who lead the school. We were pleased by the friendly and welcoming atmosphere when we arrived. Everyone at school takes good care of you and helps to keep you safe. You learn about interesting topics and say you enjoy learning. This, together with your good behaviour, is contributing to your satisfactory but improving achievement. Your teachers are keen for you to make faster progress so we have asked them to do several things. We have asked them to make sure that:

- the teachers in Year 1 have all the resources they need and the planning so that you have activities that challenge you, especially when you are not working directly with the teacher
- all the adults who work in the classrooms are helping you to do as well as you can
- everyone reaches the highest levels of which they are capable
- you always know what you have to do next to continue to improve and have all the skills you need to help you do as well as you can.

You can play your part by knowing your targets, acting on the guidance your teacher gives you, coming to school every day and continuing to behave well.

On behalf of the team, I wish you all every success in the future.

Yours sincerely

Joanne Harvey  
Her Majesty's Inspector

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