

Brougham Primary School

Brougham Terrace, Hartlepool, County Durham, TS24 8EY

Inspection dates 27–28 February 2014

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		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most children start school with skills that are well below those typically expected for their age. They make good progress and achieve well in the Early Years Foundation Stage.
- Pupils continue to make good progress across Key Stages 1 and 2 in reading, writing and mathematics to reach average standards overall by the end of Year 6. This represents good achievement from their individual starting points.
- Pupils with special educational needs, those who speak English as an additional language and those supported by extra funding, make good progress owing to high-quality intervention and support.
- Teaching is good. Questioning is used well to extend pupils' understanding and ensure they make good progress.
- The school provides a calm, supportive atmosphere where the talents of all pupils are valued and nurtured.
- Pupils' behaviour is good. They show high levels of respect to adults and each other and say that they feel safe in school.
- The strong and decisive headteacher is well supported by the skilful deputy headteacher and dedicated governing body. Together they have had a fast and positive impact on teaching and achievement for pupils in this improving school.

It is not yet an outstanding school because

- In mathematics, especially in Key Stage 1, pupils do not move on to learning new skills as soon as they are ready and this slows their progress.
- There is a shortfall in knowledge about the teaching of mathematics in general and in calculation in particular. Pupils do not have enough chances to apply their skills in mathematics.
- Teaching is good rather than outstanding. The interest of pupils is not always sustained and the level of challenge drops for all groups of pupils.
- Marking does not always make it clear to pupils how to make their work better next time or allow for pupils to act on advice given.

Information about this inspection

- Inspectors observed 17 lessons or parts of lessons. Four observations were conducted jointly with senior leaders. The inspectors also observed pupils being taught in small groups and listened to pupils from different year groups reading.
- Discussions were held with pupils, the headteacher and deputy headteacher, senior leaders, middle leaders, members of the governing body, a representative of the local authority. A discussion was held with the headteacher of Springwell School about pupils who have dual registration.
- Inspectors observed the overall work of the school and looked at a number of documents, including the school’s data about pupils’ current progress. In addition, the inspectors reviewed documents relating to safeguarding, governance, behaviour and attendance.
- Inspectors took note of the school’s most recent survey and held discussions with parents at the start of the school day. There were insufficient responses to the on-line questionnaire (Parent View) to allow results to be shown.
- Inspectors looked at a range of other evidence, including displays, the school’s website and evidence relating to the school’s wider achievements beyond the classroom.

Inspection team

Margaret Armstrong, Lead inspector	Additional Inspector
Geoffrey Seagrove	Additional Inspector
Stephen Fallon	Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- The proportion of pupils eligible for support through the pupil premium is well above average. The pupil premium is additional funding for those pupils known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The large majority of pupils are of White British heritage. The remaining pupils are from a range of minority ethnic backgrounds. The number of pupils who speak English as an additional language is average.
- The proportion of pupils supported at school action is well above average.
- The proportion of pupils supported at school action plus or with as statement of special educational needs is above the national average.
- A very small number of pupils have dual registration with Springwell School.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school provides lunchtime and after-school clubs, which are run by school staff and external coaches.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding by:
 - sharing more widely the outstanding practice that is already evident in the school
 - making sure that pupils' interest is sustained by challenging them and checking that the pace of lessons is just right for pupils of all abilities
 - ensuring that the marking of pupils' books consistently gives clear guidance to pupils about how to improve their work and time to act on advice given, particularly in mathematics.
- Raise standards in mathematics, particularly in Key Stage 1, by:
 - reviewing and adjusting the school's policy on the teaching of calculation and ensuring a good balance between what pupils already know and the new skills they have to learn
 - offering more opportunities for pupils to apply their skills in real-life problem-solving activities
 - providing high quality training to extend the skills and confidence of teachers in the teaching of mathematics.

Inspection judgements

The achievement of pupils is good

- Most children start school with skills that are well below those typically expected for their age, with particular weaknesses in their literacy skills. Experienced adults settle the children quickly and help them to develop their speaking skills well. This was seen in a lovely 'Morning Welcome' where children were actively encouraged to join in with rhymes and action songs. Consistently good teaching ensures children make good progress across the Early Years Foundation Stage. As a result, by the end of the Reception Year many are working at the level expected for their age.
- Learning in letter and sounds (phonics) is good and enables pupils to achieve levels which are average in the Year 1 screening check. This helps pupils to make equally good progress in their reading skills. They confidently sound out simple and more difficult words using their understanding of the sounds made by individual letters and groups of letters.
- Attainment is average by the end of Year 2. Pupils make good progress in Key Stage 1 overall. However, they make better progress in reading and writing than they do in mathematics. This is because teachers do not always teach calculation in an orderly fashion and this means some pupils have gaps in their knowledge and understanding. Older pupils do better in mathematics because teachers provide more opportunities to work on tasks which challenge their thinking and give them many chances to apply their skills when solving problems.
- Over time, there has been rapid improvement in the attainment of pupils at the end of Year 6. The results of national tests were well below average two years ago, although steadily rising, and in 2013 standards were broadly average in reading, writing and mathematics. Attainment for the present Year 6 indicates that pupils are on track to maintain, and even improve upon, these levels. This represents good progress from these pupils' individual starting points.
- Progress in reading is speeding up because teaching ensures reading is a priority across subjects and all years. Pupils of all ages speak enthusiastically about the books and authors they enjoy when reading at home and at school. In the words of one Year 6 pupil, 'I love reading all sorts of books. I read all the time.'
- Standards in writing are rising. This is because many pupils are growing in confidence in spelling because teaching has provided a more secure knowledge about letters and their sounds.
- The progress of the most able pupils is much improved and is now good with more pupils achieving the higher levels. This is linked to more effective teaching which ensures these pupils are set work which moves their learning swiftly.
- By the end of Year 6, pupils supported by the pupil premium, including those known to be eligible for free school meals, make good, and sometimes better progress compared with other pupils. Their standards are higher than those of others nationally in reading, writing and mathematics. Funding is used to give access to a wide range of extra-curricular activities and to provide additional resources when they are needed. As a result, in 2013 pupils who were known to be eligible for free school meals made the same rate of progress as their classmates in reading, writing and mathematics.
- Disabled pupils and those with special educational needs, including those who have dual registration, and those who speak English as an additional language achieve well because their progress is tracked carefully and they receive skilled and timely support from both teachers and teaching assistants.
- The school is very clearly focused on identifying pupils who are at risk of falling behind and concentrates on ensuring that all pupils make at least good progress. This clearly shows the school's commitment to promoting equality of opportunity and tackling discrimination.

The quality of teaching is good

- Teaching over time has improved and now is consistently good and an increasing proportion is

outstanding. As a result, progress and attainment are rising.

- Pupils learn from each other because they have many opportunities for discussion and working creatively together. Activities are interesting and questions used well to extend learning. In science in Year 2 for example, effective use of probing questions extended pupils' understanding of the life cycle of a butterfly. By the end of the lesson, the most able pupils confidently described the main stages of a butterfly's development.
- These strengths are not evident in all teaching and occasionally, the speed of pupils' learning is misjudged and some activities go on for too long or new activities add little to pupils' learning. As a result, the level of challenge diminishes and pupils' progress slows.
- Most teaching excites pupils as, for example in Year 4, when the teacher used her own expert knowledge to encourage the most able pupils to include more 'fascinating facts' about tigers in their informative leaflet about a zoo. This accelerated their progress and they achieved very well. However, teaching is less effective when work is not pitched at the correct level so that some pupils find it easy and others too difficult.
- Teachers use pupils' enthusiasm for topics effectively and this especially enhanced learning in Year 6 where pupils' enjoyment of the book they are reading was a significant stimulus for their writing. Pupils used the examples for their own writing and included vivid descriptions of settings and included phrases such as 'fiery flames licked the sooty, black chimneys' in their intriguing writing. Regular checks as pupils worked kept them hard at work.
- Good teaching in the Early Years Foundation Stage enables children to settle quickly as they enjoy learning both indoors and outdoors. The variety and wealth of activities have a clear focus on extending children's learning. Staff understand their emotional and welfare needs extremely well and show considerable care for children. Children thoroughly enjoy learning in the exciting outdoor area. A small group of children, for example, were observed working very industriously together to count seeds while others practised writing numbers on a hopscotch grid.
- Pupils' books show that, increasingly, teachers make good links between subjects and ensure pupils use their skills in reading, writing and mathematics to share information in a wide range of ways. This is seen in their use of timelines in history and their research to write a diary about jungle life.
- Well-trained teaching assistants work closely with teachers. They complement learning very successfully, supporting groups and individuals within, and outside, the classroom. Their work with those who find learning more difficult is particularly effective.
- Teaching of mathematics is effective overall but in Key Stage 1 time is not always used well as pupils spend too long going over what they already know rather than learning new skills as soon as they are ready. This is not always the case as was seen in Year 2 when the task was challenging and pupils moved on well to apply their skills to solve two-step word problems. However, across the school pupils do not have sufficient opportunities to apply their skills when solving problems.
- Marking is positive and helpful, constantly informing pupils when they have done well. However, marking does not consistently suggest how pupils can improve and insufficient time is put aside for pupils to make the improvements that teachers have identified.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Staff consistently apply the code of behaviour which pupils understand well. Pupils feel good behaviour is recognised in the weekly 'Golden Assemblies' and this encourages them to behave well and do their best. In most lessons, they listen carefully and show a high level of interest in learning. As a result, behaviour in lessons is good and often exemplary.
- Pupils say there is little disruption to their lessons, although they report there can be some 'silly behaviour' at times. This is because in some lessons pupils are not sufficiently challenged or inspired to learn. When this is the case, a few pupils lose interest and become distracted.
- Pupils behave well in the playground and around the school and are sociable in the dining hall.

They look out for each other and take turns sensibly when playing team games. For example, the good behaviour seen in a school assembly, which focused on the theme of 'Feelings', contributed well to good spiritual, social and cultural development. Pupils were observed giving their all when singing 'Together' and this demonstrates the pride they have in their school.

- The school's records of behaviour confirm that behaviour has been good over the past few years. The few pupils who find it difficult to behave well are very well managed by the school and their behaviour has improved rapidly. Strong links with Springwell School ensure pupils with complex emotional, social and behavioural difficulties, including those who have dual registration, are very well supported and achieve well.
- Pupils show maturity and enjoy taking on responsibilities. For example, they act very responsibly as school councillors, playground friends and classroom monitors. Pupils are polite and eager to talk about their school. They respect one another and work and play well together. They develop social skills well through the lunchtime and after-school clubs. Pupils spoke excitedly of their enjoyment of a range of activities including gardening, tag rugby and dodge ball.
- The school's work to keep pupils safe and secure is good. Parents and pupils are certain that pupils are safe and happy in school and there are highly effective procedures to ensure that this is indeed the case with all adults offering sensitive care to pupils. Pupils talked openly, for example, about their good understanding of the 'Internet Rules' and they know adults expect them to adhere to them.
- Pupils are aware of different forms of bullying, including cyber-bullying or racism. They recognise that it can occur but strongly believe that instances are rare. Pupils say that staff are very approachable and listen carefully to their concerns which are dealt with quickly and effectively. In the words of one pupil, 'I think my school is brilliant because whenever you have a problem someone steps in to help.' Pupils say they try hard to solve problems between themselves or by asking the 'playground leaders' to help them.
- As a result of robust initiatives introduced by the school, including the 'Arrived Late' slips and 'Attendance Plans', to encourage pupils to attend regularly and on time, attendance has improved noticeably and is now average. The number of pupils who are persistently absent has decreased. This is because pupils enjoy their lessons and because of the many exciting topics they study.

The leadership and management are good

- There have been considerable improvements in many aspects since the last inspection. The headteacher, working closely with the skilful deputy headteacher, has been relentless in her drive to improve the quality of teaching and raise standards. She has very high aspirations for her staff and pupils. As a result, there is a welcoming, safe and caring environment which enables teachers and pupils to flourish and do their best. Staff morale is pleasingly very high. The school is well placed to move forward.
- Leaders ensure that self-evaluation is comprehensive and accurate. The school's improvement plan reflects a good understanding of where the school needs to improve. Leaders have successfully addressed all of the issues from the previous inspection and have actions in place to speed up pupils' progress in mathematics especially reviewing the calculation policy.
- The headteacher and deputy headteacher regularly check the quality of teaching; they clearly understand what constitutes good teaching and judge it accurately. They are precise in their feedback to teachers and offer clear advice on how to improve. Consequently, an increasing proportion of teaching is outstanding although a few weaker aspects remain.
- The school has introduced new leadership responsibilities, which are clearly focused on further improving teaching and standards. All members of the senior leadership team welcome and thrive upon the responsibility and accountability offered to them. However, although improving strongly, leadership and management are not yet outstanding because some managers are new to their roles and actions have not yet had time to have a full impact on raising achievement. There has been insufficient training to help teachers gain an understanding of how to teach

mathematics.

- Leaders monitor the work of their areas of responsibility carefully and have been instrumental in bringing about improvements in the way pupils' progress is tracked and in the quality of teaching in a range of subjects. This can be exemplified in the work of the science leader who has worked diligently to ensure pupils have ample opportunities to explore and investigate. As a result, pupils speak highly of their enjoyment of practical work in science.
- The system of setting teachers targets is managed well and appropriate objectives for improvement and professional development opportunities are matched to the needs of the school and the measurable progress that pupils make. Salary rewards are linked to the achievement of targets.
- Funding to support the learning of those pupils who are eligible for the pupil premium has been used thoughtfully to develop their basic skills and to purchase appropriate equipment and offer pupils extra cultural experiences through visits and extra-curricular activities. As a result, they make the same rate of progress as other pupils in the school.
- The curriculum meets the needs of pupils well. It is focused on developing pupils' basic skills in reading, writing and mathematics. Pupils make a variety of visits to learn about different places and times, and Year 5 pupils enjoy the challenges of an annual visit to an outdoor activities centre. Visitors to the school extend pupils' experiences through sport, music and dance. In particular, pupils enjoy the 'Special Days' which are planned to help increase their awareness of important personal qualities including honesty, respect and fairness.
- The new primary school sports funding has been used effectively to develop competitive sports, to use coaches to develop teachers' expertise in teaching tennis and gymnastics and to introduce new sports, such as rugby. Pupils say they enjoy their lessons and teachers welcome the development of their skills alongside the coaches. These are contributing well to pupils' physical development and well-being.
- Good partnerships with a number of local schools has several benefits. This ensures a smooth transition for pupils moving to secondary school and supports the school's improvements by the sharing of expertise and good practice.
- Safeguarding policies and procedures fully meet requirements. Record keeping and staff training are fully up to date.
- The local authority works effectively with the school. It has provided tailored support and training which has led, for example, to improvements in the quality of teaching
- **The governance of the school:**
 - The governing body offers highly effective support and increasingly rigorous challenge to the school. It has reviewed and improved its effectiveness through well-targeted training and through skilfully applying the professional skills of governors to specific roles within school. Governors review data and information about teaching and are well informed about the progress pupils make and the quality of teaching across the school. They know well the school's strengths and areas for development and they share the headteacher's high ambitions for the school and for raising the achievements of its pupils. Governors increasingly hold senior leaders to account, for example, in checking the use of the pupil premium funding and how it has made a difference to the achievement of pupils. They are fully aware of the link between teachers' salary and pupils' performance.

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	111568
Local authority	Hartlepool
Inspection number	430883

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	314
Appropriate authority	The governing body
Chair	Graeme BATTERY
Headteacher	Julie Thomas
Date of previous school inspection	3 July 2012
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