

# Brampton Cortonwood Infant School

## Inspection report

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<b>Unique Reference Number</b>	106862
<b>Local Authority</b>	Rotherham
<b>Inspection number</b>	356040
<b>Inspection dates</b>	7–8 February 2011
<b>Reporting inspector</b>	Andrew Clark

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>	116
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Diane Stoner
<b>Headteacher</b>	Mrs Sarah Aston
<b>Date of previous school inspection</b>	13 May 2008
<b>School address</b>	Chapel Avenue Brampton Bierlow, Barnsley South Yorkshire S73 0XH
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons and observed four teachers. The inspectors held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at a range of documentation, including policies, the school improvement plan and pupils' progress and attainment data. The inspection team analysed 43 completed questionnaires from parents and carers, as well as questionnaires completed by pupils and staff.

- The progress of the more-able pupils, particularly in writing.
- The pupils' attendance and punctuality.
- The teachers' use of marking and feedback to guide pupils.
- The promotion of pupils' literacy and other skills through all subjects.
- The use of monitoring and observations to improve the quality of provision.

## Information about the school

This is smaller than the average-sized primary school. The majority of pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is above average. The percentage of pupils with special educational needs and/or disabilities is also above average. There is a children's centre on the school site which is subject to a separate inspection. The school has achieved advanced Healthy School status, Activemark and Basic Skills Quality Mark.

**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

This is a good school. The outstanding care and support the school provides, combined with excellent partnerships with parents, carers and other institutions, ensure that pupils' personal development is positive and they are eager to learn. Pupils of all abilities, including those with special educational needs and/or disabilities, progress well as a result of good teaching and learning and a creative and practical curriculum. The clear-sighted leadership of the headteacher ensures that all staff make a good contribution to school improvement through close team work. The school's self-evaluation is largely accurate because it is based on good monitoring and evaluation procedures. The governing body is well-informed and provides challenge and support to the school. Pupils' achievements and the quality of provision and leadership are good and have developed well since the last inspection. As a result, the school has a good capacity for further improvement. 'I feel this is a very well-led and happy school. The staff make the effort to know the whole family and respond excellently to my child's needs,' strongly reflects parents' and carers' views.

Pupils of all abilities make good progress because lessons are often exciting and challenging. They leave Year 2 with standards that are average. The school is particularly successful at helping less-able children to reach challenging targets. Very occasionally, in the Early Years Foundation Stage and Key Stage 1, teachers do not match work closely enough to the needs of the more able pupils to ensure they make the fastest possible progress, particularly in writing. Pupils' behaviour is excellent and they are very kind and tolerant towards each other. They show an outstanding commitment to healthy lifestyles through frequent exercise and participation in sporting clubs and activities. Pupils make a good contribution to the school and local community, for example, through the school council and playground buddies. They feel safe, and are friendly and sociable.

The quality of teaching and learning is good. There is a good pace to lessons and activities engage pupils well through all their senses. Teaching assistants make a good contribution to the effectiveness of teaching. Marking is good overall, but sometimes pupils are not given enough guidance to improve their own work consistently. The curriculum is often practical and fun. However, throughout the school some opportunities are missed to enrich literacy learning through the use of labelling and displays. A good range of visits and visitors contributes well to all aspects of pupils' school life. Extremely robust procedures to guide and support potentially vulnerable pupils and to break down barriers to learning contribute to the outstanding care, guidance and support the school provides.

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

- Hasten progress in writing, particularly for the more able, by:

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- making full use of marking and feedback to identify and promote the next steps in their learning more precisely
- improving the use of interesting and interactive displays to enrich pupils' literacy and other skills.
- Improve the progress children make in the Early Years Foundation Stage by:
  - providing activities for children to choose from that will challenge at appropriate levels
  - extending their key skills further through the use of labels and displays.

**Outcomes for individuals and groups of pupils****2**

Pupils of all abilities have a good understanding of how to work independently and take increasing responsibility for their own learning. Consequently they enjoy learning and their achievement is good. They take pride in their work and present it well. Pupils work well collaboratively, share ideas and solve problems together. They speak purposefully about their work and plan and organise their ideas. This makes a strong contribution to their personal development and the good progress they make in all subjects. Children start the Early Years Foundation Stage with skills below those typically expected for their age and particularly low for communication skills. By Year 2, pupils' attainment in reading, writing and mathematics is average. This is reflected in a good improving trend in national assessment results for Year 2. The vast majority of pupils meet challenging targets set for them. Occasionally, however, the more-able pupils do not achieve their full potential, especially in written work. For example, they do not always make effective use of punctuation and write often enough for a wide range of purposes.

The school takes strong steps to break down any barriers to high achievement. As a result, pupils with special educational needs and/or disabilities make good and sometimes outstanding progress. Attendance is average. However, rigorous monitoring and support has significantly reduced the number of pupils who are regularly absent, especially those who are potentially vulnerable, enabling them to make better progress. Pupils have an excellent understanding of healthy eating as a result of work in the eco garden, science lessons and the very good take-up of school meals. They are extremely well-behaved throughout school because they have plenty to do and all staff are very quick to respond to any concerns. Pupils are proud of their fund raising work, for soldiers in Afghanistan for example, and involvement in many activities in the local community.

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*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>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>2</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?

Teachers and teaching assistants work together closely to ensure pupils of all abilities are included fully and make good progress. Teachers' expectations are high and pupils strive hard to meet them. Very good classroom management leads to excellent relationships so pupils feel they can make a meaningful contribution to the lessons. Detailed and sharply-focused lesson plans ensure the needs of different groups of pupils are frequently met well. Adults are generally skilled at questioning pupils to deepen their understanding and improve their thinking skills. Very occasionally, staff do not identify precisely enough the full extent of pupils' achievement in their assessment. As a result these few pupils are not clear enough about what they have to do to progress to the highest levels they can. Lessons are often exciting; they are brought to life through poetry, story-telling, role-play, investigative tasks, competitions and games. Pupils enjoy using precise terms in discussing and comparing, for example, 'adjectives', 'adverbs' and 'time connectives' in literacy work.

Well-planned programmes of work in literacy and numeracy are increasingly driving standards higher. Basic skills are carefully interwoven into other subjects through practical and play-based activities. However, some opportunities are missed to stimulate interest and extend reading and writing skills through the use of informative displays incorporating pupils' own work. Parents and carers make a very good contribution to pupils' learning through their involvement in starter work sessions and in well-established homework procedures.

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The school has very strong systems to support pupils whose circumstances make them more vulnerable and their families, for example, through the work of the highly-skilled special educational needs coordinator and teaching assistants in meeting pupils' emotional needs. Excellent use is made of very good partnerships with educational, psychological and other learning support services. These have a marked impact on breaking down barriers to learning. The school provides detailed and frequent information on pupils' progress and gives parents and carers useful guidance on ways to support their future learning

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher provides clear and decisive leadership which motivates the whole school community. As a result, parents and carers are very supportive and involved in school development and staff morale is high. The headteacher and other senior staff lead by example. Strong team work is a key feature underpinning their effective self-evaluation and the sharing of best practice. Very occasionally, however, the judgements the school makes about itself do not fully reflect all of its strengths. This slightly weakens the sharpness of priorities for further improvement. The excellent partnerships with the local authority support services, the children's centre, other schools and local businesses contribute well to several aspects of its effectiveness. Community cohesion is good; the school plays a central role in local events especially through work with the church and charity events. However, its involvement in the global community is at an earlier stage of development. The school is inclusive. It tackles discrimination and promotes an understanding of diversity well. However pupils' progress in developing basic skills is not yet as consistent as it could be. As a result, equality of opportunity is good rather than outstanding. Robust policies and record keeping contribute to good quality procedures for safeguarding. The governing body is well led by an enthusiastic and knowledgeable chair and vice-chair. They have put in place strong procedures which enable all members of the governing body to play a good role in monitoring, supporting and challenging the school.

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*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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children are happy, confident and eager to learn. Children start school with skills which are generally below those typical for their age. They are particularly low for communication and literacy. Children of all abilities, including those with special educational needs and/or disabilities, make good progress overall. By the time they start Year 1, overall attainment is still below average but much closer to average with some higher attainment in some areas of learning. There is a good trend of improvement. There are very good induction systems to support children and to settle them quickly into the Early Years Foundation Stage. The close links with the children's centre and excellent links with parents and carers contribute to the smooth start children make. These support the good and sometimes outstanding progress children make in aspects of their personal and social development. Children feel safe and are supported by robust welfare arrangements. There are fun and imaginative programmes to help children make progress in early reading and writing. There is a generally appropriate balance between adult-led activities and those that children can choose for themselves, which contributes to their personal development. The quality of teaching and use of assessment is good. Staff provide a good range of activities for children to choose from, reflecting all areas of learning. Occasionally, however, they do not ensure that children all abilities are fully challenged by these activities. Some opportunities are missed to promote key skills further through the use of labels and displays, particularly in the outdoor area. The Early Years Foundation Stage leader is very well-organised and leads an enthusiastic staff team well. As a result, the Early Years Foundation Stage is well-placed to continue to improve.



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*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

Almost half of parents and carers responded to the questionnaire which is a higher proportion than usual. They are wholly supportive of the school and very proud of the education offered to their children. 'The school's commitment to engaging all parents and the community is fantastic. I cannot speak highly enough of the experience my child has had as a pupil at Brampton Cortonwood,' is very typical of their views.

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

Ofsted invited all the registered parents and carers of pupils registered at Brampton Cortonwood 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 43 completed questionnaires by the end of the on-site inspection. In total, there are 116 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	77	9	21	1	2	0	0
The school keeps my child safe	31	72	10	23	1	2	1	2
My school informs me about my child's progress	23	53	17	40	2	5	0	0
My child is making enough progress at this school	27	63	14	33	1	2	0	0
The teaching is good at this school	30	70	11	26	1	2	0	0
The school helps me to support my child's learning	29	67	12	28	2	5	0	0
The school helps my child to have a healthy lifestyle	27	63	15	35	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)	28	65	14	33	0	0	0	0
The school meets my child's particular needs	27	63	15	35	0	0	0	0
The school deals effectively with unacceptable behaviour	26	60	15	35	1	2	1	2
The school takes account of my suggestions and concerns	24	56	16	37	2	5	0	0
The school is led and managed effectively	30	70	11	26	1	2	0	0
Overall, I am happy with my child's experience at this school	31	72	11	26	1	2	0	0

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 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 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.

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.**



9 February 2011

Dear Pupils

**Inspection of Brampton Cortonwood Infant School, Barnsley S73 0XH**

Thank you for the warm welcome you gave the inspectors when we visited your school this week. We very much enjoyed talking to you and seeing you in your lessons and at playtime. These are some of the things we found out about your school.

- You go to a good school.
- You feel safe and well cared for.
- Your behaviour is excellent and this helps the school run smoothly.
- You have an excellent understanding of healthy eating and take part in many sporting activities.
- You enjoy your lessons because the teachers give you practical and fun things to learn about.
- Your parents and carers are very proud of the school and all your hard work.
- You take pride in your work and reach average standards.
- The work for some of you is not always as hard as it could be.

To help your school become even better, I have asked your headteacher and the governing body to:

- make sure all lessons and other activities, throughout school, help you quickly reach even higher levels in your work
- use displays, labels and signs around school to help you learn even more.

You can help by always trying your best and continuing to enjoy school.

Yours sincerely,

Andrew Clark

Lead Inspector

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