

Bawnmore Community Infant School

Inspection report

Unique reference number	125581
Local authority	Warwickshire
Inspection number	381094
Inspection dates	12–13 March 2012
Lead inspector	Mike Thompson

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under sections 49 and 50 of the Childcare Act 2006.

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	178
Appropriate authority	The governing body
Chair	Judith Hicks
Headteacher	Debra Wade
Date of previous school inspection	30 June 2010
School address	Bawnmore Road Rugby CV22 6JS
Telephone number	01788 810065
Fax number	01788 810065
Email address	admin2423@we-learn.com

Registered childcare provision	Bawnmore Cygnets Pre-school
Number of children on roll in the registered childcare provision	32
Date of last inspection of registered childcare provision	Not previously inspected

Age group	3–7
Inspection dates	12–13 March 2012
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Introduction

Inspection team

Mike Thompson

Additional inspector

Jan Connor

Additional inspector

This inspection was carried out with two days' notice. The inspectors sampled almost eight hours of teaching in 15 lessons, taught by seven teachers. They looked at the work in pupils' books, heard a sample of pupils read in Years 1 and 2, and held discussions with pupils about many aspects of school life. The inspectors met with the headteacher, members of the teaching staff and representatives of the governing body. They took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at documents, including the school's improvement planning and data showing progress made by the pupils. The inspectors' scrutiny of safeguarding procedures included a detailed evaluation of pupils' behaviour. The inspectors analysed questionnaires completed by 96 parents and carers and 14 members of staff. During the childcare element of the inspection, inspectors made two visits to the Bawnmore Cygnets Pre-school.

Information about the school

This two-form entry school is smaller than an average-sized primary school. Most of the pupils are White British. There are very few from minority ethnic backgrounds, and most of these pupils speak English at home. The proportion of disabled pupils and those who have special educational needs is just below the national average. There are very few pupils known to be eligible for free school meals.

The school has on-site childcare, managed by the governing body. This is the Bawnmore Cygnets Pre-school, which offers term-time provision for three-year-olds from 9am to noon on Monday to Thursday and from 9am to 3pm on Friday.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Bawnmore is a good school. It is not outstanding because teaching is good rather than outstanding. Pupils achieve well and standards in reading, writing and mathematics at the end of Year 2 are consistently high. Parents and carers greatly appreciate all aspects of the school’s provision.
- From above average starting points in the Reception classes, pupils make good progress. By the time pupils leave at the end of Year 2, they are very well prepared for the next stage of their education. They are competent readers, write confidently, and are accurate when tackling mathematical calculations.
- Most of the teaching is good. Teachers’ accurate assessments of pupils’ attainment usually enables them to pitch work at different levels so that pupils are suitably challenged. The school is clearly focused on improving teaching from good to outstanding. Some features of outstanding practice are evident, but not consistently so. Where these occur, teachers are effective in developing pupils’ skills as independent learners.
- The behaviour and safety of pupils are good. Instances of bullying of any type are rare and are dealt with well. The pupils’ enjoyment of school is clearly demonstrated by consistently high attendance rates and excellent punctuality.
- The headteacher gives strong leadership, particularly in making improvements in teachers’ performance and providing relevant opportunities for professional development. The curriculum is good. It provides pupils with exciting topics that enable them to apply their learning in reading, writing and mathematics while developing skills in other subjects. However, there are no clear points of reference for assessing the development of pupils’ skills in subjects other than English and mathematics. This lack of assessment guidance limits the extent to which the tasks provided challenge the pupils, particularly the most able.

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What does the school need to do to improve further?

- By September 2012, develop outstanding features of teaching in all lessons by ensuring that teachers become more consistent in:
 - planning opportunities for developing pupils' skills as independent learners
 - using carefully planned questions to increase the level of challenge for pupils
 - improving pupils' skills in accurately assessing their own work and independently determining what they need to do to improve.

- By September 2012, produce an assessment framework for subjects other than English and mathematics so that teachers have a clear understanding of what they should expect of pupils in these subjects, particularly the higher attainers.

Main report**Achievement of pupils**

Almost all of the parents and carers who returned the inspection questionnaire consider that their children make good progress. Inspection evidence confirms these views.

Overall, attainment on entry to the Reception classes is consistently above what is usually expected of four-year-olds. Children make good progress in the Reception year and, when they move into Key Stage 1, almost all are securely within the goals expected at this age. Progress is good in Key Stage 1. In all year groups, pupils effectively develop skills in literacy and numeracy as a result of good teaching across the curriculum. Phonics (the sounds represented by letters) is taught well from an early age. As part of the school's focus on developing pupils' skills as independent learners, lessons often feature opportunities for pupils to investigate and pose questions. For example, a Reception class was busily involved in responding to a question posed by one of the children: 'How do you make a map?' The discussion demonstrated children's good knowledge and understanding of the world around them as one child talked about the points of a compass and another explained simply how a compass worked. As an alternative to a compass, one child suggested satellite navigation and explained how mummy followed the lady's instructions when she was driving. When asked by the teacher what would happen if the satellite navigation was broken, the child confidently replied: 'Daddy will fix it!' In this lesson, the teacher skilfully used planned questions, such as: 'What would happen if there are no roads on a map?' to challenge children's thinking.

It was clear from lessons observed and the work in pupils' books that all groups of pupils, regardless of gender, ability or background, learn well. As a result of rigorous checks on pupils' progress, individuals who appear to be in danger of underachieving become the subject of a school concern form. This triggers close scrutiny and extra help. Disabled pupils and those who have special educational needs are well supported. For example, a Reception child experiencing great difficulty in counting

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coins accurately, benefited greatly from the patience and clear explanations provided by the teacher. Most of the pupils from minority ethnic backgrounds are fluent in English. The few who are not tend to be from Eastern European households in which English is not usually spoken. These pupils subsequently develop their skills well. Pupils' attainment in reading and mathematics at the end of Year 2 is typically the equivalent of two terms above the level attained nationally. In writing it is about one and a half terms above the national norm. Inspectors' observations confirm that pupils currently in Year 2 are well on track to attain the levels reached in previous years. A key factor in the good progress made by pupils is the support provided by parents and carers. This is significantly enhanced by the regular workshops provided by the school. For example, a well-attended presentation: 'Help your child with writing' took place during the inspection.

Quality of teaching

Inspection evidence confirms the overwhelmingly positive views about teaching expressed by all parents and carers who completed the inspection questionnaires.

The planned curriculum has a positive impact on pupils' learning. For example, a mathematical investigation in Year 2 successfully developed the crucial skill of identifying patterns in numbers. It tested pupils' knowledge of multiplication and division well as they found different ways of arriving at the same answer. Lessons such as these also have a positive impact on pupils' spiritual, moral, social and cultural development, by promoting skills in investigating and working collaboratively. Teachers manage pupils well and, in most lessons, explain new learning clearly. Teachers are inconsistent in their use of questioning to develop pupils' understanding at a higher level and to encourage independent learning. On some occasions, the pace of learning drops when teachers talk too much. Pupils say that they know their targets. This is because teachers are good at ensuring that pupils know exactly what they need to do to be successful in achieving the learning objective. However, teachers do not always challenge pupils' thinking further by requiring them to make their own suggestions about what these steps to success need to be. Teachers' reference to the class 'learning trees' helps focus pupils' efforts. These set out what pupils say they already know, what they want to know, and how they are going to find out. Pupils say that teachers' marking helps them to improve. The standard of work in pupils' books illustrates teacher's high expectations of the quality and quantity of work produced.

Behaviour and safety of pupils

Parents are unanimous in their view that behaviour is good. The 'Good to be Green' system of rewards and sanctions is popular with pupils and this system has clearly ensured that good behaviour is a well-established strength of the school. They are proud to have a green card, while those with a yellow warning card try hard to regain a green one. Pupils say that there are very few instances of bullying or unacceptable behaviour. The school's records support this view. The last recorded incident of bullying was in October 2011 while the last reported instance of racist

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behaviour was in May 2009. Much of what is recorded appears to relate to thoughtless rather than malicious behaviour. Whenever minor upsets occur, pupils feel that these are quickly and sensitively dealt with. All of the parents and carers who responded to the inspection questionnaire say that their children feel safe in school and are well looked-after. Initiatives such as the promotion of 'protective behaviour' techniques have enhanced provision. Pupils have a generally good understanding of how to keep safe in most situations. However, those interviewed had no understanding of the risks associated with the use of information and communication technology or misuse of medicines. There is a strong moral code within the school, and pupils clearly know right from wrong. Pupils' social development is good. They work and play together amicably and have a well-developed sense of fair play. Data for the past three years, together with current records, show that attendance is consistently above average at over 96%, while individual classes frequently win the weekly attendance award with rates above 99%.

Leadership and management

The headteacher communicates a clear and ambitious vision for the school, and continuously looks for further improvement. This is evident in the learning improvement plan, which sets out a clear agenda based on accurate self-evaluation. The plan is effectively implemented through the successful partnership between the headteacher, staff and the governing body. The headteacher closely tracks the impact of teaching on pupils' learning. The good leadership of teaching and the management of teachers' performance have resulted in the consistently good achievement of all groups of pupils. The quality and range of improvements made over time and particularly since the last inspection, for example in pupils' writing and curriculum development, demonstrate a good capacity for further improvement.

This is a school which values all pupils equally, and in which discrimination has no place. It effectively delivers a broad, balanced curriculum that clearly upholds these values. Pupils understand the importance of a healthy diet, and initiatives such as the school's recent participation in the national 'Big Cookathon' help promote this. The many exciting learning experiences provided through the curriculum make a strong contribution to pupils' good spiritual, moral, social and cultural development. These include regular opportunities for pupils to explore the world of science by carrying out investigations and learning about scientific techniques such as predicting and fair testing. Pupils say that they really enjoy the opportunities for practical and creative work based around different themes. For instance, pupils in Year 2 learned a lot during their topic about castles. Their skills in design and technology enabled them to produce well-detailed models of medieval trebuchets (catapults); and this learning also contributed well to their science study of forces. While topics such as this help develop pupils' awareness of British culture, their understanding of the richness and diversity of other cultural traditions within our society is less evident. Curriculum planning carefully ensures that all required subjects are taught, but does not yet have a clear framework for assessment in subjects other than English and mathematics. This means that teachers do not know precisely what ought to be expected of pupils of different levels of attainment, particularly the most able who

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are likely to be attaining at levels set out within the Key Stage 2 curriculum.

The governing body is well organised. Its members take a keen interest in the work of the school and are effective in holding it to account for its actions. Procedures for ensuring the safeguarding of pupils are robust, and the governing body is vigilant in ensuring that policies to ensure the safeguarding of pupils are rigorously enforced.

The Early Years Foundation Stage delivered in the registered childcare provision

- The conditions placed on the school through its childcare registration are that it should accommodate no more than 24 children per session. The children are admitted after their third birthday. In all, thirty-two children attend on a part-time basis.
- Provision in the Bawnmore Cygnets Pre-school closely mirrors that of the adjacent Reception classes in the main school. It ensures that children receive good quality care and valuable early educational experiences.
- Staff members are skilled in their interactions with the children. For example, registration time provides good opportunities to develop children’s skills in counting by checking on the number present. Children’s interaction with adults is valued, and a suggestion by one of the children that the number of boys and girls should be counted separately was readily accepted. This resulted in an opportunity to explore the challenging concepts of ‘more than’ and ‘fewer than’.
- Childcare registration requirements are fully met. The premises are clean and welcoming. Procedures for ensuring the safety and welfare of the children are rigorous. For instance, any changes in arrangements for the collection of children at the end of sessions are carefully recorded.
- Relationships with parents and carers are good, and they are warmly welcomed at the start of sessions.
- Provision is well led and managed. All adults know clearly what their roles are and the staff work well as a team.

These are the grades for the Early Years Foundation Stage of the registered childcare provision, inspected under sections 49 and 50 of the Childcare Act 2006

Overall effectiveness of the Early Years Foundation Stage	2
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 for the registered provision	2

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



14 March 2012

Dear Pupils

Inspection of Bawnmore Community Infant School, Rugby, CV22 6JS

I would like to thank you very much for being so helpful when the inspectors came to visit your school. We really enjoyed meeting you and looking at your work. Your parents told us that you go to a good school, and we agree.

Here is a list of some of the things that your school does best.

- You learn well in lessons and make good progress because you are taught well. By the time that you leave at the end of Year 2, your skills in reading, writing and mathematics are well above average. You should be proud of this.
- You develop your personal skills well and, most importantly, you behave well. This is important in helping you to become good citizens in the future.
- You told us that you enjoy and learn a lot from the interesting and exciting activities your teachers plan for you.
- You also said that you feel safe. This is because all of the adults in your school look after you well.
- The people who run your school are doing a good job.

Every school has something that could be improved, and this is what we have asked your school to do next.

- Your teachers will make sure that they ask questions that really make you think hard. They will help you to become more skilled in organizing your own learning. They will also help you to judge for yourselves how well you are doing your work and decide what you need to do to improve.
- Your teachers will also make sure that they can judge just how well you are getting on in your topic work. To do this, they need to work out what you have to achieve in subjects such as art and history.

We would like you to play your part in helping the school to become even better. The best way for you to do this is to carry on trying hard to achieve the targets your teachers set for you.

Yours sincerely

Mike Thompson
Lead inspector

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