



Brough Primary School

Inspection Report

Unique Reference Number 112177
LEA Cumbria
Inspection number 278870
Inspection dates 27 April 2006 to 28 April 2006
Reporting inspector Mr John Heap

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

Type of school	Primary	School address	Church Brough
School category	Community		Kirkby Stephen
Age range of pupils	4 to 11		Cumbria CA17 4EW
Gender of pupils	Mixed	Telephone number	01768 341284
Number on roll	91	Fax number	01768 341284
Appropriate authority	The governing body	Chair of governors	Mrs Barbara Dowson
Date of previous inspection	1 June 2000	Headteacher	Mr Charles Marriott

Age group 4 to 11	Inspection dates 27 April 2006 - 28 April 2006	Inspection number 278870
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a small school with four classes, each of which caters for more than one year group. It serves an area where there is little social and economic deprivation and few pupils are entitled to a free school meal. All pupils are from white British backgrounds. They join the school with broadly average overall attainment, although the proportion with learning difficulties and/or disabilities is above average. There have been many recent changes of teaching staff and the school is currently led by an acting headteacher. The accommodation is inadequate for the teaching of physical education.

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 a good school which gives good value for money. This judgement matches the school's own assessment of its effectiveness. Pupils make a good start in the Foundation Stage (Reception class) and make good progress. By the end of Year 6, pupils attain above average standards and achieve well. By the end of Year 2 standards are broadly average. However, standards achieved in writing and mathematics by the more able pupils could be higher. In Year 2, pupils have too few opportunities to apply their writing and numeracy skills across the full range of subjects. The quality of teaching is good overall: it is consistently good in Key Stage 2 and satisfactory in Year 2 where the teachers' expectations of the more able pupils should be higher in writing and mathematics. The marking of written work in Year 2 does not always show the pupils, particularly higher attainers, clearly enough how to improve. The pupils' personal development is good. They are well cared for, safe and secure, and enjoy lessons and after-school activities. Links with parents, other schools and outside agencies are effective. Leadership and management are good. The calm, thoughtful and experienced leadership of the acting headteacher is appreciated by the parents and is effectively steering the school through a turbulent period caused by changes of staff. The school has made good progress since the last inspection and has the capacity to continue to improve.

What the school should do to improve further

In order to raise standards in Key Stage 1:

- increase teachers' expectations of what the more able pupils might achieve in writing and mathematics, and mark their work in a way that helps them improve
- give pupils more opportunities to practise basic skills in all subjects.

Achievement and standards

Grade: 2

Overall, the pupils' achievement is good. In the Foundation Stage, pupils make good progress and most of them reach the standards expected for their age by the time they enter Year 1. In Key Stage 1, pupils make satisfactory progress and attain average standards overall. Reading is the strongest subject but the standards reached by the more able pupils in writing and mathematics are not high enough. This is because of weaknesses in marking and the teachers' limited expectations of more able pupils. Progress is good in Key Stage 2, where the teachers' expectations are higher, and the targets for individual pupils are more challenging. In Year 6, the pupils reach the challenging targets set for them by the governors and attain above average standards.

The national test results fluctuate from year to year because the numbers of pupils taking the tests are so small. However, they have risen since 2002 in both Years 2 and 6, except in Year 2 in 2005 when they fell and were below average overall. This was because, in this particular year, the higher attainers did not generally achieve as well

as they should. The results were above average in Year 6 in 2005 and indicate that the pupils made particularly good progress.

Pupils with learning difficulties and/or disabilities are closely monitored and given good support. As a result, they make good progress in lessons and achieve well by the time they leave the school.

Personal development and well-being

Grade: 2

The pupils' personal development, including their spiritual, moral, social and cultural development, is good. The pupils behave well, play safely and know the difference between right and wrong. They are well prepared for secondary school and for their future. Parents are very pleased that their children enjoy school and that they have positive attitudes to learning. Attendance figures are above average. The pupils are confident, polite and courteous and their social skills are well developed. The pupils in the Foundation Stage attain the expected goals in personal, social and emotional development. Throughout the school, pupils play a full part in the school council, which enables them to contribute to the life of the school community. The pupils have a good understanding of healthy living and the school has earned the Healthy Schools and Activemark awards. The pupils understand that they live in a culturally diverse society and that all people ought to be treated fairly and equally. Year 6 pupils enjoy close working links with pupils of the same age in a neighbouring school. These joint lessons enable the pupils to meet and get to know those whom they will join at secondary school.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good overall and has led to good progress and rising standards in national tests, particularly in Year 6. There are consistent strengths across the school, such as the strong relationships that foster good behaviour and an interest in learning. However, in Key Stage 1, the teachers' expectations of more able pupils are not high enough in writing and mathematics. Also, in Year 2, the marking of pupils' written work lacks rigour and does not show clearly enough what the pupils, particularly the more able, need to do to improve. Where teaching is strong in Key Stage 2, and the teachers' expectations are high, day-to-day marking of the pupils' work shows them clearly how to improve and helps them to make good progress. Recently, links with a neighbouring school have resulted in particularly good work in science in Years 5 and 6. The good teaching of science is evident in planned opportunities for the pupils to discuss and predict the outcomes of investigations, and in the effective matching of tasks to the abilities of individual pupils. The pupils with learning difficulties and/or disabilities are supported effectively; teaching assistants know the pupils' needs well and help them to make good progress.

Curriculum and other activities

Grade: 2

The curriculum is good and provides effectively for the pupils' academic achievement and personal development. Provision for pupils with learning difficulties and/or disabilities is also good. A start has been made in the identification of, and provision for, gifted and talented pupils, and the curriculum is adapted well to meet their needs. In Key Stage 2, the school has effective planning for the application of basic literacy, numeracy and information and communication technology skills across the full range of subjects. However, in Year 2, the planning for the application of basic skills across the curriculum lacks effectiveness for more able pupils. A range of planned visits, visitors and out-of-school activities enriches the curriculum. The school has only a small hall which is inadequate for physical education; however, the school minimises the effects of this by the regular use of off-site facilities.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Pupils are well looked after and parents are grateful that this is a priority for the school. There are good procedures for safeguarding pupils and attending to their health and safety. Staff are well aware of their responsibilities in relation to child protection, and training updates their knowledge and understanding. Parents of absent pupils are contacted on the first morning of absence, which helps to keep attendance figures high. The detailed and effective tracking of achievement has led to higher standards in national tests and provides good guidance for teachers in grouping the pupils by ability. Support is good for pupils with learning difficulties and/or disabilities. Induction procedures, particularly for Foundation Stage pupils, are good and help greatly to ease their entry into school.

Leadership and management

Grade: 2

Leadership and management are good. This is a particularly significant judgement because the school has recently gone through a period of turbulence caused by staff changes. As a result, an acting headteacher was appointed last September. He has brought stability and maintained the good progress started by his predecessor, particularly in raising academic standards and promoting the personal development and well-being of the pupils. These successes have been recognised by parents and one described the acting headteacher as 'exceptional'. The school is accurate in its self-evaluation. Staff support the headteacher well but the heavy burden on a small staff of managing curriculum subjects is proving even more challenging because recently appointed colleagues are taking on new responsibilities. Management has been particularly effective in minimising the effects of shortcomings in the accommodation and developing partnerships to broaden the curriculum. Governors provide good support for the school. They have a good knowledge and understanding of the school's needs. Monitoring of lessons is satisfactory but is more concerned with

teaching than with pupils' learning and progress. School improvement planning is effective and recent improvements show that the school has the capacity for further improvement. Finances are prudently managed and efficiently deployed.

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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	2	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	2	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	2	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?	2	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	3	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	2	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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To the pupils of:

Brough Primary School

Church Brough

Kirkby Stephen

Cumbria

CA17 4EW

27 April 2006

Dear Pupils

I thoroughly enjoyed being in your school this week. It was a privilege and a pleasure for me to work with you and the staff of the school. I was very pleased to talk with many of you and very impressed by the courtesy and help you provided.

What I really liked about your school were the following things:

the good progress made by most of you

your enjoyment of school and lessons

your good behaviour and kind help and consideration for others

the way that you link up with pupils in a neighbouring school and work with them

the way that facilities beyond the school are used to ensure that you can take part in physical education lessons.

I have asked your headteacher to make sure that all the teaching in your school is as good as the best I saw, especially for the younger pupils. You can help your teachers by:

always doing your best work in all subjects, and

trying to improve on your previous work.

I wish you well and good luck for the future!

Yours faithfully

John Heap

Lead inspector