

Brisbane Park Infant School

Inspection report

Unique Reference Number	112199
Local Authority	Cumbria
Inspection number	337864
Inspection dates	17–18 March 2010
Reporting inspector	Jean Kendall HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	133
Appropriate authority	The governing body
Chair	Mr Ron Smith
Headteacher	Mrs Pat Burton
Date of previous school inspection	7 November 2006
School address	Blake Street Barrow-in-Furness Cumbria LA14 1NY
Telephone number	01229 894630
Fax number	01229 894631
Email address	admin@brisbanepark.cumbria.sch.uk

Age group	4–7
Inspection dates	17–18 March 2010
Inspection number	337864

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited 11 lessons and observed all six teachers. Approximately 70% of the time was spent in lessons and sampling pupils' work. The inspectors observed the school's work and held meetings with governors, staff and groups of pupils. They looked at the school's self-evaluation, school improvement plans and internal and external monitoring. Inspectors also took account of 25 questionnaire returns from parents and seven returns from staff.

- the progress made by all pupils, particularly in writing, and of children in the Early Years Foundation Stage
- the effectiveness of transition procedures to ensure pupils' continued progress when they transfer from the nursery and from the infant to the junior school
- the impact of changes to the curriculum on pupils' achievement and enjoyment
- how well leaders and governors monitor provision and secure improvement.

Information about the school

Brisbane Park Infants is a small school serving the population of Hindpool, Barrow-in-Furness. The vast majority of pupils are from White British backgrounds. The proportion of pupils eligible for free school meals is over twice the national average. The percentage with special educational needs and/or disabilities and those with a statement of special educational needs is higher than average. Children in the Early Years Foundation Stage are taught in two Reception classes. The vast majority of children attend one nearby nursery school prior to attending Brisbane Park Infants. Almost all pupils go on to the junior school located next to the infant school.

The school has several awards for the promotion of healthy lifestyles including the Healthy Schools Award, Activemark and Smile for Life.

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

Brisbane Park Infant School provides a good quality of education. Its nurturing ethos helps pupils to develop as confident and happy children who are eager to learn and are proud of their achievements. Pupils feel extremely safe because they are well cared for and good safeguarding procedures are in place. They behave well and are friendly and confident when talking with adults. The school is highly inclusive and staff go to great lengths to ensure that all pupils have full access to the whole range of activities, and those who need it are provided with additional support. Consequently, all pupils, whatever their ability or needs, make good gains in their learning and personal development.

Children enter the school with knowledge and skills that are mostly well below those expected for children their age. Effective liaison with the nursery school is ensuring that children's learning needs are well known when they start. Children make satisfactory progress in the Reception classes in most areas of learning and good progress in some. However, their knowledge and skills are still below average in many areas when they transfer to Year 1. Good team work and effective planning ensure that children build on their knowledge and skills as they progress through the school. They make good progress overall to achieve average, and sometimes above average, levels in national tests at the end of Year 2.

The introduction of a broader curriculum and cross-curricular themes in Years 1 and 2 has successfully broadened pupils' knowledge and skills. The increased opportunities for group discussion and independent research are helping them develop good social skills and skills for learning. Consequently, pupils feel well prepared for their move to junior school. A more focused approach to liaison and moderation of assessments is ensuring greater continuity in their learning experiences and progress.

The quality of teaching and assessment is mostly good with strengths in Years 1 and 2. Provision in the Early Years Foundation Stage is satisfactory. Teachers in the Reception classes know the children well and support them effectively when working directly with small groups. This helps children make good progress in their reading and number skills. However, activities provided to help children learn independently do not always provide sufficient challenge to extend their learning. There are insufficient opportunities for children to develop their creative and language skills, investigate and solve problems. Additional adults are supportive and encouraging but they do not have a clear enough brief for how they might support children in the development of their knowledge, language and thinking skills.

The headteacher provides good leadership which is firmly focused on the care for and

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

achievement of all pupils. The senior leadership team support well through good quality monitoring and action planning. Consequently, the school's self-evaluation is accurate and identifies most of the important areas for improvement. Governors know the school's main strengths and weaknesses; they are supportive and fully committed to securing further improvement. They recognise that their role in monitoring the school's progress with its development plan and liaising with parents has been limited to date and are keen to develop these aspects. School leaders have successfully improved those areas that were identified for improvement at the last inspection. Purposeful leadership, improvements in monitoring and curriculum planning and good teaching indicate that the school has a good capacity to bring about further improvements.

What does the school need to do to improve further?

- Improve the quality of provision in the Early Years Foundation Stage by:
- - ensuring that activities to help children learn independently provide sufficient challenge to extend their learning and opportunities for creative thinking, problem solving and investigation
- - ensuring that additional adults have a clear understanding of how they can support children's learning and development.
- Enhance the role of governors in monitoring and strategic planning by:
- - establishing links between governors and key staff for monitoring and reporting purposes
- - enabling governors to lead on key themes in the development plan
- - extending governors' role in liaising with parents and the community.

Outcomes for individuals and groups of pupils

2

Pupils' enjoyment of learning is clear from their enthusiastic responses in lessons and pride when they receive praise for work well done or good behaviour. The work in their books is presented to the best of their ability and pupils have a clear understanding of ways in which they might improve it. Pupils' work demonstrates the good progress they make from the time they start school to the time they leave. Those with special educational needs and/or disabilities are supported effectively and make good progress from their starting points. Pupils' good behaviour in lessons is a supporting factor in their good achievement. They can be boisterous at times when not directly supervised but they are responsive to adults' direction and they quickly do as they are told. They always show consideration towards each other and do their part in securing the school as a safe place. Their attendance is in line with the national average.

Pupils have a good understanding of what they need to eat to be healthy and enjoy the 'activate' exercises and range of physical activity they do in school. They are lively and energetic at play times. Older pupils are keen to take on responsibilities as lunch time monitors and play leaders and support the younger children well. They make a good contribution to their school and have strong links with the local community. The annual community carnival, for example, provides a memorable and enjoyable experience for

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

both pupils and community members. Their spiritual, moral, social and cultural development is good overall. Their moral and social skills are particularly well developed. Their charitable work and fund-raising also helps them to understand the needs and cultural traditions of children in the wider world. Opportunities for pupils to use their imagination and creativity are less developed and are aspects that school leaders have identified for further development.

Pupils are developing a good understanding of their own culture and traditions and an understanding of other cultures.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils make good progress in their learning and personal skills because teaching is consistently good in Years 1 and 2. Teachers make good use of assessment information so that activities are well matched to pupils' varied learning needs. Pupils have clear guidance on how they can improve their work. This helps pupils to sustain their concentration and be fully engaged in small-group tasks. However, a few lose concentration in larger group discussions at the beginning and end of lessons because

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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

they are not fully involved.

Increased opportunities for writing across the curriculum are enabling pupils to make good progress in writing and more of them are attaining higher levels. Pupils also have good opportunities to apply and develop their numeracy and social skills in different contexts. At the time of the inspection, pupils in Year 2 were thoroughly enjoying learning about 'Katie Morag's life on the Isle of Struay. They confidently explored maps and read about her life. However, they all said they would prefer to spend a holiday in Barrow – clearly showing how much they appreciate their own school and their home town!

Provision for pupils with special educational needs and/or disabilities is good. The recent change in approach with the appointment of a part-time coordinator is working well. The special needs coordinator has provided good quality training and support for teachers. Learning opportunities are planned well to ensure that pupils receive additional help from the teacher where they need it and teaching assistants support individuals and groups effectively. Constructive and encouraging relationships are a key factor in helping all pupils to grow in confidence and take pride in their achievements. This extends to those pupils who sometimes have difficulty managing their behaviour. The school works closely with outside agencies to ensure that pupils with specific needs and those who are particularly vulnerable receive good all-round support.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher provides good leadership and has the full support of staff in driving through improvements. Their collective drive and strong teamwork is demonstrated in the improvements they have brought about since the last inspection. They have effectively broadened the curriculum to give pupils more interesting and wide-ranging learning experiences and have introduced good quality tracking systems to monitor their progress. School leaders and governors have a good understanding of areas requiring further improvement based on information from pupils' progress, tracking and monitoring of the quality of provision. Core subject leaders are making a good contribution to monitoring teaching and learning.

Governors fulfil all their statutory requirements. Safeguarding procedures are robust and the school provides a secure environment where pupils feel safe and achieve well. The school's plans to promote community cohesion are based on a good understanding of

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

the local community and strong links with local early years providers, schools and community groups. The school also has strong links with outside providers and agencies, such as neighbourhood wardens, police and educational welfare officers, all of which enhance provision and support for the most vulnerable pupils and their families. All staff are fully committed to helping all pupils overcome barriers and achieve as well as they can. Equality of opportunity is promoted well in all areas of the school's work. The school provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Effective liaison with the nursery school and with parents helps children settle quickly into the Early Years Foundation Stage. The care with which staff welcome children helps them to settle quickly and grow in confidence. All safeguarding and welfare requirements are fully met and children feel safe and secure. Children make good gains in their emotional development because adults are encouraging and supportive. Their enjoyment is evident in their happy and confident interactions with each other. However, the pace of their learning is slower than it might be in some areas, notably in creative development and in the use of language for communication. This is because the activities provided to help children learn independently are not sufficiently challenging or wide ranging to provide opportunities for creative and investigative work.

Teaching is at its best when teachers are working with small groups. They make good use of assessment information to ensure that children are building on their prior knowledge and skills. However, additional adults are not always given clear- enough direction to enable them to guide and support children's development and language

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

skills. Leadership of the Early Years Foundation Stage is satisfactory. Monitoring provides an accurate evaluation of the quality of provision and children's progress but it is not developed into an action plan to bring about improvements.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers who returned questionnaires all agreed that they are happy overall with their children's experience at the school. A very small number said they would like further information about how they can help their children in their learning and inspectors agree that this would be helpful. Parents made many positive comments, most often about the caring and supportive approach: 'Staff are extremely supportive and show that they care for the parents as well as the children.' and 'My child had a warm, welcoming reception and settled in very quickly.' are typical.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brisbane Park 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 25 completed questionnaires by the end of the on-site inspection. In total, there are 133 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	63	10	37	0	0	0	0
The school keeps my child safe	22	81	5	19	0	0	0	0
The school informs me about my child's progress	17	63	8	30	1	4	1	4
My child is making enough progress at this school	17	63	8	30	2	7	0	0
The teaching is good at this school	18	67	9	33	0	0	0	0
The school helps me to support my child's learning	19	70	6	22	2	7	0	0
The school helps my child to have a healthy lifestyle	18	67	9	33	0	0	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	59	11	41	0	0	0	0
The school meets my child's particular needs	19	70	7	26	1	4	0	0
The school deals effectively with unacceptable behaviour	15	56	11	41	1	4	0	0
The school takes account of my suggestions and concerns	14	52	12	44	0	0	1	4
The school is led and managed effectively	17	63	9	33	0	0	1	4
Overall, I am happy with my child's experience at this school	19	70	8	30	0	0	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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



22 March 2010

Dear Children

Inspection of Brisbane Park Infant School, Barrow-in-Furness, LA14 1NY

Thank you for making us so welcome when we inspected your school recently. We enjoyed talking with you, observing your lessons and looking at your work. We found Brisbane Park Infant to be a good school.

We think you work very hard to do your best work. Well done!

These are the strengths we identified.

- Teachers provide good quality care for you so that you all feel very safe in school.
- Adults provide you with good support so that you make good gains in your learning and personal development whatever your ability.
- You enjoy your lessons and are developing a broad range of skills.
- You are well prepared for your move to the junior school.
- Teaching is mostly good and teachers provide you with enjoyable and wide ranging activities in Years 1 and 2.
- You are fit and healthy and make a good contribution to your school.
- The headteacher, governors and all staff work well together to bring about improvements. The school has good capacity to make further improvements

There are two areas that we have asked the school to develop further. In the Reception classes we have asked teachers to ensure that all activities extend children's learning and provide more opportunities for creative development and problem solving.

Governors are keen to develop their role in school and we think this is a good idea. We have also suggested that they do more to monitor the school's plans and make sure the school carries on improving.

We wish you every success in the future.

Yours sincerely

Ms Jean Kendall

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.