

Inspection of Brough Primary School

Church Brough, Kirkby Stephen, Cumbria CA17 4EW

Inspection dates: 30–31 October 2019

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Pupils enjoy school. They know each other well and look out for one another. New school leaders have raised expectations for the pupils. There is a renewed focus on improving pupils' achievement. Pupils take pride in their work. Relationships between pupils and staff are strong. Teachers give pupils the confidence and determination to keep trying when they find things difficult.

Pupils behave well. They carefully listen to one another in lessons. Pupils said that sometimes they can be silly when they play outside. They understand the rewards and consequences within the behaviour policy. Pupils told inspectors that bullying and name-calling did not happen. This was evident in the records that leaders keep. Pupils said that teachers are fair.

Pupils enjoy taking on extra responsibilities. Many take part in the school council and eco council. Older pupils have the opportunity to become buddies for the youngest children. Pupils feel safe in school. They know about the dangers of being close to a major road. They know how to stay safe when playing games on the internet.

Pupils enjoy the many after-school sports and clubs. They like going on trips and visits that enhance the curriculum. Parents and carers are supportive of the school.

What does the school do well and what does it need to do better?

Leaders have planned the curriculum well. They have considered the skills and knowledge that they want pupils to gain. Teachers deliver the curriculum in a logical order. Teachers use what pupils know to plan the next stages of learning. Pupils enjoy their lessons.

Since the previous inspection, the achievement of pupils across the school has improved. At the end of Year 2 and Year 6, pupils achieve as well as other pupils nationally in English and mathematics. The small number of disadvantaged pupils and those with special educational needs and/or disabilities (SEND) achieve well. Pupils with SEND receive high levels of support from well-trained staff.

Governors know the school well. They are ambitious for the school to improve further. Governors are knowledgeable about the achievement of pupils in English and mathematics. However, governors do not hold leaders to account for the quality of education in other subjects.

Subject leaders receive training to help them lead their subject areas. Subject leaders have received recent training in science, art and physical education. Teachers work as a team to check the quality of work in pupils' books. Teachers make lessons interesting. Work in pupils' books is of a high standard. Pupils recall recent learning well. However, they sometimes struggle to remember learning from previous topics in subjects beyond English and mathematics. Pupils do not have

sufficient opportunities to apply their new skills and revisit concepts regularly.

Leaders have prioritised the development of pupils' reading skills. Staff have received training to help them deliver the phonics programme. They teach sounds in a logical order. Staff promote a love of reading throughout the school. The youngest children enjoy their phonics lessons. They practise their reading at home with books matched to the new sounds they learn. Children who fall behind receive a range of effective support to help them catch up. Older pupils apply their phonics skills well to their spelling and writing.

The early years curriculum meets the needs and interests of the children. Topics and themes link well to different areas of learning. Staff encourage children to explore and ask questions. Children are developing skills of independent learning. Children of all abilities receive high-quality support. Children enjoy counting and writing. They discuss their learning with confidence. Children develop their social and communication skills through a broad range of activities. The proportion of children who achieve a good level of development is high. Over time, more children are exceeding the early learning goals.

Leaders have considered pupils' personal development. Pupils have a good understanding of other cultures and religions. They are developing the skills to become active citizens. Pupils raise funds for many national charities. They have picked up litter and helped plant trees in the village. Many pupils have benefited from visiting a contrasting inner-city school. Pupils know how to persevere when tasks become challenging. Leaders are raising pupils' aspirations for the future. This is helping pupils think about how their knowledge and skills might help them in later life. Older pupils are looking forward to their move to high school.

Staff enjoy coming to work. They acknowledge the steps that leaders have taken to reduce their workload. They said that leaders consider their well-being. Staff know what their responsibilities are and have time to do their work.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made safeguarding a priority. Staff have received appropriate support to help them carry out their duties. Staff are vigilant and alert to signs of abuse and neglect. Leaders work with children's social care and several national charities to safeguard pupils. Vulnerable pupils and their families receive timely and appropriate levels of support.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Work in pupils' books is of a high standard. Pupils demonstrate an understanding of their current topics. However, pupils sometimes struggle to remember learning from previous topics in subjects other than English and mathematics. Teachers do not provide pupils with regular opportunities to apply and revisit their new learning. Teachers should employ strategies that help pupils to embed new knowledge in their long-term memory.
- Governors are not provided with enough information about the quality of education beyond English and mathematics. School leaders should provide this information to governors, so that governors can hold leaders to account for the development and impact of the curriculum in subjects beyond English and mathematics.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	112177
Local authority	Cumbria
Inspection number	10110895
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	70
Appropriate authority	The governing body
Chair of governing body	Rosemary Varley
Headteacher	Phil Cooper
Website	www.brough.cumbria.sch.uk
Date of previous inspection	28–29 June 2017

Information about this school

- The headteacher is new to post since the previous inspection.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, teachers and three members of the governing body, including the chair of the governing body.
- We scrutinised the school's single central safeguarding record. We spoke to staff about their training and their understanding of safeguarding. We examined documentation in relation to safer recruitment.
- We visited lessons in each class.
- We held a telephone conversation with a representative of the local authority.
- We considered the 27 responses to Parent View, Ofsted's online questionnaire, and the 18 free-text responses. We also considered the nine responses to the staff survey and the 22 responses to the pupil survey.
- We spoke to parents before and during the school day.

- We spoke to staff about their workload and well-being.
- We listened to pupils read and spoke to them about behaviour and attitudes.
- We considered the school's curriculum. We scrutinised the school's approach to the teaching of phonics, early reading, mathematics, science and history. We met with the leaders of these subjects. We viewed examples of pupils' work, visited lessons and spoke to teachers and pupils.

Inspection team

John Donald, lead inspector

Her Majesty's Inspector

Trish Merritt

Ofsted Inspector

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