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Mrs Sue Mason
Headteacher
Brompton-Westbrook Primary School
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Dear Mrs Mason

Short inspection of Brompton-Westbrook Primary School

Following my visit to the school on 22 January 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in February 2015.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the previous inspection.

You and your leadership team have addressed in full the key issues for improvement raised at the time of the previous inspection. Developments in teaching have improved the quality of learning for all groups of pupils in English and mathematics.

Pupils make strong progress from their starting points, particularly in writing and mathematics. In 2018, standards at the end of key stage 2 were above the national averages for writing and mathematics, and were in line with the national average for reading.

Developments in the teaching of reading over the past year have strengthened pupils' reading skills so that they are now achieving increasingly well in this subject. However, you rightly recognise that there is more to do to fully embed these improvements in the teaching of reading and ensure that all groups of pupils achieve as well as they should.

You and your staff provide strong role models for pupils. You successfully combine high expectations and aspirations for pupils with warm, good-humoured and professional relationships. As a result, pupils feel valued and are happy to be in school. They behave well in class and are pleased to support each other during lessons.

Staff are particularly effective in helping pupils to acquire important learning skills, such as perseverance, resilience and the determination to succeed. Pupils work hard in lessons, complete their work with care and are justifiably proud of their achievements. By the end of Year 6, pupils are mature, sensible and successful learners. They are well prepared for the next stage of their education.

The leadership team is committed to ensuring that pupils of all backgrounds, beliefs and abilities learn well. It has secured notable successes. Strong links with parents and carers, agencies and other schools – together with well-established routines and effective teaching – ensure that pupils new to the school settle quickly and make strong progress. All groups of pupils – including disadvantaged pupils and the most able – are making stronger progress than at the time of the previous inspection.

The leadership team has a thorough and perceptive understanding of the school's performance. You are right to celebrate the school's considerable successes. However, you are also clear about the further developments needed. You have put in place carefully considered plans to secure these improvements.

Safeguarding is effective.

Leaders are vigilant about pupils' safety and take appropriate steps to ensure that pupils learn and play safely. You make sure that safeguarding policies and procedures are clearly understood, fit for purpose and followed consistently throughout the school. All concerns about individual pupils are communicated quickly and confidentially. Teachers are alert and responsive to pupils' needs. You seek and follow advice from specialists and agencies – such as the educational psychologist and children's services – whenever appropriate.

Parents are confident that their children are safe in school. They say that you and your team are interested in their views, easy to speak to and quick to act if there are any concerns. One parent commented, 'The school cares' – a view typical of the responses of many parents.

Inspection findings

- During this inspection, I focused particularly on: pupils' safety and well-being; how well teaching supports the development of pupils' reading skills; disadvantaged pupils' achievement; pupils' behaviour; and how well leaders monitor the school's performance.
- Pupils develop secure and reliable reading skills as they move through the school. However, standards in reading, while matching the national average in the assessments at the end of key stage 2 in 2018, were lower than the standards achieved by the same pupils in writing and mathematics. Leaders have responded swiftly by identifying reading as a focus for whole-school development. In the past year, leaders have successfully reviewed and updated the teaching of reading. They have provided more opportunities for pupils to

increase their higher-order comprehension skills and ensured a stronger focus on developing pupils' vocabulary. As a result, pupils' reading skills have improved. Standards in reading have increased throughout the school, and continue to rise. Leaders are determined to build on this success. They are focused on making sure that improvements in teaching are fully embedded in all year groups, and that all groups of pupils make equally strong progress in reading, writing and mathematics.

- Leaders have established a sharper focus on the achievement of disadvantaged pupils. They ensure that all members of staff are alert to the specific needs of this group. They have developed rigorous assessment procedures so that teachers have up-to-date information about the progress of individual pupils. As a result, teachers are knowledgeable about disadvantaged pupils' learning, and adapt their teaching well in response to their needs.
- Developments in teaching since the previous inspection have secured notable improvements in disadvantaged pupils' achievement. This group makes at least the same strong progress as their peers, and sometimes better. In 2018, the attainment of disadvantaged pupils at the end of key stage 2 increased considerably in reading, writing and mathematics. The average attainment achieved by this group matched the national average in mathematics and exceeded it in writing. Leaders are now focused on making sure that disadvantaged pupils achieve at least as well in reading as they do in writing and mathematics.
- The school's warm, friendly and inclusive atmosphere provides the secure boundaries and high expectations for pupils' good behaviour and successful learning. Pupils are eager to learn and attend school regularly. They arrive in the playground ready to learn at the start of the day. It is clear that they enjoy school and get on with each other very well. Pupils chat happily to friends and behave sensibly during breaktimes and lunchtimes. Those pupils who join the school part way through a school year are warmly welcomed by staff and pupils alike, and make friends quickly.
- During the last three years, leaders have brought about a substantial reduction in the number of fixed-term exclusions. They respond firmly, fairly and effectively to all misbehaviour, and this consistency of response has helped to reduce the number of serious incidents.
- The family liaison officer plays a valuable role in supporting pupils' well-being. She is often available to chat informally with parents, as well as providing more structured guidance for families wherever she can help.
- Leaders have developed effective procedures for checking pupils' progress since the previous inspection. Senior and middle leaders use information about pupils' learning rigorously to evaluate the school's performance and to identify areas for improvement.
- Governors and trustees have developed their roles and responsibilities well since the previous inspection. They make good use of a wide range of information about pupils' progress, behaviour and attendance to check the school's work. As a result, governors and trustees are knowledgeable about the impact of this work and provide effective support and challenge to senior leaders. They share the

headteacher's aspirations and her commitment to ensuring that all groups of pupils achieve well.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- recent improvements in the teaching of reading are fully embedded so that pupils' progress in reading continues to improve.

I am copying this letter to the chair of the board of trustees and the chief executive officer of the multi-academy trust, the regional schools commissioner and the director of children's services for Medway. This letter will be published on the Ofsted website.

Yours sincerely

Julie Sackett
Ofsted Inspector

Information about the inspection

I visited all classrooms with you and one of your senior leaders. I spoke with pupils and looked at their work during these visits. I also spoke with pupils informally during lunchtime. I met with you, your deputy headteachers and other senior and middle leaders. I also met with three governors, including the chair of the governing body. I spoke with the chief executive officer, the director of learning and a trustee. I met with several members of staff to discuss the school's work and reviewed a sample of pupils' workbooks. I took account of 332 responses to Ofsted's online questionnaire, Parent View, including 16 free-text comments. I considered 21 responses to Ofsted's staff questionnaire and 30 responses to the pupil questionnaire. I reviewed the school's website and considered a range of documents, including your summary of the school's effectiveness and the school improvement plan. I also looked at a range of safeguarding documents and information about pupils' behaviour and attendance.