

# Inspection of a good school: Brompton Community Primary School

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

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Inspection dates:

24 and 25 January 2024

## **Outcome**

Brompton Community Primary School continues to be a good school.

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

Brompton Community Primary School is a team.

The school has high expectations of both staff and pupils. This is evident through the exceptional behaviour of the pupils. Pupils are kind, thoughtful, articulate and independent thinkers. They understand the consequences of different behaviours and make positive and safe choices.

Both adults and pupils model inclusive behaviours. This ensures that all people in the school feel valued and involved.

Pupils feel safe at the school. They know how to make informed choices to look after themselves, both in the community and online. Younger pupils know that they can talk to any adults in the school if they need help to stay safe.

The school has created a climate that encourages pupils to take responsibility for themselves and their community. This prepares them well for the transition to the next phase in education and for the ever-changing world that they are living in.

The school has ensured that the 'Legacy' (team) principles run through every aspect of the school day. Lessons and enrichment activities are created around working together to get a better outcome for all. Pupils strive to be the best that they can be. They are proud of their individual and school achievements.

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

Reading is a real strength in the school. Children are introduced to phonics as soon as they start in Nursery Year. Some children in Reception Year can already write and read their own stories and are proud to share their creativity. Pupils who find it hard to learn to read are quickly identified, and supported in small groups to keep up with their class. The school has a well-structured training programme to ensure that staff across the school are

highly skilled in delivering and supporting phonics. As a result, teachers are confident to adjust the pace and cognitive demands of the scheme to ensure that the diverse needs of their pupils are met.

The school has high aspirations for all pupils to be successful, both in and out of the classroom. Curriculum plans clearly identify the key knowledge and skills that pupils need to learn and develop in each subject. As a result, for the most part, teachers plan activities that use learning from previous lessons to deepen pupils' understanding. However, on occasion, teachers do not link pupils' next steps in learning from what they already know and can do. As a result, there are missed opportunities to improve pupils' comprehension and skills.

The curriculum is engaging, and pupils enjoy the experiences that staff create. Teachers encourage pupils to take on the mantle of the expert, such as thinking like a scientist or expressing themselves as an artist. Pupils enjoy their lessons and are committed to being successful. However, teachers' subject knowledge is inconsistent. This means that, sometimes, pupils develop misconceptions that are not spotted and corrected.

Children in early years are supported to make the best start in life. Adults know the children well and design the environment and learning to meet their individual needs. Staff use discussion and observation to assess children's progress. This allows them to respond to children's needs and nimbly adjust their activities to support emerging challenges or developments.

Pupils with special educational needs and/or disabilities are supported effectively in class. Teachers use the pupil support plans to design their activities and ensure inclusion. The school works well with external partners to bring in additional support and training for staff. This helps staff to understand and support more-complex needs.

The school has created a nurture provision to help vulnerable pupils manage the challenges that they are facing in their mental health. The climate is calm and nurturing, and pupils respond positively to the exercises and therapy provided.

Behaviour is exceptional. Pupils follow well-established routines calmly and purposefully. They readily follow instructions, and instances of poor behaviour are rare. This is due to the inclusive team culture evident throughout the school.

Pupils have a wide range of opportunities throughout their time at school to take on leadership roles. They can promote pupil voice through roles such as Rights Respecting Ambassadors and through the school council. The school offers a wide range of visits and clubs, such as 'Lego Club' and choir, that change every term. Pupils work together to find solutions. They understand differences and the importance of listening and debating to consider others' viewpoints.

The school leaders, including the governing body, help ensure that staff's workload is manageable. Staff feel that they are cared for and that leaders are approachable if they have any concerns or need support. The school culture is understood by staff and they, too, feel part of the team.

## Safeguarding

The arrangements for safeguarding are effective.

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

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

- Sometimes, teachers do not plan activities that build on prior learning. As a result, some pupils do not have the opportunity to build deeper knowledge and reliable recall. The school should ensure that the progression clearly identified in their curriculum plans is delivered to the same high standard in all subjects.
- Some teachers' subject knowledge is not fully secure. As a result, some pupils develop misconceptions. The school should refine its professional development programme to include a regular focus on better understanding the key knowledge that is identified in its curriculum plans.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in January 2019.

### 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	121372
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10313242
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	214
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Nigel Hebron
<b>Headteacher</b>	Jane Byrne
<b>Website</b>	<a href="http://www.brompton.n-yorks.sch.uk/">http://www.brompton.n-yorks.sch.uk/</a>
<b>Dates of previous inspection</b>	15 and 16 January 2019, under section 5 of the Education Act 2005

## Information about this school

- The school does not use any alternative education providers.
- The school runs before- and after-school clubs.
- There have been significant changes to staffing since the last inspection.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector spoke to senior leaders, including members of the local governing body and a representative of the local authority. They also spoke to the special educational needs coordinator and the early years leader.
- The inspector carried out deep dives in reading, science and art and design. This included meeting curriculum leaders, visiting lessons, looking at pupils' work and talking to pupils and teachers.

- The inspector heard pupils read to a familiar adult.
- The inspector visited lessons and reviewed curriculum plans and work in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector observed pupils' behaviour and talked to pupils throughout the day, including at breaktime and lunchtime.
- The inspector considered the responses from the staff questionnaire and pupil survey.
- The inspector reviewed the responses that were received through Ofsted's online survey, Ofsted Parent View, which included free-text comments.

### **Inspection team**

Christine Durand, lead inspector

Ofsted Inspector

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