

# Inspection of Brompton and Sawdon Community Primary School

Cayley Lane, Brompton By Sawdon, Scarborough, North Yorkshire YO13 9DL

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Inspection dates: 4 and 5 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Brompton and Sawdon is a friendly school. Pupils, parents and staff talk about being part of the 'Brompton Family'. Everyone plays their part to make the school a happy and safe place to learn.

The five 'pillars' influence everything that happens in school. These key values (family, respect, nature, rainbow and ready to fly) underpin the curriculum. Everyone works towards being the best they can be. Pupils are taught to value themselves and their local area. They are encouraged to ask questions, try new things and learn more about the wider world. Pupils with special educational needs and/or disabilities (SEND) are fully included in the life of the school.

Pupils say that there is no bullying. They know that adults in school will help them if they have a problem. Pupils are proud of their kind and welcoming school. They show respect for one another and for their teachers. Pupils behave well almost all the time. Sometimes they are too eager and interrupt the teacher or other pupils. They respond quickly to reminders from staff.

Parents are very positive about the school. They welcome the wide range of experiences that the school provides. A comment from one parent summarises the views expressed by many: 'Young lives are unequivocally improved from being a part of the school.'

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

Everyone at Brompton and Sawdon is focused on ensuring that pupils make a strong start to their education. Leaders have developed a curriculum suitable for 'a rural school with a global outlook'. They have thought carefully about how to manage the curriculum for the three classes. This includes setting out the content to be covered so that pupils are able to achieve the 'milestones' which mark the end point for each class. However, the most important knowledge that pupils should learn through individual topics is not always clear. Leaders regularly review what impact the recent changes to the curriculum are having on what pupils know and remember.

The school's values, set out in their five 'pillars', influence curriculum content and shape the way it is taught. Teachers use the local environment as a resource across the curriculum. For example, in history, pupils learn about local people of historical importance, such as Sir George Cayley. In art, they learn about a wide variety of artists and designers. Pupils' artwork is often linked to learning in other subjects. Leaders include organising visits to museums beyond the local area to deepen pupils' learning.

When planning lessons, teachers consider what pupils already know and can do. Staff target extra help where needed. For example, in reading and mathematics, some pupils work in a small group with a trained teaching assistant. This helps to

ensure pupils can focus on their next step in learning. Pupils also work in groups where they can support one another. Teachers have identified the subject-specific vocabulary that pupils need to know to support their learning. They use these words in their teaching. However, teachers do not always check that pupils can remember and use this language precisely.

Leaders have prioritised reading. They are updating staff training and improving the quality and consistency of phonics teaching. This is already having a positive impact. Pupils at an early stage of learning to read have books that are closely matched to the sounds that they know. More books have recently been bought to help older pupils build their confidence and fluency. Reading lessons also focus on teaching strategies to support reading comprehension. Teachers ensure that pupils who need extra support receive the help that they require. Pupils value and enjoy reading. Leaders are working with parents to promote reading at home.

Teachers adapt the curriculum to ensure that pupils with SEND are able to access the key knowledge that they need to learn in different subjects. Where necessary, they have extra adult support. This can happen before, during or after the lesson. Specific resources are available to meet the particular needs of pupils.

Children in the early years enjoy a curriculum that prepares them well for their next stage in learning. They learn and explore alongside Year 1 pupils as well as others of their own age. Staff broaden children's interests and vocabulary effectively. For example, they support children's understanding of the wider world by exploring pumpkins, leaves and nuts as part of their work on autumn

Leaders prepare pupils well for life in the wider world. Weekly 'aspirations' assemblies provide an opportunity to hear stories about inspirational people. Pupils learn about democracy through the work of an active school council. They have opportunities to take part in a range of clubs such as sign language, sewing, choir and football. With the support of leaders, some pupils have started a gardening club called 'Cayley Cuttings'. Visitors to school and visits to other places are planned to help build an awareness of diversity. Leaders plan carefully for transition within and beyond the school.

Senior leaders, including governors, have managed change effectively. Staff morale is high because they know that they are valued. Leaders ensure that all staff access appropriate career development opportunities. They encourage networking with other schools. The governing body invites external scrutiny to support further development. There is a strong culture of continuous improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders prioritise safeguarding. They ensure that all staff and governors access regular training which covers a diverse range of safeguarding issues. Safeguarding concerns are regularly discussed at staff meetings. There is a strong safeguarding

culture which recognises that 'it could happen here'. Staff are not complacent. They know what might indicate that a pupil could be at risk of harm and how they would act.

Pupils learn about how to stay safe, including online and in the local environment. They understand how to safeguard others. The school council takes safety into account when planning any new initiative.

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

### **(Information for the school and appropriate authority)**

- Although the curriculum sets out the content to be taught with clear end points for each phase in school, the most essential knowledge is not signposted to teachers. This means that teachers are not clear about the essential knowledge and concepts that pupils need to know at the end of each topic. Leaders should ensure that teachers know what content to prioritise and develop appropriate strategies to make this explicit to pupils, and to assess and check retention of this important knowledge.
- Teachers do not always check that pupils can remember and use subject-specific vocabulary precisely. As a result, pupils are not always able to recall and accurately use key vocabulary when talking about their learning. Leaders should ensure more explicit vocabulary instruction and opportunities for pupils to use new vocabulary, precisely, when talking or writing about the subject.

## **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 information from Ofsted Parent View 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.

## **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

<b>Unique reference number</b>	121373
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10241158
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	68
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Bill Ford
<b>Headteacher</b>	Gareth Robinson
<b>Website</b>	<a href="http://www.bromptonsawdonschool.co.uk">www.bromptonsawdonschool.co.uk</a>
<b>Date of previous inspection</b>	22 and 23 January 2019, under section 5 of the Education Act 2005

## Information about this school

- The headteacher has been in post since April 2021.
- All members of the governing body are new to post since the last inspection.
- Most teachers and teaching assistants are new to the school since the last inspection.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other leaders from the school, including subject leaders.

- An inspector met with the chair and other members of the governing body.
- Inspectors carried out deep dives in the following subjects: reading, mathematics, history and art. They talked to leaders and teachers about their curriculum plans. Inspectors talked to pupils about their work, looked at samples of work and visited lessons.
- Inspectors met with the designated safeguarding leads. They looked at the single central record of recruitment checks and other safeguarding records. The inspectors talked to pupils, governors and staff about safeguarding.
- An inspector met with the special educational needs coordinator and reviewed individual plans for pupils with SEND.
- Inspectors met with parents and carers at school. They also considered the responses to Ofsted's Parent View questionnaire, including free-text responses.
- The inspectors observed pupils' behaviour during lesson visits, at break time and during assembly. They spoke to pupils about their views on behaviour.
- The inspectors met with staff to discuss their well-being and workload. They also considered responses to Ofsted's staff survey.

### **Inspection team**

Gill McCleave, lead inspector

Ofsted Inspector

James Duncan

His Majesty's Inspector

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