

Brough Primary School

Inspection report

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| Unique Reference Number | 117842 |
| Local Authority | East Riding of Yorkshire |
| Inspection number | 312723 |
| Inspection dates | 24–25 January 2008 |
| Reporting inspector | Lynne Read |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 380 |
| Appropriate authority | The governing body |
| Chair | Mr Keith Smith |
| Headteacher | Mrs Isabel Peirson |
| Date of previous school inspection | 1 March 2005 |
| School address | Springfield Avenue Brough East Riding of Yorkshire HU15 1AE |
| Telephone number | 01482 667352 |
| Fax number | 01482 665459 |

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|--------------------------|--------------------|
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large primary school. The majority of pupils come from relatively advantaged homes; the proportion claiming free school meals is below average. The vast majority of pupils are of White British heritage. The percentage with learning difficulties and/or disabilities is around average, with an above average percentage holding a statement of special educational needs. An independent provider offers breakfast and after school clubs in premises adjacent to the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Brough Primary is a satisfactory school with some good features. Improvements in achievement are beginning to emerge and it provides satisfactory value for money. Most parents have positive views of the school. They praise the approachability and enthusiasm of staff, the pupils' good behaviour and 'the broad spectrum of additional activities'. Links with outside agencies and other schools are good and bring many benefits to pupils' development. For example, links with BAE Systems and the secondary school enhance the curriculum for technology and provide additional resources for pupils. The headteacher provides strong, focused leadership. She leads the drive for improvement and has the confidence of staff, parents and pupils.

Achievement is satisfactory and standards are broadly average by the end of Year 6. When pupils enter Year 1, their development is more advanced than usual for the age group. Pupils make good progress in Key Stage 1. Standards at Year 2 were significantly above average in 2007 and have been in four of the last five years. Between Years 3 and 6, progress slows but is satisfactory. Standards in English, mathematics and science at Year 6 were average in 2007 which has been a typical picture over the last few years. Currently, in Years 3 to 6, teachers and pupils are working hard to reach challenging learning goals and overcome the legacy of underachievement in Years 3 and 4. Improvement is occurring. The 2007 tests showed better standards in writing and better progress is evident in science and mathematics. The improvements are due to the better use of assessment and tracking of pupils' progress. This means that teachers are able to identify those pupils who need extra challenges and intervene quickly where expectations are not met. In the main, this is working well but some more able pupils in the sets for mathematics are not challenged enough.

Pupils' personal development is good; they are polite and very well behaved. Staff provide a safe and caring environment which ensures that pupils feel secure. As a result, there is a purposeful and productive atmosphere and pupils enjoy coming to school. Teaching has a satisfactory impact on learning overall and is good in Key Stage 1. Teachers now have higher expectations of what pupils can achieve. There are strengths in the support for pupils with learning difficulties and/or disabilities with a good range of expertise among teachers and teaching assistants. Pupils benefit from a good curriculum that makes learning interesting and promotes the all-round development of pupils. A good emphasis on personal education ensures that pupils have a secure understanding of the principles of healthy living, safety and citizenship. An inspiring range of creative and cultural projects promotes talents and injects excitement into learning. There are varied opportunities for pupils to experience responsibility and share in decision-making. This, together with average standards, gives pupils a satisfactory preparation for their future lives.

Leadership and management, including governance, are satisfactory. The school has a sound picture of the school's strengths and weaknesses. The information gathered is successfully used to create targets for the school's improvement. These are beginning to improve progress in Key Stage 2 but they have yet to be reflected in the school's test results. The school has made a satisfactory improvement since its last inspection and has a satisfactory capacity to continue to improve.

Effectiveness of the Foundation Stage

Grade: 2

Teaching and learning in the Foundation Stage are good. The provision is well led and managed, and provides children with a safe, secure and caring place to learn. Children's skills and knowledge at entry to the Reception class are typical for the age group. They make good progress in all areas of learning. By the end of the Reception year, most exceed the level expected for their age and there are significant strengths in their personal, social and emotional development.

A good programme of introducing children to school enables them to settle quickly. Children have the benefit of good teaching and an inviting and stimulating learning environment, both inside and out. They learn well in the adult-directed groups and are encouraged to explore their world and become independent through an exciting range of free choice activities. Parents are encouraged to be partners in the learning process. The workshop sessions, for example, enable them to gain an insight into early learning and to support their children's development effectively.

What the school should do to improve further

- Improve progress and raise standards in English, mathematics and science in Key Stage 2.
- Improve the level of challenge for the more able pupils in mathematics.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement is satisfactory overall and good in Key Stage 1. Standards are average by Year 6 but decline from a high point in Year 2 when they are significantly above average. They are affected to some extent by the proportion of pupils with learning difficulties and/or disabilities in each year group and a higher than average proportion of the pupils who arrive at the school in the junior years, some of whom have a lack of continuity in their prior learning. However, the school has identified some underachievement in the lower junior classes in past years as the main reason behind the decline. Some pupils did not make the expected progress across Key Stage 2 because this was not corrected early enough. The school's agreed targets were met in English in 2007 but fell short in mathematics. Managers and teachers are working hard to raise achievement, which at present, puts the school in the lower 25% when compared to similar schools nationally.

Because of improved tracking of pupils' progress and higher teacher expectations, progress is now increasing. A concerted drive to improve writing led to much improved results in 2007 and pupils are on track to meet their targets this year. Science lessons now include more investigative and experimental work, and records show that pupils are making better progress. Some initial improvements in mathematics are evident but the more able pupils in each set are not always challenged enough to reach their potential. The school has made changes to the curriculum to motivate and interest boys and they are closing the gap on the girls. Pupils who have learning difficulties and/or disabilities have full access to the curriculum, enabling them to make the satisfactory progress towards their individual targets.

Personal development and well-being

Grade: 2

The happy relationships in school are testament to the good personal skills and good spiritual, moral, social and cultural development of pupils. Pupils say they enjoy school. They feel safe in the knowledge that bullying is not tolerated and that staff act quickly when any incident is reported. Attendance is above average. Pupils are well informed about lifestyle choices and are developing good skills of citizenship. They are proud of their Healthy Schools and Eco Schools Awards, as well as their prize winning entries into the Humberside Lifestyle Project. Pupils are soundly equipped for their future education and a series of enterprise projects gives them a useful insight into the world of work and finance.

Pupils collaborate well and have respect for faiths and beliefs that are different to their own. Through their school council, pupils make a good contribution to decision-making. For example, their requests led to the introduction of the adventure play equipment and they organise charity collections. The volunteer 'buddies' provide a helping hand and a listening ear at playtimes, helping to promote a harmonious school community.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory but recent improvements are increasing pupils' learning, particularly in Key Stage 2. Teaching is good in Key Stage 1 and for pupils who have learning difficulties and/or disabilities. In lessons seen during the inspection, most of the teaching was good, reflecting the increased expectations of pupils' learning. However, on occasion in Key Stage 2, the more able pupils in the mathematics sets are not extended enough. Well qualified teaching assistants provide good support during lessons and in groups for pupils who need extra help with their learning or emotional needs.

The quality of marking is satisfactory. It is supplemented through oral feedback in lessons and 'learning conversations' between pupils and teachers where progress is discussed and future learning goals agreed. Pupils are increasingly encouraged to assess their own work and this is successfully promoting their skills of independent learning because they understand what they need to do to improve their work.

Curriculum and other activities

Grade: 2

The school provides a good curriculum that includes good enrichment and some innovative features. Global awareness is very well enhanced through the work done to achieve International School Status and through cultural links with schools in India. Pupils' creative skills are developed well through a range of projects that inject excitement and enjoyment into learning. The wide range of visits, visitors and residential stays is welcomed by pupils. Some spoke with great relish about 'sleeping with the sharks' during an overnight stay at the local aquarium. A good programme for personal development is delivered in dedicated lessons and also permeates throughout school life, helping to create confident and thoughtful learners.

In the drive to improve standards, staff have introduced special programmes of work to overcome areas of underachievement and boost learning in Key Stage 2. For example, the 'LA STAR'

project led to a marked improvement in writing for some lower junior pupils. Teachers have developed good links between subjects so that pupils have varied opportunities to practise and consolidate their developing literacy, numeracy and computer skills.

Care, guidance and support

Grade: 3

The school provides a supportive and caring environment. Pupils' additional needs are catered for well. For example, the lunchtime 'fun planet' session helps to develop the social, listening, concentration and memory skills for identified pupils. Rigorous safeguarding arrangements meet requirements. Governors and staff manage health and safety matters well and make regular checks around the building.

Academic guidance is satisfactory, although a more rigorous and precise tracking of progress was recently introduced. It enables teachers to identify, and take steps to eradicate, any underachievement. Pupils in Key Stage 1 have helpful advice to support their learning which helps them to achieve well. A useful booklet is provided for older pupils including learning targets and advice to help them improve, and new learning target cards are being extended across the younger junior classes. Pupils understand and use the guidance provided and it is starting to improve their academic progress

Leadership and management

Grade: 3

Leadership and management are satisfactory overall, with some good elements. The headteacher provides good leadership for personal development and the curriculum which are the strengths of the school. The school has introduced several initiatives in previous years but they have not made sufficient impact. The current plan is more rigorous in providing frequent checks on pupils' learning and instigating swift action where expectations are not met. There is good teamwork among all staff who share in the headteacher's drive for improved standards. The school had introduced several initiatives to raise standards in previous years but they were not as successful as was hoped. The school is now much more determined and is more rigorous in providing frequent checks on pupils' learning and instigating swift action where expectations are not met. Key changes in staffing are enabling specialist skills to be better utilised. Senior, subject and assessment managers are now monitoring the outcomes very closely to ensure that the emerging improvements are sustained. Governors understand the school's strengths and are keen to see an upturn in standards and achievement. Governance is satisfactory and all statutory requirements are met. The school gives satisfactory value for money.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
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Overall effectiveness

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

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 3 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 |
| How effectively leaders and managers use challenging targets to raise standards | 3 |
| The effectiveness of the school's self-evaluation | 3 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 3 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Text from letter to pupils explaining the findings of the inspection

28 January 2008

Dear Pupils

Inspection of Brough Primary School, East Riding of Yorkshire, HU15 1AE

Thank you very much for your warm welcome and for helping my colleagues and me when we came to visit your school. I would like to tell you what we found out. Brough Primary provides you with a satisfactory education and has some good features. Your behaviour is good and you take good care of each other. You enjoy your learning and usually work hard. We enjoyed chatting with some of you and finding out about the exciting things you do. It is good that you make a contribution to decision-making in school through your council members. We saw how much you enjoy the adventure climbing equipment that you requested. We also think you do a good job in donating to charities, which shows that you care about those who are less fortunate around the world.

The school is a safe place and, you say, teachers 'always listen to you'. You make good use of the 'worry boxes' that your school council introduced and you think that this system helps to sort out small issues before they become problems. Please thank your parents for sending lots of replies to the questionnaire. They are mostly happy with the school and especially pleased with the interesting range of activities that you have and the fact that you are happy in school.

The younger pupils are making good progress but this slows down in Years 3 to 6. We have asked the school to increase the standards gained at Key Stage 2. Your teachers are already working hard to improve your learning in the juniors and we found that your progress is increasing. The way that older ones use the 'top tips' booklets to make their learning better is impressive. We know that some of you enjoy extra challenges so we have asked your teachers to make sure that these are always included in your lessons, especially in mathematics. You can help by continuing to try hard and keeping up the good rate of attendance.

Thank you once again for the interesting conversations we had throughout the days and for letting us know your views so clearly.

Please accept my best wishes for the future.

Yours sincerely

Mrs Lynne Read

Lead inspector