

# Brougham Primary School

## Inspection report

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<b>Unique Reference Number</b>	111568
<b>Local authority</b>	Hartlepool
<b>Inspection number</b>	395571
<b>Inspection dates</b>	3–4 July 2012
<b>Lead inspector</b>	Clive Petts

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	291
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Graeme Foster
<b>Headteacher</b>	Julie Thomas
<b>Date of previous school inspection</b>	7 July 2009
<b>School address</b>	Brougham Terrace Hartlepool TS24 8EY
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## Introduction

### Inspection team

Clive Petts

Angela James

Lesley Richardson

Additional Inspector

Additional Inspector

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 22 lessons taught by 14 class teachers. They also observed intervention activities for small groups of pupils, talked to different groups of pupils about their learning and scrutinised in detail the work in pupils' books. Inspectors checked pupils' reading across the age range. In addition, inspectors held discussions with pupils, members of the governing body, staff and the school leadership partner. The inspectors observed the school's work and examined a range of documentation, including the school's records relating to pupils' progress and achievement, evidence relating to leadership and management, monitoring and evaluation, records of behaviour and safeguarding. They also took into account the questionnaires, returned by 37 parents and carers, 100 pupils and 46 staff.

## Information about the school

Brougham is a much larger than the average-sized primary school. Almost all pupils are of White British heritage, with very few at the early stage of learning English. Close to three times the average proportion of pupils is known to be eligible for free school meals. The proportion of pupils supported at school action plus or with a statement of special educational needs is above the average. This includes a very few pupils with visual impairment. There is a larger number of pupils whose circumstances make them potentially vulnerable than is found in many schools. The school meets the current floor standards which set out the government's minimum expectations for pupils' attainment and progress. The school has succeeded in gaining the Early Years Foundation Stage I CAN accreditation for speech, language and communication and the Investors in People award. A new headteacher has taken up post since the previous inspection, and at the time of her appointment, staffing was unsettled and staff absence rates were higher than average.

**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>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- Brougham is a satisfactory school. It is not yet good despite concerted action to ensure pupils fulfil their potential; a sustained pattern of at least average attainment by the end of Year 6 has not been achieved. However, the school has made considerable progress in the last 18 months, eliminating the legacy of underachievement. Strong features are the clear vision and resolve of the headteacher and the high quality of pupil care. All parents and carers appreciate how well their children’s specific needs are met. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Children enter the Nursery class and settle confidently to make good progress in the Early Years Foundation Stage. Over time, pupils’ progress in Years 1 to 6 is satisfactory, but the extensive improvement in the quality of learning is accelerating progress. Rapid progress is made in reading and writing. The current Year 6 pupils have achieved well to reach broadly average attainment in English and mathematics.
- The quality of teaching and its impact on pupils’ achievement over time is satisfactory. However, it is improving quickly with many good lessons observed. In lessons when imaginative approaches are adopted, pupils describe ‘learning coming alive’. When activities are not so well matched to pupils’ ability and they are less clear about how to improve, progress slows.
- The happy, friendly atmosphere encourages good and occasionally exemplary behaviour and good attitudes to learning. Pupils thrive on responsibility and show a good understanding of how to manage danger and risk. The decreasing persistent absence and average attendance demonstrate the increasingly productive engagement of parents and carers.
- Leadership and management are good. The positive drive to strongly improve achievement reflects the headteacher’s high aspirations. Teaching is extremely well managed and underperformance effectively tackled. The good curriculum provides a widening range of first-hand experiences and promotes good spiritual, moral, social and cultural development. The governing body are actively developing their role in checking and evaluating the school’s performance.

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

- Ensure that all teaching is at least good or better in order to accelerate pupils' progress and raise their attainment further by:
  - increasing the proportion of teaching that is imaginative and inspiring
  - ensuring a better balance between teacher-led learning and that which allows pupils to be fully and independently engaged
  - ensuring that assessment information is used effectively to plan activities that closely match pupils' age, ability and interests, especially in mathematics
  - making certain that tasks are well timed and constantly adapted keep pupils engaged throughout lessons
  - making certain questioning challenges pupils' thinking relentlessly to add to their knowledge and understanding
  - providing pupils with written well-defined steps to help them improve their work, especially in mathematics.

## Main Report

### Achievement of pupils

The all-out drive to improve the richness of pupils' learning experiences is leading to significant improvements in their achievement. Currently, attainment is rising quickly as crucial improvements become systematically embedded. The highly effective promotion of reading and writing has boosted enjoyment, helping to improve pupils' reading fluency and writing accuracy, particularly of boys. This is firmly underpinned by effective, fun approaches to the teaching of sound and letter relationships in the Early Years Foundation Stage. As a result, attainment gaps are narrowing quickly, although a little less rapidly in mathematics. A range of first-hand experiences captures pupils' interest and provokes their thinking well. For example, Year 6 pupils eagerly chatted and exchange ideas for a theme for a new stage show after watching *Shrek the Musical* in London. In lessons, pupils' enthusiasm was evident, especially when active, thought-provoking approaches grabbed their attention and held their interest. Despite the considerable improvement, pupils' achievement is satisfactory because the faster progress has yet to be maintained over time.

When they start school, children's skills are significantly lower than expected, particularly their speech, language and number skills. They make swift progress socially and emotionally, developing excellent self-control. During activities, they eagerly explore and investigate, excitedly chatting about their discoveries. All children in the Early Years Foundation Stage make good progress and their attainment is now closer to expected levels by the end of the Reception Year. At the end of Year 2, attainment is rising, although overall it remains below average. Historically, there has been a three year decline in overall attainment at the end of Year 6. In 2011, attainment in English and mathematics was well-below average. Pupils' more rapid recent progress, faster in English than in mathematics, is evident in unvalidated Year 6 tests in 2012. This has resulted in broadly average attainment overall, although it is higher in English than in mathematics. Despite the reversal of the decline in attainment, achievement over time remains satisfactory. The rigorous checking of pupils' progress shows that inconsistencies in patterns between groups of pupils are being successfully tackled. Disabled pupils and those who have special educational needs achieve satisfactorily. Their progress is quickening, because intervention and support accurately pinpoints and addresses

gaps in their learning. Those known to be eligible for free school meals make the same progress as their classmates. The very few pupils who speak English as an additional language make especially rapid progress and their achievement in individual cases is outstanding. Attainment in reading by the end of Year 2 is average. Younger pupils demonstrate good skills in making sense of words and using reading to discover and learn. In Year 6, substantial progress has been made promoting enjoyment of reading, especially that of boys. Pupils talk confidently about their favourite authors and their styles of writing. Currently, attainment in reading at the end of Year 6 is average. All parents and carers are rightly happy that their children's progress is good.

## Quality of teaching

Teachers and support staff enjoy excellent relationships with pupils, who respond positively to the high expectations for their engagement in lessons. All parents and carers agree. Improved teaching is demanding more of pupils. Disabled pupils, those who have special educational needs and those at the early stages of learning to speak English as an additional language are taught well. A wider range of interesting curricular experiences are stimulating pupils' imagination more effectively. In the Early Years Foundation Stage, children are encouraged to think creatively and are able to pursue their curiosity inside and outdoors. Early reading and writing skills are well taught. Good use is made of new technology to add to the variety of learning, including the learning for pupils with visual impairment. 'Partner talk' promotes opportunities for pupils to explain their ideas and think about those of their classmates. This successfully promotes their spiritual, moral, social and cultural development. However, opportunities are sometimes missed to match activities closely to pupils' abilities and interests, especially in mathematics. Occasionally, time is not always used efficiently enough to provide periods for pupils to reflect on what they have learnt, such as when considering how to organise their writing on a postcard. Although much progress has been made to enlivening learning, teaching is satisfactory because the impact on pupils' achievement has not been sustained in the longer term.

When progress is fastest, imaginative approaches give pupils the confidence to think of all the options when presented with a problem. For example, pupils were observed engrossed discussing whether London should be made a pedestrian area. Personalised questioning probes their knowledge and understanding well. Skilful interventions by staff provide effective support for children's early language development, prompting explanations and reasons for their choices, such as when considering options for patterns of counters illustrating odd and even numbers. Opportunities are created for pupils to practise their reading and writing skills in meaningful ways.

At times, activities are not sufficiently utilised to practise their numeracy skills. Helpful and constructive marking supports learning well, but it does not provide clear targets and well-defined steps to help them to improve. In lessons when progress is slower, there are occasions when too much time is spent on the same teacher-led task which leads to pupils losing concentration. Questioning does not challenge the thinking of individual pupils sufficiently to consolidate and extend their learning, especially that of the more able. Insufficient opportunities are provided to practise their skills and work independently.

## **Behaviour and safety of pupils**

In almost all classrooms there is a highly positive climate for learning because pupils' are keen to learn. In discussions, pupils report that they feel safe. All parents and carers agree. Pupils say that staff are always on hand for them to share a worry or concern and describe that any instances of inappropriate behaviour are managed effectively. They explain how well they are taught to identify risk and danger when using new technology. A very small number of parents and carers raised concerns about minor disruption in lessons. While there is a little minor disruption, this is well managed by staff so that it does not affect the quality of learning. Overall, pupils behave well, and sometimes exceptionally so. In lessons and during social times, behaviour is thoughtful and sensible.

Pupils enjoy the encouragement and rewards that their good behaviour, positive attitudes, improving attendance and achievement bring. They show a good grasp of what constitutes different types of bullying and what to do if they need help. Potentially vulnerable pupils benefit from the high quality care and guidance. The school provides an interesting programme of visits and visitors, including residential trips to an outdoor centre and a visit to London. Together, these support pupil's good spiritual, moral, social and cultural development well. Pupils grow in confidence, fulfilling the wide range of responsibilities given to them and are proud of their efforts to help with school improvement. The active promotion of the benefits that regular attendance brings and the rigorous monitoring day-to-day has led to improved attendance which is now average.

## **Leadership and management**

The headteacher, ably supported by increasingly assured senior leaders, has reinvigorated the school. Her robust and accurate analysis of the school's performance informs priority planning well. Staff share her ambition and vision for improvement. Consequently, a pattern of rapid progress and achievement is emerging. The excellent management of teaching has a sharp focus upon fostering staff's skills and talents. Performance management and professional development are closely linked to improvement priorities. This has helped to eliminate pockets of underperformance, accelerating school improvement. Increasingly, staff are a cohesive, closely knit team happily sharing their ideas and best practice.

Middle leaders are growing in confidence using their expertise to secure improvements. The supportive governing body are increasingly holding the school to account and shaping strategic direction. Effective use is made of partnership working, especially with specialist support agencies, to enhance the quality of pupils' learning. Equality of opportunity is much improved as barriers to learning are removed and gaps in pupils' attainment closed. Any discrimination is tackled effectively. Disabled pupils and those who have special educational needs are sensitively and thoughtfully integrated into all aspects of day-to-day life. The pattern of improvement and more rapid progress demonstrates the school's good and strengthening capacity for continued improvement.

The good curriculum is firmly focussed on making certain all pupils achieve success and fulfil their potential. The rapid progress improving reading and writing skills illustrates the sharper focus on pupils' outcomes, although this has yet to be fully matched in numeracy. A broad programme of personal development, themed events and interesting experiences promote pupils' enjoyment and their spiritual, moral, social and cultural development well. The school works hard to engage parents and carers in positive ways, providing opportunities for them

to support their children's learning. Safeguarding meets requirements with child protection practice particularly effective.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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 pupils' 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.
Floor standards	the national minimum expectation of attainment and progression measures
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 children. It describes Ofsted's main findings from the inspection of their school.**



5 July 2012

Dear Pupils

### **Inspection of Brougham Primary School, Hartlepool TS24 8EY**

We want to thank you all for the happy and friendly welcome that you gave the inspection team when we visited your school to see how well you were learning. We really enjoyed our time talking to you.

Brougham is a satisfactory and quickly improving school. We were impressed with the positive relationships your school has with your parents and carers and the way your staff encourage and support you to work hard. We were pleased by your good behaviour and the high-quality support that you receive. In discussions, it was obvious you feel safe and take much pride in your school.

The headteacher and the governing body have taken positive action to ensure that the school has improved. This can be seen in your faster progress, especially in your reading and writing. We have asked the school to make sure activities are a better match to your age and abilities, especially in mathematics. We have also asked your teachers to provide more lively activities which interest you, to test your thinking, knowledge and understanding and to encourage you to work independently. We have also asked that your teachers' use of questions constantly checks your thinking and regularly tests what you have learnt. Finally, we have asked that your teachers provide you with clear steps for improvement, so that your skills are improved with every new piece of work.

You can all play your part by attending regularly and continuing to work as hard as you can. All the very best for the future.

Yours sincerely

Clive Petts  
Lead inspector

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