

# Braunstone Frith Infant School

## Inspection report

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<b>Unique Reference Number</b>	120031
<b>Local Authority</b>	Leicester
<b>Inspection number</b>	358671
<b>Inspection dates</b>	10–11 November 2010
<b>Reporting inspector</b>	Carol Worthington

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

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<b>Type of school</b>	Primary
<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>	279
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Linda Coley
<b>Headteacher</b>	Amelia Smith
<b>Date of previous school inspection</b>	13 November 2006
<b>School address</b>	Liberty Road Leicester, Leicestershire LE3 6NN
<b>Telephone number</b>	0116 2872487
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<b>Email address</b>	office@braunstonefrith-inf.leicester.sch.uk

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## Introduction

This inspection was carried out by four additional inspectors. They observed 20 lessons given by nine class teachers and three specialist teachers. Meetings were held with the headteacher, deputy head, middle leaders, and the Chair of the Governing Body. Many pupils were spoken to informally. Inspectors observed the school's work, and looked at records of assessments of pupils' attainment, tracking of their progress and samples of their work in books. All safeguarding documents were scrutinised. Inspectors analysed 48 parents' and carers' questionnaire returns and those completed by 32 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Are the current standards of attainment and progress throughout the school being sustained and further improved?
- How effectively is assessment used in the daily small teaching groups, and do these bring about consistently good progress for virtually all pupils?
- How effectively does the Reception Year provide a secure basis for progress in literacy and numeracy in Key Stage 1?
- How successful is the school in celebrating its pupils' wide cultural heritage and extending community cohesion outside its immediate locality?

## Information about the school

This larger-than-average sized infant school is in an urban setting. The large majority of pupils are of White British origin, but there is a greater than average proportion from minority ethnic backgrounds, including a significant number of children from traveller families. Virtually all speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is much higher than in most schools, but the proportion with a statement of special educational needs is low. A comparatively large proportion of those with special educational needs and/or disabilities have speech and language problems; most of the others have specific learning difficulties or behavioural, emotional and social difficulties. The proportion of pupils known to be eligible for free school meals is well above average. In the mornings, all pupils are taught in small groups based on ability for literacy and numeracy. In the afternoons, they revert to their classes for lessons in the wider curriculum.

**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?**

**2**

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

**2**

## Main findings

Braunstone Frith Infants is a good school. It has improved considerably since its previous inspection. Pupils' attainment has risen rapidly to be close to average, and they now make good progress from their starting points. This is due to the inspirational leadership of the headteacher, who constantly communicates her vision for excellence to staff and pupils alike. Consequently, all staff work together as a highly committed and motivated team. School leaders have a good grasp of the school's strengths and weaknesses through highly accurate self-evaluation, enabling the rapid rate of improvement to be sustained and continually built upon. Because of this, the school has good capacity for further improvement.

Central to this rapid improvement is the good teaching, very much improved since the last inspection. Termly assessments are used to place Key Stage 1 pupils in small morning teaching groups for literacy and numeracy, which have a comparatively narrow range of ability. Well-qualified teaching assistants also supplement provision, particularly for pupils with special educational needs and/or disabilities. This enables the vast majority of pupils to make good progress. The only ones who occasionally miss out are the ones at the top of the ability range of their group, who sometimes have to wait for others to catch up during whole group sessions. In the afternoon, pupils are in their classes for the wider curriculum. Continuity of literacy and numeracy targets is achieved by the use of one book for each pupil, with targets clearly stated, for morning and afternoon work, but these are not so consistently used in the afternoon.

Progress is reviewed termly and underachievement is swiftly picked up and dealt with in outstanding individual and small group sessions. These are taken by specialist teachers for reading, and number work. A teacher who is also a speech therapist deals with pupils whose speech and language difficulties are a barrier to learning, and they make good progress in Years 1 and 2. In the afternoon classes, however, teachers have a much wider ability range to deal with, and sometimes, in-class assessment is not carried out in enough detail to focus work to pupils' needs. This means that some pupils do not make as much progress as they do in the morning sessions, particularly in language development. In the Early Years Foundation Stage, literacy and numeracy develop well through adult led sessions, but are not such an effective feature of independent learning activities.

Pupils enjoy their learning and take great pride in their work. Their behaviour is good, underpinned by well-established routines involving 'Mr Men' images that pupils readily understand. Positive learning and behaviour policies are shared with parents who are rapidly becoming involved in their children's education, for example, through joint homework activities. There is a wide cultural mix in the school. All noticeably get on well; they work and play harmoniously together and enjoy celebrating their differences, for example, making Divali cards, or learning about traveller culture. Adults take good care of

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children, and Year 2 pupils in turn help with the care of the Early Years Foundation Stage children at lunchtime. All pupils, including children in Nursery, are 'helping hands' in some capacity in their classes. Their average attainment prepares them satisfactorily for the next stage of their education.

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

- Raise attainment in English and mathematics to prepare pupils well for the next stages of their education, by:
  - developing more opportunities for pupils to widen their vocabulary through discussion and the challenge of 'open' questioning
  - using in-class assessments to fine-tune activities as well in whole class sessions as in the morning groups
  - making sure that higher ability pupils in all groups are consistently challenged.
- Ensure that the Early Years Foundation Stage provides a firm basis for the development of literacy and numeracy throughout the school by:
  - making sure that literacy and numeracy are developed through independent learning activities, both inside and outdoors, to follow up and consolidate adult-led sessions
  - providing more opportunities for children to develop their spoken English.

## Outcomes for individuals and groups of pupils

2

Pupils enter the school with early skills and knowledge which are well below the expectations for their age. A comparatively large proportion have speech and language problems which need remedial support throughout much of the school. Children make good progress in the Early Years Foundation Stage, but are still below average at the start of Key Stage 1. They continue to make good progress and for the last 2 years, attainment has been broadly average by the end of Key Stage 1. Current assessment records show this progress is being maintained, particularly in the morning groups, where they are challenged by work pitched to their ability range. Lower ability pupils respond well to the good support they usually get, for example concentrating well and trying hard to write their letters accurately enough to be the daily 'witches apprentice'. However, the pace of learning sometimes drops for those pupils at the higher ability end of middle and lower groups, if they are not given enough challenging work and have to ask what they should do next, or wait while others finish. There is no difference between the progress of pupils from different ethnic groups. All pupils enjoy practical work such as investigating torches in science. They also do very well in creative art work, for example colourful paintings of firework displays.

Pupils' spiritual and moral development is enhanced by outdoor studies where they find wonder in the world about them, uncovering 'bugs', watching their vegetables grow and behaving responsibly towards the environment. They learn about healthy eating, but are not yet good at practising it! Pupils make a good contribution to their learning from an early age by helping to decide on topics for independent learning. The school council is developing satisfactorily. Attendance has improved at a rapid rate in the past two years,

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due to the many strategies put in by the school, but there are still a very small number of families who persistently fail to send their children to school regularly.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
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>2</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

## How effective is the provision?

Teaching is good, but not yet consistently so throughout the school. Teachers have high expectations of pupils' learning and behaviour. They are usually effective in making sure that pupils are motivated and engaged, so little time is wasted in lessons and progress is good for the large majority of pupils. Most teachers have good subject expertise and plan interesting lessons with clear learning objectives and activities that enable most pupils to work independently. They use resources well, including information and communication technology. Pupils enjoy learning, participate well and their good behaviour contributes to a positive climate for learning. In most lessons, the use of assessment is good and teachers provide pupils with effective advice on what to do to improve, but this is not consistent. Questioning is less effective in helping pupils to express their ideas and think independently; they do not always get enough opportunities to widen their vocabulary through discussion and the challenge of 'open' questions. Support staff make a valuable contribution to pupils' progress. They provide skilful support, encouraging independence and rewarding perseverance.

The curriculum provides a broad range of experiences that are being further developed. The morning group arrangement provides effective support for all pupils in English and

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mathematics, with very effective intervention strategies for pupils with special educational needs and/or disabilities. There is not always sufficient challenge for the most able through extension work. The afternoon classes represent a satisfactory curriculum but with inconsistent development of literacy and numeracy through other subjects; this is being addressed and improving rapidly. Extra-curricular activities are satisfactory, but improving.

The school has well-organised arrangements for the care of all pupils which result in some good outcomes in personal development and well-being. Care starts at the beginning of the school day, when toast is provided for all children during their morning registration time, which parents are invited to share in the Early Years Foundation Stage. Parents, carers and their children agree they feel safe in school. There is good support for pupils and their families who find themselves in vulnerable circumstances. School leaders give good help to children with speech and language difficulties and other special educational needs to overcome barriers to their learning. Very good advice is given to pupils and families when they enter school and similar links are being developed with the junior school. The school works constantly to maintain its average attendance, having seen it improve from well below average to its current level in the past year.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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?

The headteacher has successfully created a highly committed and dynamic senior team who have high expectations of staff and pupils alike. They routinely make good use of monitoring information to make sure that class teachers receive the support and training necessary to improve their practice. All staff are involved in improvement planning, giving them a clear sense of purpose and direction because actions are based on robust evaluations of progress over time. Challenging targets are set throughout the school and are regularly met. The effectiveness of the governing body is satisfactory. It is well led, ensures that all statutory requirements are met and is becoming increasingly involved in school improvement as new governors are trained.

The school's procedures for safeguarding are good. It adopts recommended good practice and all staff are well trained in child protection issues. There are well developed quality assurance and risk assessment procedures. The school provides equality of opportunity for all its pupils. Through its provision of small group teaching, it ensures that virtually all pupils can make good progress and become successful learners. Traveller families are particularly well supported, and traveller children who attend regularly make good progress. The strong personal and social curriculum encourages children to equate rights

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with responsibilities and develops tolerance and understanding towards each other, regardless of background.

The school has analysed its religious, ethnic and socio-economic context and used this to promote community cohesion strongly within the school and in its outreach into its immediate locality. It has some good links with local schools and agencies and is developing others. It recognises that engagement with communities further afield on a national and global scale is less secure, but has a sound strategy to develop this.

*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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</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>2</b>

## Early Years Foundation Stage

Children start in Nursery with skills and knowledge well below those expected of children of their age. A high proportion have speech and language problems. Good emphasis on personal, social and emotional education and good adult support ensure that the majority of children make good progress throughout Nursery. A good variety of adult led and child initiated activities stimulates learning. For example, most thoroughly enjoyed playing in the 'moonscape' and lentil tray, and were keen to show how helpful they could be when clearing up.

In Reception, children's confidence and familiarity with class routines shows the good progress in personal development they have made since starting school. Their developing social skills enabled some of them to initiate learning activities when playing amicably in the dressing up area. They respond well to good teaching, for example the teacher's searching questions when making number patterns resulted in good progress.

Learning opportunities include activities across all the areas of learning. The learning environment is well equipped indoors, but the school is aware that the outdoor area is not as well developed. Literacy and numeracy have a good focus in adult led activities, but are



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not as well followed up in independent activities. Some opportunities are also missed to give close attention to the development of spoken English.

Good leadership ensures planning is thorough and assessment is used effectively to match adult-led activities to the range of children's abilities and needs. The safety and care of all children has a very high profile. Good relationships with parents and carers extend learning into children's homes.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

There was a smaller than average return of completed questionnaires, but virtually all of them expressed entirely positive views about the school. There were few comments, but these included much praise for the way in which the school has rapidly improved since the headteacher took over. Parents and carers are pleased with the way they are kept informed and made to feel welcome in the school, and many remarked on how happy their children are in school.

One or two wrote about individual grievances which are already being dealt with effectively by the school.

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

Ofsted invited all the registered parents and carers of pupils registered at Braunstone Frith Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 48 completed questionnaires by the end of the on-site inspection. In total, there are 279 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	56	21	44	0	0	0	0
The school keeps my child safe	26	54	22	46	0	0	0	0
My school informs me about my child's progress	24	50	22	46	1	2	1	2
My child is making enough progress at this school	20	42	25	52	0	0	1	2
The teaching is good at this school	23	48	22	46	1	2	1	2
The school helps me to support my child's learning	26	54	20	42	1	2	1	2
The school helps my child to have a healthy lifestyle	22	46	24	50	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	33	26	54	1	2	1	2
The school meets my child's particular needs	21	44	22	46	2	4	1	2
The school deals effectively with unacceptable behaviour	21	44	23	48	2	4	1	2
The school takes account of my suggestions and concerns	19	40	26	54	1	2	0	0
The school is led and managed effectively	20	42	24	50	2	4	1	2
Overall, I am happy with my child's experience at this school	27	56	20	42	0	0	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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.**



12 November 2010

Dear Children

**Inspection of Braunstone Frith Infant School, Leicester, LE3 6NN**

Thank you very much for being so polite and helpful when we visited your school recently. It was good to see you enjoying your work and play. Your school has been getting better and better in the last few years and it is now a good school.

Your headteacher runs the school well. Teaching is good so you enjoy your lessons and work hard. You are now doing much better in reading, writing and mathematics, and you are good at art and enjoy science. You behave well and all get on well together.

All the adults take good care of you and in turn, you take care of those younger than yourselves at play and lunchtimes. You told us you can always talk to someone, if you have problems. You know how to keep yourself safe in school and outside it. You all like taking on jobs to show your teachers how helpful you can be.

All the adults in your school want it to be even better. To make this happen I have asked them to do the following things.

Help you to get better at speaking about your work and answering harder questions.

Make sure those of you who find work easy get some harder things to do.

Make sure you develop speaking, writing and number work in more of the activities you do in Nursery and Reception.

You can help by coming to school every day, ready to learn, and always doing your best to succeed, even with work which might seem too hard at first!

Yours sincerely

Carol Worthington

Lead inspector

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