

Brompton Community Primary School

Station Road, Brompton, Northallerton, North Yorkshire, DL6 2RE

Inspection dates 18–19 December 2012

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

Summary of key findings for parents and pupils

This is a good school

- This very welcoming and caring school ensures that all pupils thrive and become confident, motivated learners.
- Most pupils make good progress in all subjects to achieve standards that are above average.
- Teaching is good because teachers have high expectations for pupils' behaviour and academic achievement.
- Pupils' behaviour is outstanding. They show very high levels of respect for each other and adults. Pupils' attendance is above average and their punctuality has improved.
- The headteacher very effectively leads the school and ensures that all staff and the governing body have the drive and capacity to continue to make at least good progress.
- The senior leaders make significant contributions to the improvements in teaching through effective leadership, high quality professional development and the rigorous procedures to check how well teaching is helping pupils to learn.

It is not yet an outstanding school because

- Too little teaching is outstanding.
- Too few pupils make outstanding progress over a substantial period of time because there are too many missed opportunities for pupils to practise their literacy and numeracy skills in all subjects.
- Teachers, when marking work, do not always make it clear how pupils can improve their work.
- There is an inconsistent approach to reviewing the targets teachers have set for their pupils.

Information about this inspection

- Inspectors observed 12 lessons. In addition, they made a number of short visits to lessons. They heard pupils read and looked at the work in their books.
- Meetings were held with two groups of pupils, the Chair of the Governing Body and two other governors, a small group of parents, leaders and the teaching staff in the school.
- Inspectors took into account the 29 responses to the on-line questionnaire (Parent View) and the school's recent parent survey.
- Inspectors looked at the work of the school and a number of documents including the school's data on pupils' current progress, documents relating to planning for improvement and procedures for checking the quality of teaching, documents relating to safeguarding and records relating to behaviour and attendance.

Inspection team

Barbara Hudson, Lead inspector

Additional Inspector

Jennifer Firth

Additional Inspector

Full report

Information about this school

- This is a smaller than averaged size primary school.
- Most pupils are from White British backgrounds.
- The proportion of pupils supported at school action is well below average. The proportion of pupils supported at school action plus or with a statement for special educational needs is below average.
- The proportion of pupils known to be eligible for pupil premium (additional funding for pupils who may be in care with the local authority, children of service families or pupils who are eligible for free school meals) is average.
- The school meets the current government's minimum floor standards, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Move good teaching to outstanding in order to improve pupils' achievement to outstanding by:
 - ensuring that teachers provide more opportunities for pupils to develop their literacy and numeracy skills by using them more in all other subjects
 - ensuring that all teachers, when they are marking pupils' work, make specific comments on how pupils can improve it
 - ensuring that all teachers carry out the school's policy for setting and evaluating pupils' targets consistently
 - maximising the time pupils are working in lessons by reducing the time pupils listen to teachers talking.

Inspection judgements

The achievement of pupils

is good

- Pupils achieve well. They thrive in a caring, nurturing learning environment. This excellent environment helps pupils to become confident, mature young people.
- Children joining the Nursery often do so with skills and abilities that are typical for their age. They make good progress in the Early Years Foundation Stage, particularly in their personal and social development.
- In Key Stage 1, pupils build upon the good start that they have had in the Early Years Foundation Stage. They make good progress in reading, writing and mathematics to reach standards that are above average. Since the last inspection, the standards that pupils reach by the end of Year 2 have improved year on year and at a faster rate than those nationally.
- In Key Stage 2, pupils continue to make good progress to reach standards that are well above average. Pupils' attainment is higher in mathematics and writing than in reading. The school is currently tackling this difference very successfully through 'literature circles' lessons, which are helping pupils to develop their comprehension skills further. Most pupils have an excellent knowledge of letters and sounds to help them read unfamiliar words.
- Pupils who are eligible for the pupil premium make good progress. This is because the additional funds that the school receives are used very well to provide additional teaching staff and resources.
- Pupils with special educational needs make good progress. This is because the teachers and teaching assistants match the needs of the pupil very carefully to the type of intervention that they provide. The impact of any intervention is rigorously evaluated to help pupils make good gains in their learning. If the intervention isn't having the desired outcome it is quickly altered to ensure that the pupil gets the best opportunity to make improvements in their learning.
- Whilst all pupils make good progress, too few pupils make outstanding progress over time.

The quality of teaching

is good

- The good quality teaching ensures that pupils make good progress throughout the school. Pupils say they find their lessons interesting and enjoyable. Parents are very appreciative of the good teaching that their children receive. Too little teaching, however, is outstanding.
- There are many strengths in teaching. For example, the relationships between staff and pupils are excellent. Praise is used effectively to encourage and motivate pupils to behave exceptionally well and try their very best with their work.
- Teachers give work which is suited to pupils' different needs so that all pupils learn well, whatever their ability. This was very evident in a Year 4 lesson about World War 2.
- Most teachers ask pupils very searching questions to get them thinking and to see how much they have understood. A good example of this was in a Year 6 lesson when the teacher was extending pupils' comprehension skills by asking questions that made the pupils interpret what they had read rather than just giving the facts.
- The focus on pupils' personal development effectively promotes their outstanding spiritual, moral, social and cultural awareness.
- There are some weaker features of teaching that stop some lessons being outstanding. For example, sometimes teachers talk for too long and this slows the pace of learning because pupils do not have enough time to work independently.
- Most teachers mark work in a way that helps pupils do better the next time, but this is not consistent.
- Most teachers are using the school's policy for reviewing the targets they have given pupils to achieve in their work.

The behaviour and safety of pupils are outstanding

- Pupils are highly respectful of each other and adults. They are very thoughtful and considerate. They have very positive attitudes to work and want to succeed. When they talked to inspectors, the pride that they have for their school and their achievements shone through.
- The staff's high expectations and consistent approaches as to what is expected helps pupils to behave exceptionally well at all times. For example, outstanding behaviour was seen in lessons, the dining hall and also through the school's production of 'Joseph and His Technicolor Dreamcoat'.
- Pupils say that they always behave well because they know that it is expected of them. In the school's recent parent questionnaire and in the responses on Parent View most parents agree that behaviour is a strength of the school.
- Pupils say that they feel safe in school and know that if they have a problem an adult will help them resolve it. They say bullying is rare and when it does occur it is dealt with effectively.
- Attendance is above average and punctuality has improved.

The leadership and management are good

- The headteacher's excellent communication skills ensure that all staff, governors and pupils are continually striving to be the very best, resulting in good improvement since the last inspection. She uses her skills exceptionally well to involve the whole school community in gathering and evaluating the work of the school and sharing the priorities for improvements.
- The school places children at the centre of its work. Staff are vigilant when applying the school's safeguarding policies. They are very careful to ensure that each individual child has equality of opportunity and no-one is discriminated against. Pupils say that they enjoy coming to school very much. Parents are very happy with the education that the staff provide for their children.
- The improvements in the quality of teaching and pupils' attainment are because the highly effective senior leadership team rigorously evaluates the quality of the school's work and uses the information gained to identify the right actions to take to develop it further.
- The investment in high quality professional development and the willingness of most staff to take on and implement new ideas is ensuring that teaching is continually improving. This is also followed up with rigorous checks of the quality of teaching and effective feedback to help teaching staff to further improve their work. Performance management is integrated well into this process and is used well in the salary progression processes. Senior leaders are aware of the need to ensure that more teaching is outstanding and that there is a consistent approach to the way teachers mark pupils' work and the use of pupils' targets.
- The rigorous analysis of pupils' progress and the standards they achieve is very effective. Where weaknesses are found the issue is tackled rigorously. The senior leadership team holds meetings with staff to ensure that all pupils in their class are making at least good progress.
- Staff who have responsibility for a subject are effectively gathering information about their areas and writing action plans to guide improvement. This work is having a positive impact on making sure that pupils' achievements in one subject are not lagging behind another, such as in relation to the work to improve attainment in reading.
- Pupils and staff find the school's revised curriculum very interesting. It provides many opportunities for pupils to develop their outstanding spiritual, moral, social and cultural awareness. It is helping to raise standards in all subjects. There are particular strengths in music and sport which help to improve pupils' self-esteem and confidence. Pupils also have access to a wide range of clubs which they enjoy. Opportunities for pupils to use skills they have already learnt are not provided as extensively as they could be in some subjects.
- Good financial management ensures that the school provides good value for money. The

management of the pupil premium funding is evaluated rigorously to ensure that the deployment of staff and resources purchased are having a positive impact on pupils' progress.

■ The local authority has provided the appropriate support for this good school.

■ **The governance of the school:**

– Through the detailed information provided by the headteacher, the governing body has a good understanding of the school's strengths and weaknesses, and about the quality of teaching and arrangements for managing the performance of staff. Individual governors within the governing body have undergone recent changes in their roles and responsibilities and as a consequence they are in the process of becoming familiar with their new roles.

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	121372
Local authority	North Yorkshire
Inspection number	403459

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	162
Appropriate authority	The governing body
Chair	Joy Rowley
Headteacher	Jane Byrne
Date of previous school inspection	11 January 2008
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