

Brough Primary School

Inspection report

Unique Reference Number	117842
Local Authority	East Riding of Yorkshire
Inspection number	358207
Inspection dates	10–11 May 2011
Reporting inspector	Jane Hughes

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	396
Appropriate authority	The governing body
Chair	Mr Keith Smith
Headteacher	Mrs Isabel Peirson
Date of previous school inspection	24 January 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 21 lessons and observed 18 teachers. Inspectors held meetings with representatives of the governing body and staff, and talked with pupils and parents and carers. They observed the school's work, and looked at the school's self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined questionnaires from 70 parents and carers, as well as those from pupils and staff.

- Inspectors considered whether support for higher-attaining pupils in English is effective.
- They observed teaching to see if it consistently supports pupils' good and better learning and progress.
- The team evaluated the impact of recent changes in the provision for Early Years Foundation Stage.
- They examined the strengths of partnership work, particularly its impact on pupils' future economic well-being.
- Inspectors considered whether leaders deliver continuing improvements to school provision and pupils' outcomes.

Information about the school

This school is of larger-than-average size when compared to other primary schools. The proportion of pupils known to be eligible for free school meals is much smaller than average. Most pupils are of White British heritage. A broadly average proportion of children have special educational needs and/or disabilities. The school has achieved many awards including Basic Skills Quality Mark, Inclusion Chartermark, Investors in Pupils and the International School award.

The substantive deputy headteacher retired in December 2010. There is currently an acting deputy headteacher who was an existing member of the senior leadership team. Several Early Years Foundation Stage staff, including its leader, have changed since September 2010.

The school is co-located with Brough Children's Centre. An early years provider, Brough Eagles, operates within the children's centre, providing before-and-after-school extended services. Both settings are subject to separate inspections.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Outstanding care, guidance and support for pupils are key strengths. These allow pupils to feel secure and to concentrate fully on their learning. High attendance levels ensure pupils make the most of all the school has to offer. First class partnerships with other schools, businesses and other organisations provide plentiful opportunities for pupils to become increasingly aspirational. They develop useful workplace skills and, in turn, make an outstanding contribution to the school and wider community. The school enjoys a strong reputation locally as well as in national and international contexts.

The headteacher's relaxed leadership style masks an ambitious vision for the school. Parents and carers comment that Brough is just a really good, well-run school' and also say that 'children are happy, engaged and enthusiastic about learning. What more could we want?' Improvements to key aspects of its work such as teaching, the curriculum and all levels of leadership, including governance, ensure that the school continues to move rapidly forward. Self-evaluation is accurate and links well to improvement plans. Priorities are clear and known to all. The school demonstrates good capacity for sustained improvement.

Children make a good start to their learning in the Early Years Foundation Stage. Within a strongly effective picture overall, the relatively new early years team is still reviewing elements of less effective provision. Aspects such as the outdoor learning environment, use of time, and parent and carer involvement in children's learning are weaker areas. By the end of Year 6, pupils' attainment is above average in English, mathematics and science. The progress of all groups of pupils, including those with special educational needs and/or disabilities continues to accelerate at a good rate. Good teaching coupled with the strong curriculum supports these positive outcomes. However, pupils do not always demonstrate clear enough knowledge of their own learning levels or how to improve. Nor do they routinely record how well they have achieved in a piece of work or acknowledge and clearly respond to teachers' marking.

A nurturing ethos supports those pupils who are vulnerable due to their circumstances and their families to overcome some significant barriers to learning. Pupils confirm that, 'everyone in school looks after each other'. Good quality safeguarding contributes to the pupils' strong sense of well-being.

What does the school need to do to improve further?

- Develop further the provision in the Early Years Foundation Stage by:
 - improving the quality and range of learning experiences outdoors, particularly for climbing

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- reorganising the timetable so that children are always engaged in purposeful learning activities
- encouraging parents and carers to spend more time with their children in school so that they are more actively involved in their children's learning.
- Improve pupils' knowledge of their own learning by:
 - enabling pupils to develop an ongoing written dialogue with teachers in their books in response to teachers' marking
 - ensuring pupils have a clear understanding of the characteristics of the levels at which they are working.

Outcomes for individuals and groups of pupils

2

Pupils praise the variety of experiences in school. They achieve well and thoroughly enjoy their lessons. This is reflected in their high levels of attendance. They thrive on collaborative work and share ideas generously. Pupils revel in the exciting 'launch days' for new curriculum topics. For example, during the inspection, Year 3 pupils dressed for a holiday in St Lucia and used a range of powerful vocabulary to write postcards home, explaining how they felt when they first saw this beautiful country. Pupils behave well, although a few are too passive in the rare lessons when teaching is more ordinary.

All groups of pupils learn well in most lessons and make good progress from broadly expected starting points. Throughout the school, a much larger proportion of pupils are now working beyond the levels expected for their ages, particularly in mathematics which has been an ongoing focus for the school. Pupils with special educational needs and/or disabilities progress as well as their peers due to the effective support programmes and skilful staff who work with them.

Pupils confirm that the school is safe and that they feel secure here. They know about healthy lifestyles and are keen to participate in sporting activities. Pupils make a highly significant contribution to the school and wider community. They devise annual projects with an eco or safety theme in project work with Humberside police. For instance, they have been involved in ensuring a new crash barrier was built on a nearby major road thereby benefiting the whole community. Pupils regularly win prizes for this work such as trips to Florida and Paris.

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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	2
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	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	1
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	1
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

How effective is the provision?

Teachers match work well to pupils' individual needs. In particular, there are strong levels of challenge in English and mathematics for higher-attaining pupils. Some teachers set these pupils off first on their learning before explaining tasks in more detail to other groups. This ensures all pupils are able to learn and progress well. Teachers and teaching assistants work well together and share evaluations of how well different groups have performed and how to address any strengths or weaknesses in following lessons. Teachers are also quick to notice when some pupils struggle with a task. They quickly call pupils together and use good questioning and modelling techniques to consolidate pupils' learning so all can be successful. Almost all of the teaching is of good and better quality. Occasional inconsistencies in teachers' delivery result in a slower pace of learning at times. Teachers mark pupils' work regularly and provide points for development. However, it is unclear whether pupils read, understand and then incorporate suggestions from teachers' marking into their work. Neither do pupils assess routinely how well they have done with a piece of work and record this information for the teacher.

Importance is placed on increasing pupils' first-hand experiences and providing imaginative activities that engage and challenge pupils. As a result, their academic skills and personal qualities develop well. Pupils use a range of new technologies to present their work. This enables them to add significant detail to the many high quality projects they complete on topics as diverse as the Wild West, Titanic, or the Victorians. Pupils

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enjoy the good range of enrichment activities. Innovative partnership work adds significantly to the curriculum and promotes accelerating outcomes for pupils.

Pupils say that they feel safe in school and know who to turn to with any concerns. Parents and carers confirm this. Excellent pastoral care, guidance and support are at the heart of the school's work and the staff are highly responsive to particular need. For instance, following effective intervention work and nurture strategies with pupils who are vulnerable due to their circumstances, these pupils are able to re-engage in their learning and lead a fulfilled life in school. The new nurture room, 'The Orchard' provides well for the neediest pupils. Close links with early years settings such as the co-located children's centre result in good induction arrangements. Transition to secondary school is also managed well. The school promotes attendance and punctuality successfully and attendance is consistently high.

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	1

How effective are leadership and management?

The headteacher's absolute determination to fine-tune school improvements is clear. Senior leaders work well together to develop best practice. Teachers' morale is high and there is a common sense of purpose underpinned by a keen attention to detail that stems from the headteacher and cascades throughout school. The business manager and administrators play a key role in ensuring the school is financially robust and that it runs smoothly day to day. Good site supervision ensures the school is secure and well maintained. Lunchtime assistants and kitchen staff help pupils to enjoy healthy and sociable mealtimes.

The governing body is increasingly influential in all aspects of school life. It provides a good range of expertise and challenge in support of the school. It adopts recommended good practice with regard to safeguarding across all areas of the school's work. There is close attention to health, safety, child protection and safer recruitment. High quality links with support agencies ensure pupils' specific needs are very well met.

Outstanding partnerships significantly enrich the quality of pupils' learning experiences. These enable important projects to develop with local businesses, the police and other educational organisations. Each year pupils work on various 'lifestyle projects' such as improving pupils' knowledge of water hazards. These were linked through a school-produced DVD on the pleasures of spotting wildlife while walking along the banks of the local river. Key links with a school in India have developed over several years and provide powerful insights to cultural similarities and differences, particularly when staff and pupils visit and study together.

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Leaders promote equality of opportunity and tackle discrimination well. Careful analysis of need, coupled with an accurate evaluation of pupils' skills, ensures that the right level of support is provided for all individuals and groups of pupils. As a result, any remaining gaps between the performances of different groups are narrowing. Senior leaders promote community cohesion well, guided by a clear analysis of the school's context. There is a range of links with schools nearby and also globally. Links with ethnically diverse schools in Britain are developing more gradually. Parents and carers are generally complimentary about the school. Home school communication is strong and embraces new technologies. The school deploys its resources well. It achieves good outcomes for pupils and 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	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
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

Children clearly enjoy school. They settle quickly and behave well because the induction programme is so effective. Children engage well in activities. For example, they diligently sequence storyboard pictures and show a good understanding of how the tale of the 'Three Little Pigs' unfolds. Staff promote children's independence outstandingly well at times. As a result, children can create their own pig or wolf masks, each individually customised to reflect a child's own taste. Staff continue to develop the outdoor environment where there is a lack of climbing equipment for children's immediate use. Instead, children use equipment in the school hall at certain times of the week. Increasingly imaginative outdoor activities entice boys in particular to develop their communication, language and literacy skills. For example, during the inspection, children were able to 'work' on a building site as builders and site supervisors. The foremen and forewomen flourished clipboards and barked instructions while builders moved materials and measured the site. The activity generated good quality discussion between children. Some also used their clipboards to record key details such as the materials used.

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The Early Years Foundation Stage is led and managed well. Safeguarding procedures are well known to all. Practitioners have a good understanding of the learning, development and welfare requirements for the early years. They regularly share assessment information and observations so that adults are aware of children's individual needs and can provide good levels of support to all children. However, some overly formal approaches do not enhance provision or children's outcomes. For instance, parents and carers drop children off at the start of the day rather than accompanying them into classrooms and staying for a while to participate in activities alongside their children. The evolving timetable is interrupted by discrete playtimes linked to the rest of the school. These interrupt children's purposeful learning activities.

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

Just under a fifth of parents and carers returned the inspection questionnaire. This is in contrast to over 50% who responded to the school's own spring term survey. Most who did respond appreciate what the school provides for their children. They typically comment, 'the support of all the staff is wonderful', 'the management is extremely approachable' and 'my child has received excellent teaching'. A small minority raised concerns about the way the school deals with unacceptable behaviour and how well the views of parents and carers are heard. Inspectors investigated these concerns through discussions with the headteacher, governors, staff and pupils, and through observations in school. Inspectors found clear procedures to address issues relating to behaviour and pupils confirmed that these procedures are followed by teachers. Evidence shows that the school goes to great lengths to provide a supportive environment for all pupils. For example, the new nurture area, 'The Orchard', has been launched for just this purpose. Well-established communication between home and school ensures key messages are relayed effectively. Parents' and carers' views are invited through school surveys and at parents' meetings, as well as directly to the headteacher or more informally via other members of staff. Other individual concerns were also investigated while retaining confidentiality and are covered within the body of the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brough 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 70 completed questionnaires by the end of the on-site inspection. In total, there are 396 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	64	20	29	4	6	1	1
The school keeps my child safe	44	63	20	29	3	4	1	1
My school informs me about my child's progress	24	34	38	54	5	7	2	3
My child is making enough progress at this school	32	46	27	39	7	10	4	6
The teaching is good at this school	32	46	29	41	5	7	3	4
The school helps me to support my child's learning	21	30	38	54	6	9	2	3
The school helps my child to have a healthy lifestyle	23	33	40	57	4	6	1	1
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)	30	43	32	46	1	1	2	3
The school meets my child's particular needs	30	43	29	41	7	10	3	4
The school deals effectively with unacceptable behaviour	21	30	28	40	13	19	8	11
The school takes account of my suggestions and concerns	19	27	37	53	8	11	5	7
The school is led and managed effectively	35	50	26	37	2	3	6	9
Overall, I am happy with my child's experience at this school	36	51	24	34	5	7	5	7

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



12 May 2011

Dear Pupils

Inspection of Brough Primary School, Brough HU15 1AE

Thank you for your friendly welcome when we inspected your school recently. We appreciate the time you spent talking to us and showing us your work. We were particularly impressed with how well the school takes care of you and that you all come to school so regularly. Well done on your high attendance – keep it up!

We judge that Brough Primary School is a good school. Your headteacher and all the staff and governing body do many things well. A few things are outstanding. These include the excellent partnership work with businesses and schools as well as the first-class contributions you all make to the school and wider community. You told us that the links with the school in India are so exciting and allow you to understand much more about the wider world. All the adults in school know you well. Good teaching ensures you reach above average standards in your work. You achieve well and are well prepared for the next stage in your education. You know how to live healthy and safe lives.

Part of our job is to see what your school could do better. We have asked the adults to improve some things in the Early Years Foundation Stage, particularly the climbing equipment. We also want all of you to make absolutely certain you understand the levels at which you are working. Also, when you finish a piece of work, we would like you to think about and then write down more about how well you think you have done. Please remember to check the notes teachers make in your books about how to improve your work.

We send you our very best wishes for the future.

Yours sincerely

Jane Hughes

Lead inspector

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