

# Brough Primary School

Church Brough, Kirkby Stephen, Cumbria CA17 4EW

## Inspection dates

28–29 June 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Despite many improvements since the last inspection, pupils in key stage 2 still have too many gaps in their reading, writing and mathematics skills.
- The most able pupils are not challenged enough to achieve the highest standards.
- Leaders and governors do not compare the school to national standards. This gives them an inaccurate view of how well the school is performing.
- The school's target for attendance has been too low. Pupils' absence has not been sufficiently challenged.
- Some staff do not take the opportunity to tackle pupils' misconceptions as they arise.
- Pupils' comprehension skills are not sufficiently developed to allow them to access other aspects of the curriculum, for example problem-solving in mathematics.
- Teachers do not ensure that pupils' work is presented consistently well.
- Some teachers do not give pupils good opportunities to develop their literacy and numeracy skills within the wider curriculum.
- On occasion, teachers do not make sure that pupils respond to their feedback in order to close gaps in learning, as required by the school's marking policy.

### The school has the following strengths

- Leaders and governors have brought about some improvements, particularly in teaching, learning and assessment in early years.
- Procedures to monitor pupils' progress are now becoming sharper
- Children make a flying start in the early years. They behave well, respond positively to the interesting curriculum and make good progress with their learning.
- Pupils are well mannered, confident and behave well. They are proud of their school and say that they feel safe.

## Full report

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

- Improve the effectiveness of leadership and governance by making sure that leaders and governors use appropriate comparisons with national expectations to ensure sufficiently high expectations of pupils' achievement and attendance.
- Strengthen leadership and governance to improve pupils' outcomes further, particularly for those pupils in key stage 2, by:
  - closely monitoring the quality of teaching across the core and wider curriculum to help to ensure positive outcomes for children
  - eliminating the remaining inconsistencies in teaching
  - checking that pupils use feedback time effectively to close gaps in their learning, as required by the school's assessment and marking policy.
- Improve teaching further in order to have consistently strong progress across all year groups by:
  - checking pupils' understanding, particularly through effective questioning to ensure that pupils' misconceptions are dealt with quickly and effectively
  - reinforcing the key skills of reading, writing and mathematics across all subjects
  - ensuring that pupils' work is well presented
  - challenging the most able pupils to work at greater depth and to reach the higher standards.
- Set and reinforce high expectations for pupils' attendance so that as little learning time as possible is lost.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leadership and management are not good because outcomes for pupils require improvement and the quality of teaching, learning and assessment is uneven across the school. As a result, pupils' progress and attainment are too variable, especially for the most able pupils.
- Leaders and governors have not been comparing the outcomes at the school to national measures. As a result, some expectations are too low, for example, the school's attendance target was set below the national average for primary schools.
- Assessment and monitoring are not consistently good. Leaders and teachers have not routinely had the information they need to ensure that pupils' work is set at the right level. Gaps in pupils' knowledge, skills and understanding remain, especially for older pupils.
- The school is going through a period of transition with regard to staffing. The local authority recognise that there is still much work to do to support the school. They have brokered support in order to drive forward the school's improvement plan.
- Subject leaders have identified that pupils need to practise their reading, spelling, grammar and mathematics skills more regularly. They require greater opportunities to use these skills, for example using their reading skills to understand problems in mathematics.
- Although leaders have plans for improvement in place, the quality of teaching and curricular provision is not bringing about rapid enough improvement in key stage 2. Some pupils have sizeable gaps in their learning, for example not knowing their times tables.
- Leaders have formed links with other schools to learn from their good practice. New ideas have been tried but some of these have been set aside because they do not work effectively in Brough Primary. This period of change is still underway, for example there has been a focus on developing writing in literacy lessons, but this has not had an impact on extended writing in topic work and science.
- Leaders have sharpened the effectiveness of their checks on pupils' progress. This has helped leaders and class teachers to identify where new strategies are working well and which ones need further development. For example, a recent mathematics programme has been of benefit to some pupils, but not to all who participated. As a result, the school is investigating the next stages of support for these pupils.
- Arrangements for performance management are effective. Leaders and governors challenge underperformance. Support and training is provided when needed.
- All teachers have leadership roles in this small school. The current support partnership provides continuing professional development for staff, which is enabling them to develop their skills. For example, leaders are now able to carry out checks on teaching and learning with more confidence.
- Leaders ensure that the pupil premium funding is used to benefit disadvantaged pupils. There are specific interventions to support learning and to enable this group of pupils

to participate in a broad range of opportunities, such as the forest school programme in early years.

- Additional funding for pupils who have special educational needs and/or disabilities is used well. Individual education pathways are carefully planned around the specific needs of a pupil, with bespoke support from teachers and senior teaching assistants. When needed, the school sources external professional support, for example from the education psychologist or the visual sensory support team to provide guidance to staff and targeted support to pupils.
- The specialist funding for physical education and sports is used well. For example, there are coaching sessions from sports specialists. Through the year almost all pupils get involved in sports competitions of various kinds, such as the Hunter Hall Cross Country Competition, a 'Kwiksticks' hockey tournament and the Appleby Swimming Gala.
- Leaders have developed a curriculum that is broad and balanced. In addition to literacy and numeracy there is a strong emphasis on topic work, practical activities and sport, through which is woven personal, social and health education, and religious education. Assemblies and lessons enable pupils to learn about other cultures, tolerance and values. A varied range of experiences, including out-of-school activities and trips, further enrich the curriculum and broaden pupils' experiences. There is a school council and a house system which is managed by very confident house captains. Fundamental British values are woven into the ethos. The school has its own values statement, which focuses on being respectful, honest, hard-working, caring and trustworthy, which pupils are happy to explain. This leads to there being a positive school culture which supports equality of opportunity and diversity and prevents discriminatory, prejudiced behaviour.
- Most parents are supportive of the school's work. They find teachers approachable and are kept well informed about the progress that their children make.

## **Governance of the school**

- Governors recognise the need to sharpen their skills further so they can be more searching about reasons for the underachievement of some pupils. In particular, their awareness of the national averages for pupils' achievement and attendance is limited. This means that they are not fully aware of the implications of the data presented to them.
- Governors have worked successfully to recruit new board members with specific skills to fill vacancies and are in the process of engaging with training and support.
- The relatively new team of governors is passionately committed to the improvement of the school. They have a clear vision for the school within its community.
- Governors each take responsibility for key areas, for example the special educational needs and/or disabilities link governor is aware of each of these pupils and monitors their progress closely.
- Governors have taken sensible steps and worked closely with the local authority to recruit experienced staff to replace those leaving at the end of the school year. They are in process of arranging support for the transition period to a new headteacher.

- The governors recognise that much still needs to be achieved in order to raise pupils' achievement. They are beginning to provide more challenge to school leaders. They participate in the half-termly strategic improvement meetings held with the school, the local authority and the school-to-school partnership.

## Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding is a high priority in the school. Good support is provided for vulnerable pupils and their families. Regular training for all staff and governors ensures a high level of awareness and the ability to manage situations as they arise.
- Appropriate action is taken to identify pupils who may be at risk of neglect, abuse or sexual exploitation. Concerns are reported, logged and kept under review by leaders. Links with external professionals and parents are timely and appropriate as necessary. Support is provided for those in need.
- Access to the school is very well monitored. Visitors' credentials are closely checked to ensure that children are safe. Site access arrangements are managed carefully so pupils are secure at all times.
- Leaders protect pupils from radicalisation and extremism. Staff are trained, vigilant and confident. They encourage open discussion with pupils from the very earliest of ages.

## Quality of teaching, learning and assessment

## Requires improvement

- The quality of teaching and learning is inconsistent across the school and different subjects.
- Teaching does not always provide pupils, especially the most able, with enough challenge to achieve work of the highest standard. Some pupils find the work too easy because they are not provided with work at greater depth so as to reach higher standards.
- Some staff do not use effective questioning to check pupils' understanding or to encourage pupils to think more deeply about their work. This prevents pupils from learning as well as they should.
- Although teachers monitor the progress of pupils in lessons, at times misconceptions are not dealt with swiftly enough. As a result, pupils' understanding can be insecure.
- Teachers do not ensure that pupils respond to the feedback they give for improvement, as required by the school's marking and assessment policy. This hinders the rate of progress that pupils make in their learning.
- Pupils do not have enough opportunity to develop their literacy and numeracy skills across the whole curriculum, for instance by writing at length in science and history sessions.
- Teachers' expectations of the presentation of pupils' work in their books is not high enough. This is at odds with the promotion of an aspirational culture within the school.

- Teachers use regular assessment to identify pupils who are not making sufficient progress and provide these pupils with additional help.
- Teachers plan activities which take into consideration the needs and abilities of most pupils, particularly in Reception and Year 1. For example, the teaching of phonics is good. Phonics sessions are fast, fun and challenge children and pupils to think and work hard.
- Support for pupils who have special educational needs and/or disabilities is becoming more effective, enabling these pupils to make good progress with their learning.
- The school has invested in new reading materials. Regular reading prizes encourage pupils to practise their reading skills in order to accelerate their progress.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident, self-assured and are proud to go to Brough Primary School. Pupils show respect for each other. Older pupils show a responsible and caring approach to younger members of the school. Pupils typically have positive attitudes to their work, but on occasions they are careless in the way they present their work.
- Pupils are punctual and are quick to return to lessons after social times. They move around the school from activity to activity with no loss of time.
- The school's culture promotes pupils' welfare effectively. Pupils are safe and feel safe.
- Pupils' spiritual, moral, social and cultural development, British values and personal, social and health education (PSHE) are woven throughout the work of the school. This rich culture is evident in the environment and the work displayed around school. Pupils talked confidently and proudly about their wealth of experiences of life at school.
- The school is at the heart of the community. There is a community garden, which generates a range of different activities throughout the year. The local village recycling scheme is linked to the school. A host of different activities based in the school reach out into the community, such as performances and sporting events. Families support learning activities in school, such as the visits to early years by various family pets.
- Pupils are taught in PSHE and religious education about how to stay safe. They say they know how to repair friendships if anyone falls out and trust teachers to help if they are needed. Pupils have a range of opportunities to help other people through charity events such as Red Nose Day. The school has its own set of core values, which the pupils are happy to talk about: to always be respectful, honest, caring, hard-working and understanding.
- The school's own values provide a basis to the community-focused, equal opportunities ethos of the school. They underpin all activities, from classroom rules and good manners, through to the house system, to children learning to make decisions for themselves. The development of leadership skills and learning to live with responsibilities are important aspects of school life. Assemblies and

lessons are used to discuss different cultures, faiths and belief systems plus tolerance and mutual respect. Opportunities are taken during school trips, such as the trip to London, to see how other people live their lives in order to prepare pupils for their own adult lives.

- By the time pupils reach the end of key stage 2 they have developed a good range of interpersonal skills. They enjoy taking part in sporting competitions and school performances, which help them to develop in confidence.

## Behaviour

- The behaviour of pupils is good.
- Staff quietly, but effectively, manage pupils' behaviour. Pupils respond well to the high expectations for behaviour and conduct themselves well, including during social times. As a result, the school is orderly. Pupils respond quickly to instructions and lessons flow with little evidence of any disruption.
- There is no evidence of any use of derogatory or aggressive language.
- Pupils have been taught clear messages about the impact of bullying. They say repeatedly, in different situations and in different groups, that there is no bullying. Pupils know that people fall out and make up friends again. They know whom to go to if they feel the need for help, or if they see someone else who needs help.
- Attendance is slightly below the national average. A few children are persistently absent. The school has identified these pupils and is taking measures to support them and their families to improve their attendance.
- Behaviour management systems are used consistently. As a consequence, there is almost no poor behaviour.
- Some parents have concerns about behaviour, but currently the school does not have any pupils who present seriously challenging behaviour.

### Outcomes for pupils

### Requires improvement

- Outcomes require improvement because the quality of teaching has been too variable over time. As a result, standards have dropped across key stage 1 and key stage 2 in reading, writing and mathematics.
- With the exception of key stage 1 reading, pupils' attainment at the end of Year 2 and Year 6 in 2016 was well below the national averages for reading, writing and mathematics.
- Many pupils, particularly in key stage 2, are not making the progress that is expected of them. There is a legacy of variable teaching over a number of years, which has resulted in gaps in pupils' skills and knowledge, particularly in reading skills, and the ability to infer meaning.
- Over time too few of the most able pupils, including those who are disadvantaged, reached the standards that they should for their age and ability. However, recent changes to teaching are beginning to help these pupils make greater progress.

Nonetheless, there is more to do to ensure that they gain greater depth in their learning.

- The downward trend in key stage 1 and key stage 2 pupils' outcomes is beginning to reverse. The school's tracking information shows that across the school pupils' progress is accelerating, with instances of pupils making rapid progress. This is particularly noticeable in the key stage 1 reading results and older pupils' current achievement in writing. There are clear signs that stronger outcomes at the end of early years and Year 1 phonics are being built upon as pupils move throughout school.
- Pupils currently in Year 1 are developing strong skills in reading. The proportion of pupils achieving the Year 1 phonics screening check has been consistently above national average.
- As a result of the low numbers of disadvantaged pupils it is not possible to make a statistical comparison with other pupils nationally. Scrutiny of their work in books, listening to them read and evaluating case studies shows that they are making progress and beginning to catch up in their learning. Some disadvantaged pupils also have complex needs. Their progress is monitored carefully on an individual basis, with regular reviews of the effectiveness of interventions.
- Some pupils who have special educational needs and/or disabilities have showed that they are making good progress with their learning because they are in receipt of more effectively targeted support.

### Early years provision

**Good**

- Leadership and teaching in the Reception Year are effective. There has been a steadily improving trend in outcomes over the last three years.
- From their starting points, children in the Reception Year made good progress. Provisional 2017 results indicate that most children achieve a good level of development. Over the last three years the proportion of children achieving a good level of development has increased rapidly.
- Leaders know the children well. Teaching quality is strong, with high expectations based on sound assessment of children' achievement. Staff have a good understanding of the early years and ensure that children get off to a good start.
- Tracking shows that the majority of children come into the Reception Year with skills and knowledge typical for their age in most areas of learning. However, detail in the tracking shows that children have less experience in literacy and mathematics and so are not as consistently confident in these areas when they enter the Reception Year.
- Children's individual development is captured in their learning journeys, which clearly highlight the good progress that children are making. The learning journeys provide a good mix of evidence, for example photographs, notes on focused observations and pieces of children's work.
- The learning environment both indoors and outside is well resourced. Activities are well planned and provide children with a wide range of experiences which cover all areas of their learning. Children's interests and needs are identified and support and challenge are provided where appropriate.



- Children show they are highly interested, have good learning routines in place and listen well. Behaviour is good, as are children's manners. They share, are respectful of others and show curiosity. There are lots of opportunities to explore outdoors and learn through play.
- Parents are frequently involved in the learning. For example, recent learning about animals not only involved the fish and hamster in the classroom, but a visit by one parent with a calf and on another occasion a visit by a parent with a horse.
- Welfare requirements are met. The provision is well staffed. It is a safe environment and all statutory school policies apply, ensuring that children are safe and feel safe.
- There are strong partnerships with a neighbouring nursery. Effective transition arrangements are in place to enable a smooth the move from one setting to another.

## School details

Unique reference number	112177
Local authority	Cumbria
Inspection number	10032169

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	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	64
Appropriate authority	The governing body
Chair	Mrs Rosemary Varley
Headteacher	Mrs Lesley Whittle
Telephone number	01768 341284
Website	<a href="http://www.brough.cumbria.sch.uk">www.brough.cumbria.sch.uk</a>
Email address	<a href="mailto:head@brough.cumbria.sch.uk">head@brough.cumbria.sch.uk</a>
Date of previous inspection	16–17 June 2015

## Information about this school

- Brough is much smaller than the average-sized primary school. All pupils are of White British heritage.
- The proportion of disadvantaged pupils is lower than that found nationally.
- The proportion of pupils who have special educational needs is higher than the national average.
- Most pupils are taught in mixed-age classes.
- The school meets requirements on the publication of specified information on its website.
- The school is in receipt of support brokered by the local authority.
- The school does not have sufficient pupils with published results to be considered for all elements of the floor standard.

## Information about this inspection

- The inspector observed teaching and learning in all classes. Three of these sessions were observed jointly with the headteacher.
- The inspector listened to pupils read and held formal and informal discussions with pupils.
- Pupils' work in their books, and their tracking records, were also scrutinised.
- Meetings were held with the headteacher, a group of governors, curriculum leaders for literacy (reading and writing) and mathematics, and a representative of the local authority. A telephone conversation was held with the headteacher of the school-to-school support partnership school.
- The inspector considered 17 responses to Ofsted's online questionnaire, Parent View, and free-text responses from 12 parents and met parents at the school gate briefly to seek their views. Responses from six staff questionnaires and three pupils' questionnaires were also considered.
- The inspector examined a range of documents. These included the school's development plans and self-evaluation documents, records of local authority reviews, pupils' tracking information, subject leaders' documents, minutes of governing body meetings, safeguarding documentation and various records relating to pupils' behaviour and attendance.

## Inspection team

Linda Griffiths, lead inspector

Ofsted Inspector

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