

Brompton Westbrook Primary School

King's Bastion, Gillingham, ME7 5DQ

Inspection dates

13–14 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school

- The headteacher provides inspirational leadership. Leaders at all levels, including governors, have provided very strong support to help the school make rapid progress in the past three years.
- Since the previous inspection, the quality of teaching has been markedly improved, helping pupils of all abilities to make faster progress and reach higher standards.
- Teaching is good and sometimes of high quality. Leaders provide very effective guidance and support for teachers so that teaching has continued to improve.
- Pupils' behaviour is typically good in most lessons and around school. Pupils are polite and courteous and respect their teachers.
- Above average attendance reflects pupils' enjoyment of school.
- Parents and carers are very supportive of the school. They are especially appreciative of the high level of care the school provides for their children.
- Children in the Early Years Foundation Stage are making rapid progress, providing them with an outstanding start to their education.

It is not yet an outstanding school because

- In a few lessons, teachers do not make sure that pupils are clear about the expectations for their learning or build on previous learning effectively enough and this hinders the progress they make.
- Teachers do not always provide opportunities for pupils to think deeply for themselves or explain their thoughts fully.
- Teaching assistants do not always provide effective support and this means that learning is not consistent across all classes.

Information about this inspection

- Inspectors visited all classes and observed teaching in 28 lessons. Some of the lessons were joint observations with the headteacher or assistant headteachers. All teachers and support staff were observed.
- Inspectors looked at work in pupils' books and heard them read. They held discussions with a group of pupils to gather their views about the school.
- Inspectors looked at school documents, including development plans, school data to track pupils' progress, reports from external consultants and the local authority and documentation related to safeguarding.
- They held meetings with the headteacher and assistant headteachers, two governors, a representative from the local authority and other staff with leadership roles.
- They considered the views of 33 parents and carers in response to the Parent View survey and 29 responses to the staff questionnaire.

Inspection team

John Stewart Lead inspector	Additional inspector
Julie Sackett	Additional inspector
Diana Shepherd	Additional inspector

Full report

Information about this school

- Brompton Westbrook is larger than most primary schools.
- The school manages a Sure Start children's centre on the site but it was not part of the inspection.
- The proportion of pupils eligible for the pupil premium (additional funding for pupils in local authority care, from armed forces families or those known to be eligible for free school meals) is much higher than average.
- Most pupils are of White British origin with a slightly lower than average proportion from minority ethnic backgrounds.
- The proportion of disabled pupils or those that have special educational needs who are supported through school action, school action plus or statements is broadly average.
- A much higher than average proportion of pupils join the school at times other than in Nursery or Reception. Almost 40% of pupils join the school at different times of the year, many of them from armed forces families.
- The school meets the government's current floor targets, which set out the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - sharing more widely the outstanding practice that is already in school
 - making sure that pupils always know what the expectations are for learning and what they need to do to succeed
 - using questions that probe pupils' thinking and challenge them to provide extended answers more consistently
 - improving the support provided by teaching assistants by providing additional coaching and training for them.

Inspection judgements

The achievement of pupils

is good

- Children join the school with skills and knowledge at below the expected levels for their age, especially in language and communication skills. The on-site Sure Start centre has made a difference recently because it works very closely with the school to focus its attention on pupils' weaker skills. As a result, children are now better prepared to enter the school than in past years.
- Children are making rapid progress in the Early Years Foundation Stage because of the high-quality teaching and leadership. In the Nursery and Reception, they make good use of letters and sounds when reading stories and rhymes, helping the vast majority to make significant progress in reading from low starting points.
- Pupils make good progress throughout the school. Teachers use 'steps to success' effectively so that pupils in Year 1 are clear about how to improve their work, helping them to choose interesting words in their writing and poems. They make good progress in reading and use phonics effectively to help when words are difficult. Consequently, all groups of pupils in Year 1 were above average in the 2012 phonics national screening test.
- Standards are broadly average in English and mathematics by the end of Year 6, reflecting a significant improvement over the past three years.
- Progress is good overall and improving, though across the school and in different subjects some inconsistencies remain. Progress, although good in writing, has been slower than in reading and mathematics. A new scheme to integrate reading and writing skills is improving pupils' communication and writing skills so that they are now making similar progress in writing as in other areas.
- Standards and progress of pupils eligible for pupil premium funding are improving quickly throughout the school and, in some cases they make quicker progress than other pupils. This is because the school successfully uses the funding to provide additional staffing so that groups are smaller and pupils get more individual support, helping progress to accelerate, especially in their communication and writing skills.
- Staff check the progress of disabled pupils and those with special educational needs very regularly and provide additional support based on what they find out to help pupils make good progress.

The quality of teaching

is good

- In most lessons, teachers make sure that pupils know what they are expected to learn. This is a notable improvement brought about by outstanding leadership and management. Tasks and activities proceed at a brisk pace so that no time is wasted. Pupils work well on their own and with partners. They stay on task and complete work set for them almost all of the time.
- Warm relationships and consistently applied routines help children settle well in the Early Years Foundation Stage.
- In the best lessons, which account for the clear majority, pupils use 'steps to success' to evaluate their own progress and identify the next steps for their learning. Very occasionally however, the purpose of lessons is not clear, teachers and teaching assistants provide too much direction or tasks do not engage all pupils in what they have to do, slowing progress.
- Teachers plan work that is usually demanding for all pupils because they make good use of pupil progress information to match work to the needs of different groups. For example, this was particularly evident in a Year 2 mathematics lesson when all pupils made outstanding progress in their knowledge of how to break down numbers using place value to help them subtract.
- Teachers use questions frequently to check on what individual pupils have learnt and understand. However, they do not always make use of extra questions to increase the challenge

or probe pupils' deeper thinking, and this sometimes limits progress.

- Pupils do not get sufficient opportunity yet to use technology to enhance their learning as teachers do not always make the purpose of the task using technology clear, thus limiting challenge and progress.

The behaviour and safety of pupils are good

- Pupils' attitudes to learning are good and most behave well nearly all the time, responding very positively to the way the school is run. They take a keen interest in their work and enjoy learning. They work well with their classmates but also stay on task and complete work independently when they have the opportunity to do so.
- Very warm relationships underpin pupils' willingness to learn, participate in discussions and work with partners in most lessons.
- Most pupils consider that behaviour is good and bullying is infrequent. They have a good understanding of different types of bullying and know that adults will deal with any incidents quickly.
- The school has a small number of pupils that display challenging behaviour. Teachers usually manage their behaviour well. Occasionally, individual pupils' progress slows because they are not fully engaged in learning, especially if the pace of lessons slows.
- Pupils feel safe in school. They know that the site is secure and know how to keep safe in different situations, such as when using the internet.
- Many pupils join the school during the year and appreciate the support of 'buddies' to help them settle.
- Almost all parents and carers feel that their child is happy and safe in school and that behaviour is well managed. A minority do not consider that the school deals with bullying well but inspectors consider that the school has well-thought-out and rigorous systems in place to deal with any bullying.

The leadership and management are outstanding

- The headteacher has had a significant impact on raising standards and improving achievement since the previous inspection. She has very high expectations for staff and pupils and leads by example. She has built a strong team of senior and middle leaders, all of whom share her commitment and ambition for further improvement and play a significant part in the overall profile of leadership and management. The success of this is clear in the marked improvement in pupils' achievement and the school's effectiveness since the last inspection.
- The headteacher is extremely well regarded by most parents and carers, staff and the local authority. Staff morale is high and almost all staff are extremely positive about the leadership of the school.
- Leaders know just what the school does well and what needs improving. The school has rigorous systems to check on pupils' progress and to monitor the quality of teaching and uses the information they provide to plan for future improvements. Teachers' performance is managed very effectively and 'Teachers' Standards' are used rigorously to link pay and promotion to performance.
- Teaching continues to improve because lesson observations provide precise areas for development and teachers identify specific actions they need to take to improve. Leaders use coaching and continuous professional development particularly effectively to help teachers put new ideas into action. As a result, teaching has improved significantly in the past three years leading to much improved achievement.

- Teachers responsible for managing subjects and year groups check on the quality of teaching and pupils' progress in their areas very effectively. They provide regular reviews of their areas for senior staff and governors. They have action plans for future improvement, which very successfully feed into priorities of the school development plan, and provide support for others by leading staff meetings.
- Pupil premium funding has been used for additional staffing to make group sizes smaller and to respond to high pupil mobility. As a result, pupils eligible for support are making good progress, sometimes better than other pupils.
- The school promotes spiritual, moral, social and cultural development well. Despite high pupil movement in and out of the school, for example due to troop deployment, there are no tensions between pupils and they mix well together. All pupils are fully included in activities and discrimination is not tolerated.
- The local authority has rated the school at the lowest risk and has made infrequent visits to the school. A local authority adviser judged the school to be at least good very recently with significant improvement in the past three years because of the very strong leadership. Her lesson observation judgements were helpful to the school as they showed that the school leaders' evaluations are accurate.
- **The governance of the school:**
 - The governing body has clear knowledge of the school's strengths and what it needs to do to keep improving. Governors make sure that statutory responsibilities are met, such as making sure that safeguarding requirements are fully in place and effective. They make a valuable contribution to improvement planning and are effective in holding the school leaders to account for their actions. Governors have a good understanding of the link between performance and pay and promotion and make sure that incentives are used well. They have good knowledge of the quality of teaching from first-hand evidence. The budget is linked to school priorities and governors are very clear about the impact of the pupil premium on accelerated pupil progress as they have secure knowledge of performance data. Governors' training is up to date.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	118561
Local authority	Medway
Inspection number	405783

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	335
Appropriate authority	The governing body
Chair	David Bragger
Headteacher	Jane Heyes
Date of previous school inspection	8 December 2010
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