

# Bromstone Primary School

Rumfields Road, Broadstairs, CT10 2PW

**Inspection dates** 3–4 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Leaders, staff and governors have improved teaching, pupils' achievement and behaviour since the previous inspection.
- Leaders, teachers and support staff all work well together to do the best for pupils and their families.
- Pupils show positive attitudes to learning and their behaviour is good in lessons and around the school.
- There are effective procedures to ensure that pupils are safe. As a result, pupils feel safe and well looked after by staff.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils are courteous and show kindness and respect for others. They are well prepared for life in modern Britain.
- A good range of clubs and visits support pupils' learning and their personal development.
- Good teaching is having a positive impact on pupils' learning and achievement.
- Teachers' expectations of what pupils can achieve are higher than at the last inspection. Teaching successfully engages the pupils, with clear explanations and good questioning to check their understanding.
- Effective feedback helps pupils to improve their written work.
- Pupils make good progress from their starting points. By the end of Year 6 in 2014, attainment was above average, with particular strength in reading and writing.
- Effective provision in the Reception classes enables children to make good progress in all areas of learning.

### It is not yet an outstanding school because

- Pupils' achievement in mathematics is not as strong as in reading and writing.
- In a few classes, work does not challenge all abilities at the right level. In particular, it is not challenging enough for the most able.

## Information about this inspection

- The inspectors observed teaching and learning in all classes. Some lessons were seen jointly with the executive headteacher, the head of school and the deputy headteacher.
- Pupils' work was scrutinised and the information about their attainment and progress was analysed.
- Discussions were held with the executive headteacher, other staff, a representative from the local authority, governors and pupils.
- The inspectors took account of the 67 responses to the Ofsted online survey, Parent View, and the school's own survey of parental views.
- Questionnaires from 48 staff were taken into account.
- The inspectors examined a range of documents, including: school policies; safeguarding procedures; and the school's self-evaluation and improvement planning.

## Inspection team

Derek Watts, Lead inspector

Additional Inspector

Jan Edwards

Additional Inspector

David Westall

Additional Inspector

## Full report

### Information about this school

- This is a much larger than average-sized primary school.
- Over three quarters of the pupils are White British. Other pupils are from a wide range of minority ethnic heritages.
- The proportion of disabled pupils and those with special educational needs is above average.
- There is specially resourced provision for five pupils with special educational needs with hearing and visual impairments. These pupils are integrated into classes with adult support.
- An above-average proportion of pupils are disadvantaged and are therefore eligible for the pupil premium. The pupil premium is additional funding for looked-after children and those known to be eligible for free school meals.
- All the children in the Reception classes attend full time.
- The proportion of pupils who join or leave the school part way through the year is much higher than average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Since June 2014, the school has been led by an executive headteacher and a head of school. The executive headteacher is also headteacher of a local infant school. New leaders of English and the early years provision have been appointed recently.
- A house system was introduced in September 2013.

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

- Strengthen the good teaching in order to raise achievement further, particularly in mathematics, for the most able and for pupils supported by the pupil premium, by:
  - ensuring that work is demanding enough in all classes
  - increasing opportunities for pupils to apply their numerical skills to solve problems and for them to decide how best to record and present their answers in mathematics.

## Inspection judgements

### The leadership and management are good

- Leaders and staff have brought about considerable improvement since the previous inspection. Pupils are achieving well because they receive good teaching. There are also improvements in pupils' attendance and behaviour.
- The relatively new senior leadership arrangements of an executive headteacher and head of school are working well. Leaders and staff work well together and show commitment and determination to move the school further forward. The leaders of the school houses make valuable contributions to pupils' personal development, particularly improving attendance and behaviour.
- Leaders' checking of the school's performance has strengthened since the previous inspection. As a result, senior leaders and subject leaders have an accurate overview of the school's strengths and areas for improvement. Leaders have successfully established a culture in which teaching improves and pupils behave well. Consequently, achievement has improved, particularly in reading and writing, and leaders are correct to focus, currently, on raising achievement further in mathematics.
- The leadership of English, mathematics, special educational needs, the specialist provision and the early years provision is effective. New leaders have quickly settled into their posts. All subject leaders effectively check pupils' progress and the quality of their work. They take decisive action to improve their area of responsibility. As a result, teaching and achievement have improved in their areas of responsibility.
- Improvement in teaching is a key factor in the school's success. Arrangements for teachers' performance management help to improve the quality of teaching because targets for development are focused on boosting pupils' achievement. Newly qualified teachers receive good coaching, mentoring and support from experienced colleagues. Highly effective teachers are used well to develop the skills of other teachers. This action ensures that teaching continues to improve.
- Leaders and staff make sure that pupils are well behaved and safe. Consequently, pupils feel safe and are well looked after by the staff. Safeguarding is effective and all statutory requirements are met.
- Pupils' spiritual, moral, social and cultural development is promoted well. The school's agreed values of courtesy, kindness, cooperation, excellence, respect and equality are successfully fostered throughout the school. Pupils show an appreciation and good understanding of different cultures and religions. What they are taught and the values they live by in school prepare them well for life in modern Britain.
- A broad and interesting range of subjects enables pupils to achieve well. The close focus on reading and writing enables them to improve their skills. Leaders and staff are currently improving learning opportunities in mathematics, but it is too soon to evaluate the impact of these initiatives. Pupils enjoy the additional learning activities provided, such as clubs, sport and educational visits. The range of subjects and other opportunities successfully stimulate pupils' commitment to learning.
- Discrimination is tackled effectively. All groups of pupils have full access to the learning activities on offer. Pupils with hearing and visual impairment are fully included in lessons and the life of the school, and achieve well.
- Pupil premium funding is used well to provide disadvantaged pupils with additional support in reading, writing and numeracy. The funding and support are having a positive impact on pupils' achievement, especially in reading and writing.
- The primary sport grant is used effectively to extend pupils' opportunities for sport and physical development. A specialist physical education teacher and external coaches provide good teaching for pupils. There are well-planned and implemented programmes to improve the skills of staff. As a result, pupils participate well in competitive sports against local schools and gain in health and physical well-being.
- The local authority has provided good challenge and support during the school's journey of improvement. The impact of local authority support shows in better teaching and achievement. Through careful monitoring, the local authority has an accurate overview of the school's performance.
- **The governance of the school:**
  - Governance has much improved since the previous inspection and is effective.
  - Members of the governing body are supportive, provide appropriate challenge to the leaders to account for the school's performance and have high aspirations for its further improvement.
  - They have an accurate and realistic overview of the school's performance. They analyse pupil performance data well and so have a good understanding of pupils' attainment and progress.
  - Governors have an accurate overview of the quality of teaching and check its impact on pupils'

progress. They understand requirements relating to the management of staff performance and ensure that promotion and salary increases are based on the progress that pupils make. They check that effective action is taken to improve any teaching that is less than good.

- Governors ensure that additional funding for disadvantaged pupils is used properly and question the impact of spending on these pupils' achievement.
- The governors ensure that all safeguarding procedures are robust and meet requirements.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good.
- Since the previous inspection, leaders and staff have worked well together to foster pupils' positive attitudes and promote the good behaviour which enables them to learn well, including those with hearing and visual impairments. The improvement in pupils' behaviour is having a positive impact on their learning and achievement.
- Pupils clearly enjoy school, especially the additional activities provided. They told inspectors with enthusiasm: 'We have fun while learning', 'We learn lots of new things', and 'The clubs are really good.'
- In lessons, pupils show a keen interest in their learning. They are attentive and cooperative and participate well in the activities provided. They take care and pride in their presentation of work. When teaching is fully engaging, they demonstrate impeccable attitudes to learning and exemplary behaviour. Occasionally, behaviour is a little less positive when work is not sufficiently challenging.
- Behaviour is good in the dining hall, in the playground and when pupils are moving around the school. The school's records show that behaviour is typically good.
- The school's values are promoted well by all staff throughout the school. As a result, pupils are courteous, cooperative, kind and respectful to others. They demonstrate an appreciation and a good understanding of different cultures and faiths. The house system is contributing well to teamwork and to pupils' personal development.
- Pupils willingly take on additional responsibilities, such as serving on the school council or being house captains.
- Attendance has improved because of the action taken by the school. It is, currently, broadly average.

### Safety

- The school's work to keep pupils safe and secure is good.
- Safeguarding is a high priority and leaders and staff take effective steps to ensure that all pupils, particularly the most vulnerable, are well cared for and protected.
- All staff have had recent training in child protection and safeguarding. Appropriate safeguarding checks are carried out before any staff are employed.
- Senior leaders and site staff carry out regular risk assessments and ensure that the school is a safe place for pupils. The systems for checking and recording safety matters ensure that any concerns are quickly dealt with.
- Positive relationships are established with pupils, who know they can turn to adults if they are worried or upset. Pupils say they feel safe at school and are well looked after by the staff.
- Pupils know how to keep themselves safe at school, at home and on the roads. They demonstrate a good understanding of how to keep themselves safe when using the internet.
- Pupils show a clear understanding of bullying and the different forms it can take. Discussions with them and the school's records of incidents confirm that bullying in the school is rare. Pupils are also confident that if bullying were to occur, it would be swiftly dealt with.

## The quality of teaching is good

- Improvements to teaching have been and remain the key to raising pupils' achievement. Teaching is promoting good progress for different groups of pupils, especially in language, literacy and reading. In some classes, pupils make rapid progress because of outstanding teaching of these skills.
- The weaknesses in teaching identified in the previous inspection are largely eradicated. Teachers' expectations of what pupils' can achieve and how they should behave are higher. Pupils respond well to

these higher expectations.

- Teachers use assessments of pupils' attainment effectively to plan their teaching and help to ensure that work set is well suited to the needs of different groups. Just occasionally, work does not challenge pupils at the right level. In particular, work is not always sufficiently demanding to challenge and fully extend the most able.
- Teachers effectively share the purpose of the lesson with the class. Pupils, therefore, know and understand what they are expected to learn.
- Teachers' explanations and instructions are clear and informative. Questioning is used successfully to challenge pupils' thinking and to check how well they have understood new learning.
- Disabled pupils and those who have special educational needs, including those with hearing and visual impairment, receive good teaching and effective support that is specific to their needs. Consequently, all these pupils make good progress.
- Pupils know what they are aiming for because their teachers set them specific learning targets for writing and mathematics. The marking of pupils' work is effective. Teachers provide praise and encouragement for good work and constructive comments help pupils to improve.
- Stronger teaching of phonics (letters and the sounds they make) is having a good impact on pupils' progress in this essential area of reading. Teachers and teaching assistants provide good guidance and use questioning skilfully to help pupils understand different texts. Pupils are provided with valuable opportunities to apply their reading skills in different subjects.
- The teaching of writing is a strength in the school. Pupils are given many opportunities to write for different purposes and in different styles. Here too teachers provide good guidance and demonstration to help pupils improve their writing skills in English and in other subjects. The teaching of grammar, punctuation and spelling is very effective and pupils' work is, therefore, usually accurate.
- In mathematics, teachers use explanations and demonstration well to deepen pupils' understanding of calculation and mathematical operations. Opportunities for pupils to apply their mathematical understanding and skills to solve mathematical problems are improving, but good practice is not yet consistent across the school. In problem-solving work, pupils do not always have opportunities to decide for themselves how to record results and present their findings.

### The achievement of pupils

is good

- Effective action has been taken to raise pupils' achievement. Pupils are making good progress across the school, particularly in reading and writing. Pupils of minority ethnic heritage achieve as well as others.
- By the end of Year 6 in 2014, pupils' attainment was above average in reading and writing and just ahead of that seen in most schools in mathematics. The 2014 year group of pupils made at least good progress from their starting points.
- Attainment by the end of Year 6 is affected by many pupils who join the school during term time. New arrivals often enter with specific learning needs and low attainment. Most make good progress because their needs are quickly assessed and they receive good teaching and support. However, they do not always have time to take full advantage of the good quality of education the school gives them before they take the national tests in Year 6.
- The achievement of the most able pupils has improved. By the end of Year 6, in 2014, an above-average proportion of pupils attained the higher levels in reading and writing. However, fewer attained the higher levels in mathematics. In the current Year 6, there are still fewer pupils on course to attain the higher levels in mathematics than in reading and writing. There are times in lessons, especially in mathematics, when the most able are not extended enough in their learning.
- Disabled pupils and those with special educational needs, including those with hearing and visual impairments, make good progress. This is because the work set and the support provided are well suited to their specific learning needs.
- In 2014, Year 6 pupils supported by the pupil premium attained lower standards than their classmates in reading, writing and mathematics. These pupils were about 20 months behind the others in mathematics, about eight months behind in reading and about six months in writing.
- When compared with all pupils nationally, disadvantaged pupils at Bromstone were 12 months behind in mathematics. They attained similar standards in reading and were four months ahead of others, nationally, in writing. The school is successfully closing gaps in attainment, albeit more quickly in reading and writing than in mathematics.
- Pupils enjoy reading and make good progress. The proportions of pupils who reached the nationally expected standard in the Year 1 phonics check were below average in 2013, but improved in 2014 to

above average. Pupils apply their reading skills well to find useful information and older pupils read particularly well.

- Pupils' achievement in writing is a real strength. Pupils write well for different purposes and in different styles. Grammar, punctuation and spelling are developing very well. Pupils' handwriting is fluent and joined. Pupils apply their writing skills successfully in a range of subjects. For example, pupils in Year 4 produced detailed and factual reports on 'Why the Romans invaded Britain'. In Year 6, pupils used research skills well to write an account of, 'What it was like in a Tudor theatre'.
- In mathematics, pupils' attainment and progress are not as strong as in reading and writing. Most pupils acquire knowledge and understanding of calculation and mathematical operations. Their application of numerical skills to solve problems is developing, but this aspect of mathematics is not consistently good across the school.

### The early years provision

is good

- The early years provision is well led and managed. The leader, teachers and support staff work well together in planning interesting indoor and outdoor activities for the children. Systems for assessing and recording children's achievements are effective.
- Children enter the Reception classes with knowledge, understanding and skills lower than those typically found for their age, particularly in their language and numeracy. Children make good progress in all areas of learning because of good teaching. In 2014, an average proportion of children reached a good level of development, a successful result given these children's skills on entry to Reception.
- Teaching is good and interesting activities are usually well suited to the needs of different groups. Just occasionally, activities are not set at the right level of difficulty for all the children and they do not learn as well as they should.
- Areas set aside for role play are imaginative and help to promote creativity and language. For example, children thoroughly enjoyed learning about the emergency services and people who help in the event of difficulty. They became medics, police officers or fire fighters. They acquire and used new vocabulary well.
- The teaching of phonics is good and children develop a clear understanding of letters and the sounds they make. Children make good gains in working with number and solving basic problems. For example, they recognise shapes and can order numbers from 0 to 20. They also make good progress in early writing skills.
- In all the Reception classes, children are safe and well cared for. Adults establish strong relationships with the children and expect them to do their very best. The children respond well to these high expectations. They relate positively to others, share resources and behave well. They make good progress in their personal and social development.

## 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

<b>Unique reference number</b>	118534
<b>Local authority</b>	Kent
<b>Inspection number</b>	453636

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	500
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rebecca Foy
<b>Headteacher</b>	Sue Collins (Executive Headteacher)
<b>Date of previous school inspection</b>	5 March 2013
<b>Telephone number</b>	1843867010
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