



Brougham Primary School

Inspection Report

Unique Reference Number 111568
LEA Hartlepool
Inspection number 278722
Inspection dates 4 April 2006 to 5 April 2006
Reporting inspector Mrs Rosemary Rodger

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Brougham Terrace
School category	Community		Hartlepool
Age range of pupils	3 to 11		TS24 8EY
Gender of pupils	Mixed	Telephone number	01429 273663
Number on roll	404	Fax number	01429 231171
Appropriate authority	The governing body	Chair of governors	Mr Graeme Foster
Date of previous inspection	1 February 2000	Headteacher	Mr Keith Storey

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large primary school is situated in the centre of Hartlepool. The area is very disadvantaged socially and economically. The well above average proportion of pupils eligible for a free school meal reflects this. There are an above average number of pupils with learning difficulties and/or disabilities and small number of vulnerable pupils.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is an effective school that provides well for all its pupils. Achievement is good. Achievement in all subjects has improved in the past three years, although writing remains a priority. The school's view of its overall effectiveness is modest in some aspects. Standards are above average in mathematics and science and close to average in English. This reflects continual improvement over the past three years. Pupils make good progress as a result of good teaching in Key Stages 1 and 2. Provision and standards in the Foundation Stage are satisfactory; children in the Reception classes have too few chances to learn independently. Personal development and well-being are good, as are care, guidance and support. The school works well with parents and with other organisations to ensure pupils' well-being. Pupils behave well and enjoy school. The curriculum is satisfactory, although the basic skills of literacy, numeracy and information and communication technology (ICT) could be used better to support learning in all other subjects. The progress pupils make is tracked thoroughly and good use is made of the information gathered to support pupils with learning difficulties and/or disabilities. Leadership and management are good, with outstanding systems in place to check teaching and learning. Everyone has an equal chance. Governors are satisfactorily involved in the school's work. Value for money is good. Improvement since the last inspection has been good, and the school has a good capacity to improve further.

not applicable

What the school should do to improve further

- Provide more opportunities for children in the Foundation Stage to be independent and take responsibility for their learning.
- Improve the use of the basic skills of literacy, numeracy and ICT in other subjects.

Achievement and standards

Grade: 2

Standards are average. Achievement is good. When children start school, standards are very low, particularly in language skills. By the time they reach Year 2, standards are close to the nationally expected levels and achievement is good in reading, writing and mathematics. Good achievement is sustained throughout Key Stage 2 in mathematics and science, which were above average in the 2005 national tests. The school met its targets in mathematics and was close to meeting them in English. Standards in English were slightly below the nationally expected level because of weaknesses in writing. The school has tackled this weakness with rigour and success. Year 6 pupils are likely to meet their challenging targets for English and mathematics in the 2006 national tests.

Progress through the Foundation Stage is satisfactory. It is good throughout the rest of the school in English, mathematics and science as a result of good and better

teaching. The school's assessment information has identified slower progress in Years 3 and 4 resulting from weak teaching. This has now been remedied by improvements to teaching and by additional support for pupils. All pupils with learning difficulties and/or disabilities and all vulnerable pupils are ably supported and achieve well. Higher attaining pupils do well because they have their additional needs met extremely well on a day to day basis.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Behaviour in classrooms and around the school is good. The effective relationships between pupils, their teachers and support staff significantly help to ensure that pupils feel safe in school. In a recent survey of pupils' views, a small minority claimed to have experienced bullying. However, discussions with pupils indicate that such incidents are rare and they appreciate the way that teachers speedily and successfully resolve them when they do happen. Parents and carers agree that behaviour is good. The school has worked hard to improve attendance rates, which now match the national figure. Pupils' spiritual, moral and social development is good. They respond with reverence and respect to regular opportunities in assemblies to reflect on issues which are important to them. Their appreciation of cultural diversity is less well developed. A well planned programme of personal, social and health education means that pupils are well informed on issues such as personal safety and the dangers associated with smoking. Older pupils enjoy the responsibility of helping younger pupils through their work as 'Buddies' and 'Sports' Leaders'. The school council's work on behalf of fellow pupils has achieved real improvements in the quality of the school environment. Pupils have a good understanding of what makes for a healthy lifestyle, particularly in their diet, and they develop the key skills that equip them for future stages in education and life.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Pupils make good progress and develop very positive attitudes to their work. The school judges that teaching is satisfactory overall because it recognises some inconsistencies. These are mainly a result of some staff absence and some inexperienced teaching in an enthusiastic staff. Teachers have good subject knowledge and prepare lessons well. They make good use of whiteboard technology. Lessons are nearly always interesting because they move along at a good pace, and teachers explain and demonstrate clearly and provide plenty of interesting and challenging activities. Consequently, pupils enjoy learning, listen well and work hard. In a very small number of lessons, learning and interest weaken, because children spend too much time listening and the pace is too slow. Teachers make sure that children of all abilities succeed. They know their pupils very well; they maintain good relationships, and make effective use of the school's good assessment information to

plan new work and identify pupils needing additional support or extension activities. As a result, those with learning difficulties and/or disabilities make good progress and the more able are stretched. As pupils in Year 6 put it, 'the work is hard sometimes, but we like it that way'.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It is well organised and meets all requirements. The school has recently achieved a Basic Skills Award in recognition of the priority given to the basic skills. However these skills, particularly in ICT, are not yet used well enough in other subjects. The school is quick to make changes to its curriculum when pupils are not making the progress they should. For example, boys' achievement in writing and reading has improved since new materials and activities were introduced. There is a satisfactory range of clubs, which are popular and appreciated by parents. The prize-winning school choirs perform to a high standard and have many invitations. Regular visits and visitors enrich the curriculum, and the older pupils have an exciting residential trip. The school has productive links with other schools and businesses. The curriculum in the Foundation Stage is satisfactory. Most of the time, children can access a wide range of activities, both inside and outside, and have time to learn in small groups. However, the older children in the Reception classes have too little time to do this and spend too much time sitting and listening.

Care, guidance and support

Grade: 2

The school cares for its pupils well. Procedures for assessing risk and health and safety are robust. Arrangements for protecting children are appropriate and supported well through regular training for teachers and teaching assistants. However, although other adults such as lunchtime organisers know the procedures for child protection, this has not yet been backed up with specific training. Vulnerable pupils and those with learning difficulties and/or disabilities are supported very well and their good academic progress reflects this. The school's excellent relationship with relevant outside agencies is also a significant factor in the quality of care provided for these pupils. Pupils are confident that they can approach teachers for advice and support; for example, through the 'Cool to Tell' initiative. The effective use of recently implemented systems for setting targets and tracking pupils' progress contributes to the good progress pupils make as they move through the school.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher, with the support of a strong and very effective leadership team, is strongly focused on raising standards and promoting the personal development of all pupils. Expectations are high and well reflected in the good work of the school, especially the progress made by the pupils.

Teamwork and a shared sense of purpose have led to the accurate identification of weaknesses and prompt actions to deal with them. The school development plan and its impact as stated in the school's self-evaluation both reflect this. Actions to improve teaching and learning are outstanding. Weekly checking of the quality of planning and regular observations of teaching and learning has identified weaknesses in literacy and behaviour management. These have been tackled by training and support from the local authority. The systems to appraise the staff are rigorous and closely linked to improving standards. Resources are generally well used, although the use of ICT across the curriculum and to support teaching in some classes is underdeveloped. The school is aware of the need to involve parents, and has taken several steps to keep them well informed about their children's progress and how they can support them at home. Parents are very happy with all the school does to ensure the well-being and safety of their children. The leadership of the Foundation Stage is good. It remains part of the extensive role of the very effective deputy headteacher, who has made many changes and is fully aware of the areas for development identified by the inspection. Leadership of provision for pupils with learning difficulties and/or disabilities is good. Procedures are very well followed. Governance is satisfactory.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Mr Keith Storey

Brougham Primary School

Brougham Terrace

Hartlepool

TS24 8EY

4 April 2006

Dear Children

I am writing to tell you about the findings of the inspection we carried out at your school recently. I would like to thank you all for making our visit so enjoyable. We really liked to observe your lessons, share your lunchtime and learn all about the work you do in school. Below is a list of the things we liked best and of what needs to be better.

What we liked about your school

You enjoy school and most of you behave very well.

You are right to be proud of yourselves and your teachers because you all work hard.

Your hard work is well rewarded in the good results you achieve in the tests you take.

What we have asked to be improved

Sometimes you are expected to sit on the carpet for too long and you get bored. We have asked your teachers to make your learning more practical and active, especially in the Reception classes.

You spend a lot of time learning literacy and numeracy skills that should be used to help you write imaginatively and learn with excitement in other subjects too.

We hope you will always try your best in all your work and be proud of all you achieve, so that you will be able to get really good jobs when you grow up.

Good luck

Rosemary Rodger

Lead inspector