

Brompton Community Primary School

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

Inspection dates

15 to 16 January 2019

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

Summary of key findings for parents and pupils

This is a good school

- The headteacher is wholeheartedly committed to school improvement. Together with the deputy headteacher and other senior leaders, she has effectively created a culture of high aspirations for pupils. Consequently, staff and pupils strive to build on their existing strengths.
- Teachers and teaching assistants have secure subject knowledge. They use questioning effectively in order to check pupils' understanding and to encourage them to be independent learners.
- Leaders have established clear systems to assess pupils' progress. They work well with staff to identify individual pupils' performance. Leaders, however, do not have a shared understanding of the extent to which pupils in each year group are reaching or exceeding age-related standards across subjects.
- Current pupils are making good progress in their learning, and especially so in key stage 2. Occasionally, pupils, including the most able pupils, are given work which they already know and can do. This is particularly evident in key stage 1, and it hinders their progress.
- Leaders and governors make sure that a rich diet of clubs and activities enrich pupils' experiences across the curriculum. However, pupils' outcomes in science have been variable over time, especially in key stage 1.
- The school's partnership with parents is very positive. The large majority of parents and carers are especially appreciative of the approachability of leaders and the strong communication in place.
- Leaders promote pupils' spiritual, moral, social and cultural development highly effectively. Pupils are prepared well for life in modern Britain.
- Pupils with special educational needs and/or disabilities (SEND) receive effective support to help them with their learning. Therefore, most pupils with SEND make good progress across subjects and year groups.
- Disadvantaged pupils are supported well. By the end of key stage 2, most make good progress in reading and writing and particularly strong progress in mathematics.
- Pupils' behaviour is impeccable. They feel safe and are taught how to keep themselves safe. Pupils demonstrate positive attitudes to learning and have exemplary manners. They say bullying is extremely rare.
- Children in the early years are confident and eager to learn. They make good progress from their different starting points. Even so, learning tasks provide limited challenge in reading and writing for some children, particularly boys.

Full report

What does the school need to do to improve further?

- Enhance the effectiveness of leadership, management and governance by:
 - further sharpening systems for capturing pupils' progress and attainment across subjects, so that precise assessment information about each pupil group is understood
 - using the skills and expertise identified in teaching practices in key stage 2 to further inform and shape those in key stage 1.
- Strengthen the quality of teaching, learning and assessment by:
 - making sure that challenge for the most able pupils is consistent across all year groups and curriculum subjects
 - improving pupils' attainment in science, particularly in key stage 1, so that it matches or exceeds national averages
 - providing greater challenge for Reception children, especially boys, in their learning, particularly in reading and writing.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher leads the school effectively and with commitment and passion. She is ably supported by the deputy headteacher and other senior leaders who, together, have created a culture of high aspirations among staff and pupils. The whole school community have embraced leaders' vision of 'happiness through learning', and it is at the core of everything that they do. This is particularly apparent in pupils' self-confidence, self-belief and desire to be the best that they possibly can be.
- Senior leaders have secured good outcomes for pupils in each key stage. They work diligently, monitoring and shaping the quality of teaching and learning effectively. As a result, most pupils make good progress in their work and learning across subjects. Teaching and learning in key stage 2 are particularly strong.
- The large majority of parents and carers have positive opinions about leadership and management. Parents' comments included 'it's the best school ever', 'all the staff are really approachable' and 'they go out of their way to help and really listen'. Parents are particularly impressed by the effectiveness of communication between home and school and the approachability of the leaders. They feel that the headteacher is visible and available should any concerns arise. Parents were also very appreciative of appropriate homework provided for pupils.
- Leaders work in small teams to lead and drive improvement in subjects such as English and mathematics. Leaders collate a wealth of assessment information relating to the progress of pupils. At times, however, the assessment information gathered does not match the work in pupils' books. Not all leaders have a comprehensive understanding of pupils' progress and attainment in each year group and subject.
- The wider curriculum is broad and balanced and contains many memorable learning experiences, for example residential visits where pupils participate in adventurous and challenging activities, listening and responding to African music, and the use of a class book or novel as an inspirational tool. Pupils' musical, sporting and artistic knowledge and skills are well promoted. School values, including having a good character, taking responsibility, being respectful and constantly striving to improve, are instilled in pupils. Pupils study a range of world religions and topics which include learning about different countries, cultures and traditions from around the world. Leaders' promotion of pupils' spiritual, moral, social and cultural development is a particular strength of their work.
- Leaders use the pupil premium funding well. They identify the barriers to learning that some pupils have and provide the necessary support academically, socially and emotionally. As a result, by the end of key stage 2, disadvantaged pupils make strong progress in reading, writing and mathematics.
- The special educational needs coordinator ensures that pupils with SEND receive the support that they need to overcome any barriers to learning. As a result, most of these pupils make good progress from their individual starting points. This is particularly evident in mathematics by the end of key stage 2.
- Leaders use the sports premium funding effectively in order to provide pupils with access to a wide range of sporting activities, competitions and sports festivals. Pupils

talk with excitement about the skills they learn in sports clubs such as gymnastics, tag rugby, boxing and football. Older pupils are provided with opportunities to attend training which develops their leadership and coaching skills so that they can deliver sporting sessions to their peers. This provides younger pupils with excellent role models to follow.

Governance of the school

- Governors bring to their roles a broad range of skills, knowledge and experiences. This helps them to provide appropriate support and challenge to school leaders. Governors are committed and are keen to improve and develop their own effectiveness. They are ambitious for the school and have high expectations of staff and pupils.
- Governors know the school well. Governors link their area of special interest to the key priorities in the school development plan. This helps them to check specific areas and evaluate whether leaders' actions are making a difference for pupils.
- Governors are aware of their legal duties around making sure pupils are safe in school. They also check on finances, including how funding for disadvantaged pupils and those with SEND is spent. Governors look at the information that leaders provide about pupils' outcomes at the end of each key stage across subjects. They discuss these with leaders and ask some pointed questions in relation to national averages.

Safeguarding

- The arrangements for safeguarding are effective. Checks are made on staff, governors and volunteers on their qualifications and suitability to work with children.
- Leaders make sure that staff are trained regularly so that they can be vigilant in identifying any signs of pupils being at risk of harm. Staff have a good understanding of the school systems to record any concerns about pupils. Records show that concerns and actions are recorded promptly and diligently. All documents are kept confidentially and securely.
- There is a strong culture of safeguarding in the school. Leaders are tenacious in following up any concerns, and they work with a range of professionals to keep children safe.

Quality of teaching, learning and assessment

Good

- The quality of teaching and learning across key stages and subjects is good. The quality of teaching and learning in mathematics, particularly, is a growing strength. Consequently, pupils' outcomes at the end of each key stage are good over time and are especially strong in key stage 2.
- The positive climate for learning in classrooms enables pupils to be confident learners who are eager to contribute and give their views. Strong relationships between adults and pupils are a strength of the school. The ethos across school is positive and productive. As a result, pupils develop a love of learning and are well placed to retain positive attitudes, preparing them well for the next stage of their education.
- Teachers use questioning skilfully in each year group. They encourage pupils to think

carefully about their learning, and they successfully enable pupils to be independent learners. Consequently, pupils develop a broad range of self-help techniques. For example, with little prompting pupils use resources such as wall displays, dictionaries and their peers to explore ideas and tackle concepts for themselves.

- Teachers and teaching assistants demonstrate secure subject knowledge. They use subject-specific terminology in English and mathematics accurately and encourage pupils to do likewise. Pupils therefore develop increasingly sophisticated knowledge and understanding of these subjects.
- Teachers in each key stage explain subject-specific vocabulary and concepts carefully to pupils, allowing them to develop their knowledge, skills and understanding in order to make good progress in their learning. Some of the most able pupils are challenged effectively in key stage 2 to think more deeply about their learning. Occasionally, however, they do not receive the challenge they require to develop their learning fully. This is because most-able pupils are given work which they already know or can do. The quality of teaching, learning and assessment is especially strong and consistent in key stage 2. However, over time, teaching in key stage 1 has been more variable.
- Parents who spoke to inspectors commented positively on the regular progress information that the school provides. Parents feel confident that they understand their child's strengths and areas to work on.
- Pupils' progress across the wider curriculum is good. Most pupils make strong progress from their starting points in subjects such as art and physical education. However, current pupils' books show variability in the progress that pupils make in science across the school.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders have created an open culture within school, which promotes pupils being considerate, caring and respectful towards each other exceptionally well. This is because the school's values are firmly embedded and deeply important to pupils and adults.
- Pupils relish the many opportunities to take on extra responsibilities. Pupils are diligent in their roles, for example as school councillors, house captains, Rights Respecting representatives and sports leaders. They take their responsibility very seriously and are excellent role models. Other pupils follow their example and hold them in high regard.
- Pupils talk with pride about the special book where staff record pupils' noteworthy actions. Pupils recognise the difference that their actions can make to others, both positively and negatively. Pupils talk maturely about the importance of the legacy that they leave behind them as they move from year group to year group.
- The overwhelming majority of parents have no concerns whatsoever about their children's welfare. Those who responded to Ofsted's survey or spoke with inspectors are completely confident that their child is happy, safe and very well cared for. Parents made comments such as: 'The ethos and morals of the school are strongly etched in

each teacher, and they do a fantastic job encouraging the children to believe in themselves.'

- Pupils and parents report that bullying is extremely rare. School records support their views. Pupils understand the importance of keeping themselves safe, including when they are online.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils demonstrate impeccable conduct around school and in lessons. This is a result of the climate in school where everyone is valued and pupils' desire to work and play together harmoniously is paramount. The behaviour policy is understood and implemented consistently by staff. Pupils recognise the high expectations that adults have for appropriate behaviour and positive attitudes. Ultimately, behaviour is excellent because pupils display those high expectations for themselves and others.
- Pupils demonstrate incredible self-discipline. This is due to the rich curriculum offered to them regarding the opportunities for careful reflection, reasoning and the way in which pupils are helped to control their emotions. As a result, pupils develop strong self-regulation skills.
- The headteacher has a zero-tolerance approach to unnecessary absences. She checks the attendance of pupils closely and supports families to realise the importance of pupils attending school every day. Consequently, pupils' attendance is above the national average for all groups of pupils and is continuing to improve. This approach has also resulted in a reduction of the proportion of pupils who are regularly absent from school.

Outcomes for pupils

Good

- Pupils' outcomes in each key stage are good. Pupils' attainment in writing and mathematics in key stage 2 has been in the top 20% of schools nationally for at least two years for all pupils. Progress in mathematics was significantly above the national average and in the highest 10% of all schools in 2018.
- In key stage 2 in 2018, pupils' attainment in reading, writing and mathematics was well above the national average. The proportion of pupils attaining the higher standards was variable. In writing, this was above the national average, and in mathematics was well above the national average. However, in reading and English grammar, punctuation and spelling, the proportion of pupils attaining the higher standard was below the national average.
- Pupils' progress in mathematics across key stage 2 is a real strength of the school. For the past two years, pupils' progress measures have been well above the national average. In 2018, pupils' progress across key stage 2 in writing was average. Progress measures in reading over the last three years have been average.
- In key stage 2, current pupils make good progress from their starting points in reading, writing and mathematics. Pupils make particularly strong progress in mathematics because the work set for pupils builds on previous learning and has challenging content from the beginning of the lessons. In subjects across the curriculum, pupils in key

stage 2 apply their mathematical, reading and writing skills well. Pupils' books show that in some classes pupils do not move on quickly enough to more challenging work. This hinders their progress over time and so some pupils do not make as much progress as they are capable of.

- Pupils' outcomes in key stage 1 over time have been variable in reading, writing and mathematics. Pupils' writing in key stage 1 has been above the national average for three years and continues to improve. Key stage 1 pupils' attainment in reading and mathematics has remained broadly in line with national averages, although declining slightly over time. Attainment in mathematics at key stage 1 in 2018 was below the national average.
- Pupils' work in key stage 1 shows that most pupils are developing secure knowledge, skills and understanding in reading, writing and mathematics. Most pupils make good progress across these subjects and in the wider curriculum. However, sometimes work set is identical for pupils of all abilities. As a result, higher-ability pupils can already complete the work and find it too easy.
- Currently in science, pupils' books paint a variable picture of progress in key stages 1 and 2. Pupils' attainment in science by the end of key stage 2 is broadly in line with national averages. The attainment of pupils in key stage 1 in science in both 2017 and 2018 was slightly lower than national comparatives.
- In 2018, Year 1 phonics outcomes were particularly strong. The proportion of Year 1 pupils reaching the required standard in the phonics screening check has been in line with the national average over time, but in 2018 it rose to be above the national average.
- Disadvantaged pupils' progress in writing across key stage 2 shows a three-year upward trend. In 2018, the progress made by disadvantaged pupils in reading and writing was in line with the national average, with their progress in mathematics being well above the national average. Disadvantaged pupils currently in the school are making good progress because they receive effective help to support their learning.
- In 2018, there were very few pupils with SEND who took the statutory assessment tests. Currently, pupils with SEND make good progress from their starting points because of well-focused support, especially in reading, writing and mathematics.

Early years provision

Good

- The leader in the early years foundation stage unit has a good understanding of how young children learn. Together with the teacher and teaching assistants she provides a nurturing and caring learning environment, where children are encouraged and supported to develop their curiosity and independence. Consequently, children demonstrate high levels of independence, positive attitudes and respect towards each other and adults.
- Some children enter nursery with skills, knowledge and understanding which are below those typical for their age, particularly in developmental areas of speaking, communication skills, managing feelings and behaviour. Children's progress across early years is good. The proportion of children who attain a good level of development by the end of Reception has been above the national average over time.

- Assessment of what children can do is accurate and based on a wide range of evidence. Teachers and teaching assistants effectively use assessment information to plan follow-on teaching sessions and teaching activities. Consequently, this contributes to the good progress that children make.
- The early years leader has attended training provided by the local authority to support other schools with assessing outcomes at the end of Reception. She works closely with all teachers and teaching assistants within the early years unit, disseminating information or providing bespoke training. Consequently, adults are well trained. They demonstrate good knowledge of how young children develop, and they respect each child as an individual.
- The leader works well with professionals from external agencies to ensure that the needs of children with SEND are identified early so they receive the support that they require.
- The outdoor learning environment has a range of activities and resources to stimulate children's interests. For example, children create models confidently with construction resources, they experiment in the mud kitchen and play tunes on the musical instruments wall. Children spend a long time concentrating on pouring water down a myriad of drainpipes, working cooperatively and waiting patiently to take their turn. Children in Nursery and Reception access the same outdoor activities. This means that the tasks are often the same for both year groups. These are challenging for nursery children but less so for Reception children who have to wait for the afternoon session for more challenging activities when the Nursery children are not there. Activities to develop mathematics skills are more readily available than opportunities to read and write.
- Staff use questioning skilfully to encourage children to think about their learning. This develops independence in children, which gives them a strong start to their education and prepares them well for Year 1.
- Leaders ensure that the early years welfare requirements are met. Adults are vigilant and ensure that safeguarding procedures are followed carefully. Children are taught how to keep themselves safe and to know what to do if they are worried.
- Staff have forged positive relationships with parents. Parents are appreciative of the support and care that the staff provide for their children. Parents describe staff as 'extremely supportive'. One parent described her child as being 'stimulated and excited to be in a fulfilling, friendly, supportive environment with staff who are very dedicated'.

School details

Unique reference number	121372
Local authority	North Yorkshire
Inspection number	10053764

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	The governing body
Chair	Nigel Hebron
Headteacher	Jane Byrne
Telephone number	01609 772 657
Website	www.brompton.n-yorks.sch.uk
Email address	admin@brompton.n-yorks.sch.uk
Date of previous inspection	30 January 2018

Information about this school

- Brompton Community Primary School is a smaller than average-sized primary school.
- The proportion of pupils eligible for support through the pupil premium is slightly above average.
- The proportion of pupils with SEND is slightly above average.
- The proportion of pupils whose first language is not English is below average.
- The school offers a breakfast club before school. The school also offers a range of clubs and activities after school.
- The school has a nursery provision that offers morning sessions.

Information about this inspection

- Inspectors observed teaching and learning in all classes. In some of these sessions, the headteacher accompanied them. Inspectors looked at the quality of work in pupils' books to evaluate their progress over time.
- Inspectors observed behaviour at breaktime and in the dining hall.
- The lead inspector spoke to members of the governing body and met with the school improvement adviser from the local authority.
- Inspectors listened to some pupils read in key stages 1 and 2.
- Inspectors considered the 38 responses to Ofsted's online survey, Parent View, including parents' free-text responses. Inspectors also considered 16 responses from the staff questionnaires. Inspectors met with parents at the start of the school day.
- Inspectors met with groups of pupils to listen to their views about the school. The views of the other pupils were gathered during lessons, breaktime and at lunchtime.
- Inspectors scrutinised various documents, including the summary of self-evaluation, the school development plan, safeguarding information, pupil premium documents, sports premium documents, leadership monitoring records, the school's assessment information and minutes of governing body meetings.

Inspection team

Alison Aitchison, lead inspector

Her Majesty's Inspector

Fiona Manuel

Her Majesty's Inspector

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Manchester
M1 2WD

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