

# Brompton-on-Swale Church of England Primary School

Inspection report - amended

---

|                                |                     |
|--------------------------------|---------------------|
| <b>Unique Reference Number</b> | 121481              |
| <b>Local Authority</b>         | North Yorkshire     |
| <b>Inspection number</b>       | 314004              |
| <b>Inspection dates</b>        | 26–27 November 2008 |
| <b>Reporting inspector</b>     | Robert Robinson     |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

|  |   |
|--|---|
| <b>Type of school</b>  | Primary   |
| <b>School category</b>   | Community   |
| <b>Age range of pupils</b>   | 4–11  |
| <b>Gender of pupils</b>  | Mixed   |
| <b>Number on roll</b>  |   |
| School (total)   | 144   |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0   |
| Childcare provision for children aged 0 to 3 years                                     | 0   |
| <b>Appropriate authority</b>   | The governing body  |
| <b>Chair</b>   | Mrs P Cooper  |
| <b>Headteacher</b>   | Mr Michael White  |
| <b>Date of previous school inspection</b>  | 13 June 2005  |
| <b>Date of previous funded early education inspection</b>                              | Not previously inspected  |
| <b>Date of previous childcare inspection</b>   | Not previously inspected  |
| <b>School address</b>  | Brompton Park<br>Brompton-on-Swale<br>Richmond<br>North Yorkshire<br>DL10 7JW |

---

|                          |                     |
|--------------------------|---------------------|
| <b>Age group</b>         | 4–11                |
| <b>Inspection dates</b>  | 26–27 November 2008 |
| <b>Inspection number</b> | 314004              |

**Telephone number**  
**Fax number**

01748 811683  
01748 810906

|                          |                     |
|--------------------------|---------------------|
| <b>Age group</b>         | 4-11                |
| <b>Inspection dates</b>  | 26-27 November 2008 |
| <b>Inspection number</b> | 314004              |

## Amended Report Addendum

The school has made remarkably effective improvement since the last inspection because of the first-rate leadership of the headteacher, deputy headteacher and governors, despite the almost complete change of staffing and the above average movement of pupils to and from the school.

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a small school. The number of pupils who join or leave the school at other than the usual times is much higher than typically seen. About a sixth of pupils come from families with a parent in the armed services. Almost all pupils are White British. The socio-economic circumstances of the area the school serves are more favourable than the average. The proportion of pupils eligible for free school meals is below average. A lower than average proportion of pupils is identified as having learning difficulties and/or disabilities. The school has gained Activemark, Artsmark, Basic Skills Quality Mark, ICT Mark and the local authority (LA) Quality Inclusion Mark (Highest Grade). Almost all staff have changed since the last inspection, including the headteacher and deputy headteacher. A temporary teacher taught the Early Years Foundation Stage (EYFS) during the inspection. Children in the EYFS are taught alongside a few Year 1 pupils. Older children in the EYFS attend full time throughout the Reception year. Younger children attend part time for the first term and then full time for the rest of the year.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Brompton-on-Swale provides a good education for its pupils. The leadership and management, pupils' personal development and care, guidance and support for pupils are outstanding. The school has made remarkably effective improvement since the last inspection because of the first-rate leadership of the headteacher, deputy headteacher and governors, despite the almost complete change of staffing and the above average movement of pupils to and from the school. Pupils' achievement is good and improving. Standards since 2005 have increased from average to above average. Superb partnerships with the LA and other local schools, including active involvement in the training of new teachers is greatly benefiting pupils' education. Parents have high praise for all aspects of the school's work. 'It is going from strength to strength,' was a typical comment, encapsulating parents' views.

Standards in Year 2 and Year 6 are above average. Since the last inspection, standards have shown an upward trend throughout the school. The leadership's initiatives to improve standards in writing and science have been highly successful. Pupils' progress is now good and often better in Years 1 to 6. The progress of pupils with learning difficulties and/or disabilities is outstanding because of the strengths in the teaching, the thorough planning for their needs and the detailed checking and recording of their attainment.

Very strong pastoral care for all pupils pervades the school. Pupils have a very well developed understanding of healthy lifestyles. They participate enthusiastically in sporting activities. Pupils thoroughly enjoy school and this is reflected in their high attendance rates. Behaviour throughout the whole school is exemplary. Pupils relate very well to one another and the staff. Their good grasp of basic skills, including information and communication technology (ICT) and their superb attitudes to work, prepare them well for future learning. Pupils' spiritual, moral, social and cultural development is good. However, the development of their understanding of similarities and differences of other national and global communities compared to their own is less well developed in the curriculum.

The good quality teaching and learning is successfully based upon the well-thought-out curriculum. A high proportion of lessons have exemplary features that enthuse pupils to learn at a fast pace. Lessons are geared to pupils' prior attainment throughout Years 1 to 6. Well briefed and capable teaching assistants support pupils' learning, particularly those with learning difficulties and/or disabilities. Interactive whiteboards are used very effectively to assist teaching and learning. Pupils are often encouraged to discuss their learning with a partner to clarify and extend their understanding. The marking of pupils' work is uniformly first rate throughout Years 1 to 6 and between subjects. Teachers' written comments are particularly helpful to celebrate success as well as to suggest ways to improve. Pupils are fully involved in assessing their own learning. Homework and home school diaries keep parents and teachers abreast of pupils' progress. An exemplary booklet, 'Top tips for parents and carers', provides superb information to help parents to assist their children's learning.

The school has outstanding capacity to continue to improve because of the strong and highly effective leadership team, which encompasses exceptionally well the skills of governors, teachers, teaching assistants and other staff. The school's vision for the future is based on a thorough understanding of its strengths and areas for development. Its track record since the last inspection has been impressive. All major aspects of the school's work have improved. The issues identified for improvement have been addressed successfully.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Attainment on entry ranges widely from year to year because of the small number of entrants. Over time, attainment on entry is broadly as expected for children of this age, as is the case this year. Children settle well into the school because of good induction procedures. Parents are very pleased with their children's start at the school. Children's achievement is satisfactory overall, though achievement in personal, social and emotional development is good. Staff care for the children well and all welfare arrangements are in place. The quality of teaching is satisfactory. The leadership has successfully improved learning outdoors to link it more closely to what is taught indoors. Children's opportunities to work independently are increasing, but some of the activities are not matched closely enough to their levels of attainment. Children spend too much time listening to the teacher as a whole group rather than being challenged by activities in small groups or individually to move their learning on at a faster pace. This has already been identified and acted upon following rigorous monitoring of children's learning by the leadership. When children are in small-group activities, teachers and teaching assistants help them to make brisk progress. By the end of the EYFS, children's skills are broadly as expected of their age but above expected in personal, social and emotional development. The recently appointed EYFS and Year 1 and 2 coordinator leads and manages the EYFS well. She has supported the present unavoidable temporary teaching arrangements most effectively during the absence of the permanent teacher. Systems have been upgraded to record and check children's progress accurately. This is providing staff with information to help them plan lessons that build more closely on children's prior learning. As a result, the rate of children's progress is speeding up. The EYFS action plan is detailed and well thought out to enhance the provision. Already, initiatives taken are benefiting children's progress. The EYFS is well placed to continue to improve because of the strengths in its leadership and management.

### What the school should do to improve further

- Ensure a greater emphasis on learning in small groups or individually in the EYFS through purposeful activities that build more closely on children's prior attainment.
- Develop pupils' awareness of a broader range of national and international communities.

## Achievement and standards

### Grade: 2

Standards reached by pupils are above average. Achievement is good overall, though pupils with learning difficulties and/or disabilities make excellent progress relative to their prior learning. Some of these pupils catch up with others and reach standards in line with the national average and occasionally above. The higher than average movement of pupils to and from the school greatly affects overall standards in year groups. Those who are at the school for lengthy periods of time make very good progress. For example, at the end of Year 2 in 2008 pupils who had been at the school since the start of Year 1 reached standards that were higher than the standards overall and pupils' progress over time was first rate. Standards in the 2007 Year 6 national tests were above average with substantial improvements in English and mathematics. Moreover, inspection evidence demonstrates that current standards continue to be above average with further gains in writing and science. Individual pupils' challenging targets are increasingly being met. Pupils' recent progress is good throughout Years 1 to 6.

## Personal development and well-being

### Grade: 1

Pupils have an extremely good understanding of healthy foods and lifestyles. This is evidenced well in the school's bid to achieve National Healthy Schools status. The uptake of extra-curricular sporting clubs is high. Pupils enjoy competitive tournaments against other schools, such as a recent swimming gala. Pupils report they feel safe in school and have a thorough understanding of health and safety routines. They are confident to approach any staff if they have any concerns and appreciate the provision of a 'worry' box. Attendance rates have been maintained at well above average since the last inspection. The school council plays an important part in school development. It was fully involved in designing the major improvements to the playground. The leadership actively seeks pupils' views including when appointing staff. Behaviour is excellent in lessons and at playtimes. All classes have agreed the school's 'Golden Rules' and have a 'Class Charter'. Pupils joining the school quickly acquire excellent habits in their conduct and attitudes to work. There are strong links with the local community and church. Pupils take responsibility for aspects of school and community life, including fundraising. They reflect on school life and their aspirations for the future. Pupils realise that their good achievements in literacy, numeracy, ICT and sports will help them in their next stage of education.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good, which is why, over time, pupils achieve well. During the inspection, many examples of good and outstanding teaching were seen. In the majority of lessons, there is a strong emphasis on pupils' participation in discussion and investigative work. Occasionally, teachers spend too much time talking rather than allowing pupils to express their ideas or giving pupils sufficient time to practise their learning. Resources are used extremely well to add excitement to learning. For example, a practical activity using dice challenged pupils at different levels of attainment to work competitively with a partner to consolidate and extend their recall of multiplication facts. Teaching assistants are used particularly well to assist the learning of individuals and small groups. Occasionally, during excessively lengthy introductions to whole-class groups, assistants are not actively engaged enough. Role play excites pupils and through it they learn at a fast pace. For example, in one lesson, older pupils took on the role of journalists and investigated the mysterious disappearance of a member of staff.

### Curriculum and other activities

#### Grade: 2

The curriculum meets the needs of all pupils well. Throughout the school there is a consistent approach to developing pupils' basic skills in literacy, numeracy and ICT. Skills in writing are exploited very well in topics in other areas of learning. For example, in a study of healthy lifestyles pupils wrote a detailed conclusion, 'Why do we have to keep healthy?' ICT supports learning in all subjects and is used particularly successfully to improve the presentation of topic booklets. Numeracy skills are practised well in science. The presentation of written work is very neat in all subjects. Practical investigations add much to the enjoyment of learning. In personal, social, health and citizenship education and in religious education, pupils gain a better understanding of one another and of different world faiths, such as during a visit of a member of the Sikh community. French is taught in Year 6 and plans are in place to extend this to the

rest of the school. However, national and international links with other schools and different communities are not sufficiently developed. Visits, including a residential experience, are planned carefully to spur on pupils' interest in learning. Pupils and parents appreciate the wide range of extra-curricular clubs.

## **Care, guidance and support**

### **Grade: 1**

There is a strong commitment by the leadership, including governors, in respect of risk assessments and health and safety arrangements. For example, careful records are kept of accidents and behavioural incidents and a governor checks these regularly. Parents are highly appreciative of the care provided for their children. Government safeguarding requirements are met and child protection procedures are in place. School staff and specialist expertise from the LA provide highly effective support for pupils with learning difficulties and/or disabilities and other vulnerable pupils. The consistency of marking of pupils' work and setting of targets for improvement is a particular strength and greatly benefits pupils' progress.

## **Leadership and management**

### **Grade: 1**

Members of the governing body have established a high performing senior leadership and management team through astute appointments. As a result, the school aspires to be an outstanding school in all aspects within two years. It is well on its way to meet these aspirations. The school has a very clear understanding of its strengths and areas for development. It has successfully raised standards, particularly in writing and science. The headteacher and governors have managed the almost complete change of staffing extremely well while improving achievement to good and standards to above average. Care, guidance and support for pupils and their personal development are now outstanding compared to good at the last inspection. The school has identified provision for younger children as its next major priority for improvement. A key appointment has been made to strengthen the leadership of the EYFS and Years 1 and 2. Initiatives are having a positive impact on EYFS provision.

The systems in place to record and monitor pupils' progress and set targets for teachers and pupils are first class. As a result of the very effective use of this information, pupils' progress has speeded up throughout Years 1 to 6. The headteacher's monitoring of pupils' learning is superb. Each week, the headteacher focuses on six pupils from different year groups and spends time checking their learning and rate of progress through discussion and examination of their work in their classrooms. A detailed report is made of his findings and this is fed back to teachers together with pertinent comments.

All members of staff including teaching assistants meet in curricular groups to plan the further development of all areas of learning. This has resulted in the positive use of expertise and a whole staff who are fully committed to school improvement. It has also helped with the continuity of good practice, continuous curricular development and the induction of new staff.

Governors play a pivotal role in the successful development of the school. They are proud of the improvements the school has made since the last inspection and strong reputation that the school has in the local area.



**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](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

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

### 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   |
| 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?   | 1   |
| The capacity to make any necessary improvements   | 1   |

### Effectiveness of the Early Years Foundation Stage

|   |   |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS?              | 3 |
| How well do children in the EYFS achieve?   | 3 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop?                     | 3 |
| How effectively is the welfare of children in the EYFS promoted?                          | 2 |
| How effectively is provision in the EYFS led and managed?                                 | 2 |

### Achievement and standards

|  |   |
|--|---|
| How well do learners achieve?  | 2 |
| The standards <sup>1</sup> reached by learners   | 2 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and/or disabilities make progress                           | 1 |

<sup>1</sup>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.

## Personal development and well-being

|   |   |
|---|---|
| <b>How good are the overall personal development and well-being of the learners?</b>                          | 1 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 |
| The extent to which learners adopt healthy lifestyles   | 1 |
| The extent to which learners adopt safe practices   | 1 |
| The extent to which learners enjoy their education  | 1 |
| The attendance of learners  | 1 |
| The behaviour of learners   | 1 |
| 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 | 2 |

## The quality of provision

|  |   |
|--|---|
| <b>How effective are teaching and learning in meeting the full range of learners' needs?</b>       | 2 |
| 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?   | 1 |

## Leadership and management

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 1   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1   |
| How effectively leaders and managers use challenging targets to raise standards  | 1   |
| The effectiveness of the school's self-evaluation  | 1   |
| How well equality of opportunity is promoted and discrimination eliminated   | 2   |
| How well does the school contribute to community cohesion?   | 2   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 1   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 1   |
| 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  |

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Brompton-on-Swale Church of England Primary School, Richmond, DL10 7JW

Thank you for welcoming me to your school. I enjoyed the days I spent with you. Your school provides you with a good education. Some things are outstanding, for example, the way staff care for you and help you to achieve well in your work. The school has improved a great deal since the last inspection because of outstanding leadership and management.

I was impressed by your excellent behaviour and interest in lessons. At all times you were polite and courteous. I was pleased that you all get on so well together and that your attendance has been consistently well above average since the last inspection. The standards that you reach by the end of Year 6 are above average. You make good progress in Years 1 to 6 because teaching is good. Many of the lessons I saw during the inspection were good or outstanding and caught your enthusiasm for learning. To improve your education further, I want the school to help you to learn more about a broader range of national and international communities.

In the EYFS, children make satisfactory progress. To improve children's attainment and skills, I have asked the school to ensure that there is a greater emphasis on learning in small groups or individually in the EYFS through purposeful activities that build more closely on what children already know.

I appreciated talking to you about your work and watching you learn. I trust that you will keep doing your best and keep working with the headteacher and other staff to help them to continue to improve the school. I wish you well for the future.