

# Brough Primary School

## Inspection report

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<b>Unique Reference Number</b>	112177
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	378439
<b>Inspection dates</b>	10–11 January 2012
<b>Lead inspector</b>	David Byrne

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	90
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Barbara Dowson
<b>Headteacher</b>	Lesley Whittle
<b>Date of previous school inspection</b>	7 May 2009
<b>School address</b>	Church Brough Kirkby Stephen CA17 4EW
<b>Telephone number</b>	01768 341284
<b>Fax number</b>	Not applicable
<b>Email address</b>	admin@brough.cumbria.sch.uk

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## Introduction

Inspection team

David Byrne

Additional inspector

This inspection was carried out with two days' notice. The inspector observed five teachers teaching nine lessons, of which six were joint observations with the headteacher. In addition, short visits were made to two phonics (linking sounds and letters) sessions one of which was led by trained teaching assistants. Observations were made during lessons of the support provided for pupils with statements of special educational needs and those with disabilities. Meetings were held with three groups of pupils, members of the governing body, school staff and a local authority representative. The inspector observed the school's work and looked at a number of documents, including the school development plan, the safeguarding policies and minutes of the governing body. The inspector referred to responses to the online questionnaire (Parent View) in planning the inspection. During the inspection 40 parental and carers' questionnaires were analysed together with others completed by pupils and staff.

## Information about the school

This is a smaller- than - average-sized maintained primary school. Almost all pupils are from White British heritage and none requires support for English as an additional language. An average proportion of pupils are known to be eligible for free school meals. The percentage of pupils receiving school action for special educational needs is above average and an above average proportion of pupils have statements of special educational needs. The school has gained Healthy School status, the Active Mark for its physical education and achieved financial management in schools status (FMSiS). The government floor standards have been exceeded in the last three years. Since the previous inspection significant upgrades have been made to the accommodation, which has enabled pupils to access indoor facilities for sport, drama and mealtimes.

Pre-school provision on the site is run privately. This is inspected and reported on separately by Ofsted.

**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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. Pupils are well prepared for when they transfer to their secondary school. They are happy, hold positive attitudes, feel safe and enjoy learning. Their enthusiasm for school is reflected in above-average attendance. Good behaviour and effective pastoral care and support enable pupils to develop good personal skills. Pupils' voice is valued but occasionally they have limited opportunities to debate and discuss issues and develop skills of working independently.
- Achievement for the majority of pupils, including those in the Early Years Foundation Stage and pupils with special educational needs and those with disabilities is good. Since the previous inspection pupils' progress has accelerated to be good. Key factors are good teaching, an increasingly lively, exciting curriculum, creative use of resources and well-targeted support for those pupils at risk of falling behind.
- Attainment at the end of both Years 2 and 6 has been rising particularly in reading and writing and is now above average. Progress in mathematics has also been accelerating but at a slower rate than English. This is because mathematics has not had as high a profile across the school. Also, occasionally, some pupils are not challenged enough, particularly to solve mathematical problems, and are unsure of how well they are doing and how to improve.
- The headteacher, staff and governors are ambitious for the school and show good leadership. They are fully aware of what they need to do to move the school forward and have brought about many improvements since the previous inspection. The effective use of accurate assessment data underpins sensitive and effective support for any pupils in danger of falling behind. Leaders and managers set challenging targets and staff share this high level of ambition for all pupils. This contributes to the school's good capacity to maintain its improvement in future.

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

- Accelerate progress in mathematics across the school to be consistently at least good and so match that in English by:
  - raising the profile of mathematics across the school
  - extending the opportunities for pupils to apply their mathematical skills in practical situations in order to solve mathematical problems
  - improving aspects of teaching so that pupils are consistently provided with tasks that challenge them at their level of ability
  - consistently applying systems for involving pupils in their own assessment so that they have a deeper understanding of how to improve.
  
- Promote pupils' confidence to discuss their ideas together and act independently as they move through the school by:
  - developing a clear strategy for developing pupils' speaking and debating skills
  - creating more opportunities for pupils to develop their skills of working independently without too much adult direction.

## Main Report

### Achievement of pupils

The large majority of parents and carers returning their questionnaires are happy with their children's progress. This assertion is justified by inspection findings. Progress in most lessons is good, with pupils excitedly applying their skills to new tasks. Most work hard and concentrate well, frequently making positive comments about their enjoyment of learning. On occasion, more noticeably in mathematics, pupils are not sufficiently challenged and their progress slows. Many pupils have interesting thoughts and opinions but are not always able to express these with sufficient confidence. Recent successful moves to broaden the curriculum have introduced greater opportunities for pupils to take creative approaches to learning. This has sparked greater interest in learning and better meets pupils' needs, particularly of boys overall and girls in mathematics.

When children join the school in the Early Years Foundation Stage there are noticeable weaknesses in their speech and language development, aspects of mathematical understanding and knowledge and understanding of the world. Throughout the Early Years Foundation Stage children make good progress and rapidly make up lost ground. This good progress continues across the school, with the large majority of pupils making progress at or above the nationally expected rates and their achievement is good. The school has taken significant steps to accelerate pupils' development of reading skills. Staff use a wide range of effective approaches to build knowledge and understanding of sounds and letters. Consequently, attainment in reading is rising rapidly; pupils reach average reading skills by end of Key Stage 1 with some exceeding expectations. By the end of Year 6 most pupils read well for their age.

Detailed reviews of pupils' progress accurately identify pupils with special educational needs and those with disabilities. Effective strategies support them and are effective in closing the gaps over time. Pupils' overall attainment by the end of Year 6 is influenced by inevitable year-on-year variations that come from the differing and very small groups of pupils involved and the different abilities of each cohort. Despite this, there has been an upward trend in attainment over the last three years with particularly rapid progress in reading and writing at Year 6. The proportion of pupils reaching the higher Level 5 is steadily increasing. Effective actions are maintaining this trend and challenging targets for Year 6 reflect high expectations. There are no significant variations in the progress made by different groups in the school.

### **Quality of teaching**

Teaching is rated highly by the large majority of parents and carers. Inspection findings are that it is good with outstanding elements in the Early Years Foundation Stage and Key Stage 1. As a result, most pupils develop good attitudes to learning and exhibit good relationships and social skills. The subject knowledge of staff is good and enables creative interpretations of the curriculum to inspire pupils. For example, pupils in Years 1/2 were totally engrossed in a lesson in which a pupil dressed up as 'Farmer Duck' to generate discussions about the character of the book of the same title. Teaching assistants enthuse pupils as well; they offer good support for pupils with special educational needs and those with disabilities, particularly in reading and phonics but also for those with other difficulties. In most lessons pupils confidently make decisions and their opinions are valued but at times they are not given enough opportunity to work independently or solve problems for themselves. In mathematics, for example, there are insufficient opportunities for pupils to apply and develop their mathematical skills in practical situations in order to solve problems. Staff have a good knowledge of the strengths and weaknesses of their pupils. This adds to the accurate assessment of pupils, which is used well to plan lessons which usually meet the pupils' needs. On occasion, particularly in lower Key Stage 2, this knowledge is not used effectively enough and some pupils are not sufficiently challenged. Marking has improved with the introduction of a clear school policy. It is increasingly involving pupils in evaluating their own achievement and giving pupils guidance about how to improve.

### **Behaviour and safety of pupils**

Pupils are typically well-behaved and considerate and this makes a positive contribution to the safe and friendly environment within the school. Pupils are punctual and rarely absent. Incidents of bullying in any form are few. Pupils typically treat others with respect and courtesy although, occasionally, some display challenging behaviour. The school's active approach to managing any incidents of undesirable behaviour ensures that pupils are very aware of the importance of behaving well. Pupils are adamant that they feel safe and say that if they are upset by others they trust the quality of support from staff. Pupils are very aware of the recent developments to reward desirable behaviour and the sanctions applied if they misbehave. These strategies are having a positive impact on how pupils relate with each other and have reduced the concerns of a minority of parents and carers.

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## Leadership and management

The headteacher's resilient leadership has created a strong team which is keen to continually improve its practice. Self-evaluation is effective and provides a good basis for embedding ambition and driving improvement through effective systems for professional development. The good capacity of leaders to move the school forward is evident in the way in which they have brought about improvements since the previous inspection. Strategies to accelerate progress in reading and writing have been most productive and the setting of challenging targets for pupils and staff is raising attainment. Effective systems are in place to monitor and evaluate the work of the school and there is a good and developing plan for further improvements. Adults at all levels are good at promoting equal opportunities and eliminating discrimination through raising pupils' expectations of what they can achieve. Pupils are known and valued as individuals and any differences in performance between groups of pupils are quickly identified and rectified. Swift action is taken to narrow any apparent achievement gap for pupils, such as girls in mathematics.

The curriculum is good. It is being developed to promote more creative and active learning experiences while keeping a close eye on maintaining the basic skills of literacy and numeracy. It meets the needs of pupils with special educational needs and those with disabilities very well and accommodates the aspiration of all pupils including the more able. Spiritual, moral, social and cultural development is good. Opportunities are given to broaden the pupils' understanding of the wider world, for example by urban visits to places such as York and residential stays in the Lake District. The arrangements for safeguarding meet requirements and all reasonable risks to pupils and adults are removed. The governing body provides good support and challenge and is clear about what leaders need to do next to improve provision further. Together with the staff team, governors ensure that all resources, including accommodation and staffing, are efficiently managed to get good outcomes for pupils.

## 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](http://www.ofsted.gov.uk)).

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

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 pupil's 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 pupils. It describes Ofsted's main findings from the inspection of their school.**



12 January 2012

Dear Pupils

### **Inspection of Brough Primary School, Kirkby Stephen CA17 4EW**

Thank you for welcoming me to your school. I was impressed by your behaviour and good attitudes to learning. Your school is good because it prepares you well for your next stage of life. You benefit from a good start to school in the Early Years Foundation Stage. As you move through the school you make good progress, particularly in English. Most of you also make good progress in mathematics but some of you could do better. Your teachers and support staff are caring and those of you who need help benefit from good support. Many lessons are exciting and opportunities to go on a range of visits out of school help you to develop a better knowledge of the wider world. Everyone is treated equally and you rightly told me that you feel safe. By the end of Year 6 you grow into caring young people who respect others.

Your headteacher, teachers and support staff are constantly seeking ways of making the school even better. The school has improved considerably since its previous inspection and, with your support, should continue to get better.

Part of my job is to suggest how the school can be improved. I have asked that it seeks ways of accelerating your progress in mathematics by giving you more opportunities to apply your mathematical skills to solve problems and by helping you to gain a deeper understanding of how well you are achieving in lessons. In addition, I feel that more can be done to help you to develop your speaking and debating skills as well as creating more opportunities for you to develop your ability to work on your own without too much adult direction.

I wish you all the very best for your futures.

Yours sincerely

David Byrne  
Lead inspector

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