

Brompton-Westbrook Primary School

Inspection report

Unique Reference Number	118561
Local Authority	Medway
Inspection number	358383
Inspection dates	8–9 December 2010
Reporting inspector	Wendy Simmons

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	316
Appropriate authority	The governing body
Chair	David Bragger
Headteacher	Jane Heyes
Date of previous school inspection	16 January 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors looked at a wide range of evidence, which included seeing 17 teaching and assistant staff teach. In total, 26 lessons, including part lessons or focused group activities, were observed. Inspectors looked at examples of pupils' work. Meetings were held with pupils, staff and two members of the governing body. Inspectors evaluated a range of documentation, which included the school's improvement planning and assessments about pupils' progress. In total, 66 parent and carer questionnaires were analysed along with staff and pupil questionnaires.

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

- The accuracy of leaders' self-evaluation.
- The quality of teaching, learning and pupils' progress, especially for pupils who have been at the school for a long time, those who have joined the school recently, pupils with special educational needs and/or disabilities and the most- able learners.
- How well writing is developing from the Early Years Foundation Stage through to the end of Year 6.
- If the quality of care, guidance and support is a particular strength of the school in helping to improve the outcomes and provision for pupils.
- Pupils' achievement, especially that of the current Year 6, exploring in particular if the school is sustaining a trend of improvement.

Information about the school

The school is slightly larger than most primary schools. Most pupils are of White British heritage and close to a quarter of all pupils are from minority ethnic backgrounds. The school has a high proportion of pupils from army and air force service families. Owing to military movements and other housing needs, there is a considerable amount of inward and outward movement as pupils join and leave the school throughout the school year. The proportion of pupils with special educational needs and/or disabilities is above average as is the proportion of pupils known to be eligible for free school meals. The Early Years Foundation Stage is made up of pupils in a Nursery and Reception combined unit. There is a children's centre on the site managed by the school, but this was not within the remit of this inspection.

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?**3****The school's capacity for sustained improvement****2**

Main findings

Brompton Westbrook is a satisfactory school where pupils are happy, behave well and feel safe. The school is quickly improving due to the effective work of the leadership team, governing body and highly supportive staff. The combination of a good curriculum, improving teaching and strong partnerships with parents and carers enriches pupils' learning, so that pupils' achievement is improving quickly. Any instances of past underachievement are being eradicated successfully owing to the good care provided and improving learning opportunities.

Community cohesion is well developed and pupils' spiritual, moral, social and cultural development is good. The care given to pupils is a particular strength of the school and contributes well to the improving outcomes and provision for pupils. There are good safeguarding procedures and, within this, there is an exemplary system to deal with situations which may lead to formal child protection arrangements. The work of the family liaison staff is excellent, as is the support given to pupils who arrive at unexpected times in the school year.

Over the course of recent years, attainment in English and mathematics has been low. As a result of significant staff changes, assessment procedures in the past had not been effective enough to track and set challenging targets for pupils' progress. Following a rigorous review of assessment, restructuring of staffing and the appointment of additional staff, pupils' progress is now accelerating well. There was a marked improvement in both English and mathematics in 2010 when compared with the previous five years. The trend for improvement is continuing well as a result of improved teaching and suitably challenging targets. The impact of this is evident in the attainment of the current Year 6 pupils who are securely on track to reach the levels of attainment expected in 2011.

Leaders evaluate the work of the school well, which enables them to identify where developments are needed. For example, there has been considerable support for teachers, many of whom are newly qualified. As a result, they have been able to improve their teaching skills. There is convincing evidence that although the overall quality of teaching and learning is satisfactory it is improving securely and quickly. The school has placed clear emphasis on improving mathematics and attainment has risen well. The current focus correctly remains on reading and writing. The school is well on track with this, as was evident in the lessons seen, the good provision and outcomes for children in the Early Years Foundation Stage and the good progress being made by Year 6.

There have been concerted and effective actions to overcome weaknesses in teaching, other provision and outcomes, but there is more to do to improve teaching and learning from satisfactory to good. Pupils' improving learning and progress have been aided by the greatly improved attendance, which has risen from being below average to above average in the last two years; this also contributes to pupils' improving achievement. Leaders know

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their school well and plan effectively what the school needs to do to improve further. For example, leaders know that further work is needed on teaching, writing and reading. In particular, they are working to ensure that the most able are consistently challenged and pupils read and write as often as possible. Based on the impact of leaders' actions so far, the school has good capacity for sustained improvement.

What does the school need to do to improve further?

- Improve attainment by July 2011 by:
 - providing more time for pupils to write
 - giving pupils more opportunities to improve their written work, especially by drafting and extending their own work
 - increasing opportunities for pupils to read for longer periods, especially discussing books, by reading aloud or silently and by making more use of the school's books and the new library.
- Improve teaching and learning by July 2011 by:
 - ensuring all lessons are challenging, especially for the most-able pupils
 - making sure that pupils consistently know their target
 - providing lessons that are consistently interesting for pupils
 - making sure that the quality of marking is of consistently high quality so that pupils know how to improve their work and have time to act on teachers' comments.

Outcomes for individuals and groups of pupils**3**

The lessons and work seen during the inspection fully support the school's view that achievement is satisfactory and improving. Basic reading and writing skills are developing satisfactorily and sometimes better. Inspectors observed 11 phonics sessions, all of which were helping pupils to make at least satisfactory and sometimes better progress in linking letters and sounds to read and spell increasingly difficult words. Where the learning was effective, teachers departed from the main scheme of work to make learning more fun and ensured that there were more challenging activities for the most able pupils. However, work is not always challenging enough. As one pupil said, 'The work is sometimes too easy.' The sample of work seen shows that there is variation in how often pupils write and also in the number of opportunities given for them to learn how to edit, extend and improve their own writing. However, this is beginning to improve. In a very successful lesson, as a result of the adult's skilful questioning and demonstration, pupils quickly understood how to alter grammar, punctuation and descriptive vocabulary when writing about sledging in the snow. Pupils said that they mostly like reading. However, there are missed opportunities to make the most of the school's good range of books to enliven pupils' interest to sustain reading for pleasure. Pupils are looking forward to using the new library. Teachers are reviewing the time allocated to guided reading to ensure that pupils have more time to talk about books. There is inconsistency in how well pupils know their improvement targets and this hampers them from making consistently good progress.

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Pupils enjoy school and almost all subjects. They enjoy sporting activities, eat healthily and are helped to develop emotionally. Pupils particularly enjoy drama and visits out. The good focus on promoting speaking skills ensures that those who speak English as an additional language make similar progress to other pupils. For example, pupils in Years 3 and 4 explored their emotions of characters in the Christmas story, exploring both the commercial and spiritual aspects of Christmas while extending their persuasive argument skills well. Pupils show a good understanding and tolerance of different cultures and faiths. They keenly performed 'Light a Candle' and showed us their Indian Bhangra dancing, which demonstrated their good cultural development contribution to the wider community.

Pupils who make the best progress are those who have been at the school for longer periods of time. As a result of improved support for those who are new to the school, or who have returned, this group is now also achieving satisfactorily. Pupils with special educational needs and/or disabilities achieve satisfactorily and some achieve well. Pupils with challenging behaviour are helped to overcome their difficulties so that they can get on with their learning. This was very evident in a science lesson when the teacher and assistant helped to refocus some Year 6 pupils so that they concentrated well on explaining how the earth orbits the sun.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
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	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

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How effective is the provision?

Teachers organise their lessons well and manage pupils' behaviour effectively. Careful attention has been given to topic planning so that learning is often enjoyable. The teaching of mathematics is improving well owing to the improved curriculum. There is greater emphasis on practical problem solving as well as pupils' basic mental calculation skills. This was evident when pupils used different methods to calculate the amount of paper needed to wrap a Christmas parcel. During this good lesson the most able worked on calculations using brackets, while those pupils who were not as skilled worked on simple addition and subtraction measurements. However, in mathematics, English and science lessons overall, not all teachers are equally skilled at challenging the most-able learners. This is a significant factor in why teaching is satisfactory rather than good. Some teachers mark pupils' work very well so that pupils know how to improve and have time to act on teachers' comments, but the overall quality is inconsistent. Ongoing assessments ensure that learning is satisfactory and reviewed regularly.

The good curriculum contributes much to pupils' all-round development and emotional and physical well-being. It also successfully enables pupils to know about the world in which they live. Through the many clubs and enrichment activities, pupils make a positive contribution to the local and wider community, for example through dancing and singing. The significant improvement in information and communication technology (ICT) provision has resulted in notable improvements in pupils' capability and some innovative practice. Staff are focused on improving the curriculum for boys to enthuse them to write and read for a range of purposes. For example, pupils in Years 5 and 6 were thrilled to open their own Egyptian museum for their parents and carers in order to share their varied research, written and practical work.

Pupils are treated as individuals in a nurturing ethos. There is clear impact within the recently reorganised group work activities. As a result, pupils who are new to the school or need extra help are catching up and filling gaps in their learning. It is not unusual for those who have intensive one-to-one support to do especially well in gaining confidence, academic skills and self-esteem. The strong pastoral support aids pupils' emotional development.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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 is driving school improvement well and is ably supported by a strong senior leadership team and an effective group of middle managers. Teamwork is very

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evident and there is a shared sense of purpose and drive to help pupils to do as well as possible. Underpinning this is the well-developed care for pupils which includes the rigorous attention to safeguarding and child protection, especially for the many pupils whose circumstances make them more vulnerable.

The governing body is fully involved in the life of the school and plays an important part in supporting school developments and ensuring that community cohesion is central to the work of the school. The headteacher and governors have spent much time establishing the on-site children's centre. The very strong links between the school and the children's centre contribute to the well-being of children and their families and also help to ensure that the school can reach out to the wider community. Pupils and their families are helped to understand the needs and diversity of the local community, and links with the military services aid this. Residential visits and links with Manchester education authority, to share ICT project work, contribute much to pupils' understanding of the United Kingdom.

The improved support, better curriculum and improving teaching for groups of pupils demonstrate leaders' good promotion of equal opportunities. Any form of discrimination is tackled in a rigorous way and plans are already underway to extend the challenge for the most-able pupils.

All leaders are working in a focused and successful way to improve pupils' learning, progress and overall achievement. For example, a member of the governing body posed as a marketing executive as part of a Dragon's Den project. This was a great success in helping pupils to think, research and write about environmental factors when coming up with their own ideas for a vehicle design for a third world country. Senior teachers work closely with their year group team to model effective teaching. Leaders at all levels follow this up by rigorously checking the quality of teaching and learning and suggesting further areas for development.

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	2
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

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Early Years Foundation Stage

Children are well cared for and settle happily into the Nursery class. The transition into the Reception class is made easy owing to the combined classroom areas and very good relationships between staff, children and parents and carers. Children benefit from spacious and well-organised accommodation and good overall teaching and learning. They have the opportunity to work more formally with adults during group activities and also make choices for themselves. Adults promote learning through investigation and discussion well, as seen when children worked on many different Christmas-based activities to help them to count up to 20. Good ongoing discussion and assessments helped children to talk about quantities, using vocabulary such as 'one more' and 'one less'. Children enjoyed exploring the snow, safely during the inspection and adults seized on the moment to help them to sign 'On a Cold and Frosty Morning'. Adults promote children's speaking and personal and social skills especially well. There is a good emphasis on basic reading, as seen when one group of children were thrilled to be reading their first reading scheme book with accuracy. The sensitive relationships, gentle nurturing and praise helped children to try new things which are more challenging.

As a result of good leadership, there is a focus on improving children's creative development, and this is coming along well. There is also correctly a main focus on writing. During the inspection, opportunities were missed for children to make mini-books, cards, letters and lists and to include writing within their play activities. Nonetheless, phonics and letter formation work, whereby children link letters and sounds, was well promoted. For example, there was good use of magnetic letters to help them to understand how to blend sounds together to make such words as 'fish', 'wish' and 'dish'. The impact of improving provision and outcomes for children is evident in the trend of rising attainment.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There was a smaller-than-average response to the questionnaire by parents and carers. Overall, they are happy with the school and all who returned the questionnaire agreed that their children enjoy school. In particular, almost all feel that the school is well led and that their children are helped to adopt healthy lifestyles. Very few questionnaires contained additional comments but of those that were received, including phone call responses, parents and carers said that lunchtime arrangements do not give their children enough time to eat their packed lunches and socialise with the people that they most want to spend lunchtime. The inspectors observed lunchtime and pupils were encouraged to eat

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all of their lunch. Groups of pupils were asked about lunchtimes and they agreed that they do not always have enough chances to socialise with their particular friends. A few parents noted that they do not have enough feedback from the school on their child's progress and a few feel that the school does not take sufficient account of their suggestions and concerns. Inspectors followed these points up and found that leaders and staff are always willing to talk about pupils' progress and listen to suggestions and concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brompton Westbrook Primary 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 66 completed questionnaires by the end of the on-site inspection. In total, there are 316 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	42	37	56	0	0	0	0
The school keeps my child safe	23	35	39	59	2	3	1	2
My school informs me about my child's progress	26	39	33	50	4	6	1	2
My child is making enough progress at this school	28	42	30	45	3	5	3	5
The teaching is good at this school	28	42	32	48	3	5	1	2
The school helps me to support my child's learning	31	47	29	44	3	5	2	3
The school helps my child to have a healthy lifestyle	18	27	38	58	5	8	1	2
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	24	44	67	0	0	3	5
The school meets my child's particular needs	23	35	35	53	3	5	2	3
The school deals effectively with unacceptable behaviour	19	29	34	52	6	9	4	6
The school takes account of my suggestions and concerns	19	29	36	55	7	11	2	3
The school is led and managed effectively	25	38	38	58	0	0	1	2
Overall, I am happy with my child's experience at this school	28	42	34	52	0	0	3	5

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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). 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"> ■ 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 pupils' 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.



10 December 2010

Dear Children

Inspection of Brompton Westbrook Primary School, Gillingham ME7 5DQ

Thank you for being so friendly and helpful when we visited your school recently. You go to a satisfactory school which is quickly improving. The headteacher, governors and all of the staff are working well together to do all that they can to do the best for you. You behave well and are making satisfactory and improving progress. The children in the Nursery and Reception classes get off to a good start. We especially enjoyed hearing you sing and watching the DVD of your Bhangra dancing. Most of all, we were impressed by your ICT work and the Years 5 and 6 Egyptian museum event. Well done! You told us how much you like school and you also agree with us that you are cared for well.

Congratulations for doing many things for the community and for working hard to be healthy.

We have asked the adults to work on the following important things to improve the school.

Help you to reach higher levels in your work and improve teaching and learning, so that more lessons are good or even better by:

- making sure that all lessons are interesting and are just right for you, especially those of you who find learning easy and would like more challenging things to do
- making sure that you all know your targets
- giving you more time to write and helping you to learn how to alter and extend your work to make it even better
- providing more time for you to read, including extra time to discuss the books that you are reading and to use the new library more often.

Please always work as hard as you can.

Yours sincerely

Wendy Simmons

Lead inspector

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