

Bromstone Primary School

Inspection report

Unique Reference Number	118534
Local Authority	Kent
Inspection number	358370
Inspection dates	21–22 March 2011
Reporting inspector	Mike Capper

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	309
Appropriate authority	The governing body
Chair	Alan Poole
Headteacher	Nigel Utton
Date of previous school inspection	4 December 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 16 lessons taught by 11 teachers. Meetings were held with parents and carers, members of the governing body, staff and groups of pupils. The inspectors observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. Inspectors analysed 67 questionnaires from parents and carers, 26 from staff and 93 from pupils in Years 3 to 6. The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The progress of pupils with special educational needs and/or disabilities.
- The effectiveness of teaching at providing the right level of challenge for all pupils, especially in mathematics.
- The quality of support for newly arrived pupils who have limited spoken English.
- The impact of leaders on ensuring improvement.
- The way that the curriculum enriches learning and supports pupils' spiritual moral, social and cultural development.

Information about the school

This is a larger than average primary school. The proportion of pupils known to be eligible for free school meals is above average. The number on roll has increased by about 20% in the last year. The school has recently admitted into different year groups about 40 pupils from Margate who did not have school places elsewhere and more are due to arrive before the end of term. Most of these pupils are from East European families and are in the early stages of learning English. Children in the Early Years Foundation Stage are taught in two Reception classes. There is a before- and after-school club which is managed by the governing body. The headteacher has been in post for just over two years.

The proportion of pupils identified as having special educational needs and/or disabilities is high. The number with a statement of special educational needs is well above average. These pupils have a range of needs including visual impairment, autism and emotional and behavioural difficulties.

The school has several awards including an International School Award and Safe School Accreditation.

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

3

Main findings

This satisfactory school touches the lives of pupils in many positive ways. The school takes pupils that have a wide range of social and educational needs. The challenges this provides are embraced by all members of staff and high quality pastoral support ensures that pupils are settled and happy at school. Adults are particularly successful at helping pupils to develop an enthusiasm for learning and a deep appreciation of the diversity of the world around them.

Pupils' achievement is satisfactory. Children get off to a good start in the Early Years Foundation Stage and then build on this steadily in the rest of the school. This means that pupils' attainment which has been improving across the school for the last two years is broadly average by the end of Year 6. Pupils make the best progress in reading, where the well-structured opportunities to share books with a teacher are having a positive effect on learning. In other subjects, while teachers are very thorough in their planning, work is not always pitched at the right level for all pupils. This is most noticeable in mathematics where progress is also slowed because targets do not give pupils clear enough guidance about how to improve their work. There is too little use of numeracy skills in subjects outside mathematics and this means that there are missed opportunities to practise and improve numeracy skills.

Pupils with special educational needs and/or disabilities make satisfactory progress in lessons. These pupils, especially those with a statement of special educational needs, make good progress when they are receiving specialised support outside lessons. ♦

The school's inclusiveness is reflected in the way that it is currently welcoming into school a high number of pupils who are in the very early stages of learning English. They are settling quickly and soon make friends. They are supported well by their classmates, but teachers have limited experience of meeting their needs, and do not always plan work that will promote language development quickly enough.

Pupils behave well and thoroughly enjoy school, especially the wide range of clubs and visits. These greatly enrich the curriculum and contribute strongly to pupils' outstanding spiritual, social, moral and cultural development. Pupils become very responsible citizens and they support each other extremely sensitively. In philosophy lessons they discuss complex ethical issues, listening well to different views. The school's International School Award reflects its good contribution to community cohesion. Pupils are open to new ideas. For example, one pupil commented, 'After I had heard a Muslim prayer, I wanted to find out more about their beliefs.'

The school is becoming increasingly successful because leaders have created an ethos in which everyone is valued and respected. The good drive and ambitions of senior leaders and the governing body are based on effective self-evaluation procedures. Subject leaders

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play a good part in this process by looking at data but they do not have enough opportunities to visit lessons so that they can have a greater impact on improving teaching and learning. Nevertheless, although they have not been sustained over a long period of time because they are relatively recent, there have been many successes in the last year that are now securely helping to raise attainment, especially in English. There continues to be an improving picture in the current year and this means that the school is already demonstrating that there is a satisfactory capacity for further improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve pupils' progress in mathematics by:
 - ensuring that teaching consistently provides the right level of challenge for all pupils
 - giving pupils more opportunities to practise and improve their numeracy skills by using and applying them in different subjects
 - ensuring that pupils get clearer guidance in targets about their next steps in learning.
- Strengthen the role of subject leaders by giving them opportunities to monitor teaching and learning.
- Improve provision for pupils who are in the early stages of learning English by providing training for all staff to develop their knowledge and understanding of how to meet the needs of these pupils and ensuring that it is having the desired effect.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory. They thoroughly enjoy school and attend regularly. When children start school in the Reception classes most pupils are working below the levels expected for their age. From these starting points, pupils' make good progress in the Reception Year and then satisfactory progress in the rest of the school, reflecting satisfactory preparation for the next stage of their education. In some lessons pupils' progress is good, especially when taking part in 'guided work' at the start of each day. For example, in a good literacy lesson in Years 5 and 6, pupils were supported well by the teacher as they looked in detail at a text. The teacher asked challenging questions and learning moved on quickly because pupils were encouraged to think for themselves. Where progress in lessons is slower it is because work is too hard or too easy for some pupils. For example, in a lesson in Years 3 and 4 about fractions, the work did not build on what pupils already knew and some found the work too difficult. Pupils behave well in most lessons but occasionally become distracted. In a literacy lesson in Years 1 and 2, some pupils did not listen carefully when the teacher was talking, slowing learning about describing characters.

Well-planned provision outside lessons for pupils who have special educational needs and/or disabilities, including access to a nurture group and opportunities to take riding lessons, ensures that they make good progress at these times. As with other pupils,

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progress in lessons is uneven. Pupils at the early stages of learning English ♦make satisfactory progress in lessons. They learn best when teachers plan specific activities to meet their particular needs but this does not happen frequently enough.

Relationships between classmates and adults are very good, with everyone helping each other when needed. Pupils make a good contribution to the community by taking part in local events and working very closely with other groups. They develop a good understanding of how to stay healthy, participating keenly and successfully in sporting activities. The school has Safe School Accreditation and pupils say that they feel very safe. They are confident that worries are dealt with quickly.

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	3
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	3
The extent of pupils' spiritual, moral, social and cultural development	1

¹ 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?

Adults place pupils' well-being at the centre of their work and they willingly go the extra mile to make school a happy and safe place to be. There is a good partnership with outside agencies to provide additional support for pupils facing more challenging circumstances. The well-managed breakfast club and after-school club extend the work of the school very successfully and both are greatly enjoyed by pupils. The school ensures that the rapidly increasing numbers of pupils at the early stages of learning English are welcomed into school, but support for them is not yet as well targeted as it is for other groups.

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Teachers manage pupils' behaviour extremely well and make learning exciting. They often assess learning carefully and, where teaching is good, use this information to plan what to teach next. Such good practice is not evident in all lessons, especially in mathematics, and this is the main reason why much of the teaching is satisfactory. Pupils are given targets but in mathematics, in particular, these do not always do enough to help them understand how to improve.

The curriculum soundly promotes progress in basic skills. It is interesting and varied, and supports pupils' personal development extremely well. Recent improvements mean that there are good opportunities for pupils to write and read in different subjects. This is helping to raise attainment in English. However, pupils do not get enough opportunities to apply and use their numeracy skills across the curriculum.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders are passionate about getting the best for the pupils whatever their need. Their good determination and drive for improvement are firmly embedded across the school and are based on a good understanding of priorities. There have been many initiatives and they have already helped to improve provision, especially in English. Although improvements are relatively recent and have not yet been sustained over a longer period of time, current work is building well on the good start made in the last year. Subject leaders are enthusiastic but are not sufficiently involved in visiting lessons so that they can play a bigger part in improving teaching and learning, especially in mathematics and for pupils in the early stages of learning English. The governing body provides good challenge and has good systems for checking the work of the school.

The school promotes equality and tackles discrimination successfully. There is no discrimination and leaders use data sharply to analyse the progress of different groups so that they can respond quickly to variations in performance. Pupils from different backgrounds show good respect for each other, reflecting the school's good contribution to community cohesion. Good engagement with parents and carers means that leaders are able to respond quickly to local needs. Pupils develop a very secure understanding of their place in the world through regular contact with visitors from overseas.

The school has good safeguarding procedures. Pupils' safety is given a high priority and is constantly being reviewed to improve it further.

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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	3
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	3

Early Years Foundation Stage

Children are taught well in both of the Reception classes. This means that although attainment is still slightly below average by the start of Year 1, they have made good progress from their starting points. Children's personal development is supported especially well. Children learn to work together and to take account of each other's needs. They develop good attitudes towards learning and show high levels of independence, especially when they are choosing where they are going to work. Adults plan exciting activities, and letter sounds are taught effectively through a well-structured programme. When children are working independently, adults usually intervene at just the right time to move learning on. Whole class sessions are well organised, but occasionally groups are too big, and at these times, too little account is taken of the needs of children who have very limited spoken English. Nevertheless, these children have settled well and have quickly made friends and are already acquiring some very basic spoken English.

Leaders monitor provision closely and they have a good knowledge of strengths and weaknesses. They are making increasingly sharp use of data to identify what they need to tackle next.

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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

Most parents and carers who responded in a relatively low return of questionnaires are happy with their child's experience of the school. The majority of written comments were positive including, 'The school has a sense of belonging and everyone looks after each other' and 'I feel the headteacher genuinely cares about the children in the school and they feel able to speak to him about any issues.' Inspectors found that the school has suitable arrangements to hear suggestions and concerns from parents and carers, although leaders acknowledge that there are still some who are not fully involved in school life. Inspectors found that leaders are doing the right things to tackle this. Concerns about the consistency of teaching, pupils' progress and leadership are dealt with elsewhere in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bromstone 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 309 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	57	23	34	3	4	1	1
The school keeps my child safe	46	69	20	30	1	1	0	0
My school informs me about my child's progress	25	37	35	52	3	4	0	0
My child is making enough progress at this school	28	42	24	36	10	15	1	1
The teaching is good at this school	31	46	24	36	7	10	0	0
The school helps me to support my child's learning	29	43	29	43	7	10	1	1
The school helps my child to have a healthy lifestyle	32	48	32	48	3	4	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	42	23	34	6	9	1	1
The school meets my child's particular needs	27	40	27	40	9	13	0	0
The school deals effectively with unacceptable behaviour	26	39	30	45	4	6	4	6
The school takes account of my suggestions and concerns	28	42	25	37	7	10	3	4
The school is led and managed effectively	29	43	20	30	9	13	3	4
Overall, I am happy with my child's experience at this school	34	51	22	33	7	10	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).

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">■ 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.



23 March 2011

Dear Pupils

Inspection of Bromstone Primary School, Broadstairs CT10 2PW

Thank you for being so welcoming and helpful when we visited your school. We found that your school is providing a satisfactory education. This means that we found some good things in the school but also some things that need improving.

Here are some of the things we found out about your school.

- You learn quickly in the Reception classes where you are taught well.
- Satisfactory teaching means that you make satisfactory progress in the rest of the school. At the moment, you do better in English than in mathematics. ♦
- You behave well, play together happily and respect each other's beliefs. It is great that you take part in such interesting debates in philosophy lessons.
- You know who to turn to if you have a worry and feel that you are kept safe. You are very helpful to new pupils when they arrive.
- All adults in school are very kind and caring and give you suitable help when you have problems with your work.
- Leaders are doing the right things to move the school forward and are clear about what still needs improving.

Your teachers know that there is still work to be done to make the school even better. We have suggested three things for the school to do that we think will help.

- Help you to do better in mathematics by ensuring that teachers always provide the right level of challenge and ensure you are clear about how to improve and giving you more opportunities to use your numeracy skills in topic work.
- Give teachers who are in charge of different subjects the opportunity to visit lessons so that they know what needs improving.
- Improve the way that pupils who are still learning to speak English are being taught.

We wish you all well for the future and are pleased that you enjoy school so much. You can help your teachers by trying to present your work as neatly as possible.

Yours sincerely

Mike Capper

Lead inspector

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