

Brougham Primary School

Inspection report

Unique Reference Number	111568
Local Authority	Hartlepool
Inspection number	325404
Inspection date	7 July 2009
Reporting inspector	Sue Sharkey

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.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	249
Government funded early education provision for children aged 3 to the end of the EYFS	72
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Graeme Foster
Headteacher	Mr Keith Storey
Date of previous school inspection	1 April 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Brougham Terrace Hartlepool TS24 8EY
Telephone number	01429 273663
Fax number	01429 231171

Age group	3–11
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Introduction

The inspection was carried out by two additional inspectors who evaluated the overall effectiveness of the school and investigated the following issues:

- how well tracking and data analysis are used to ensure that all groups of pupils are supported effectively
- what strategies are in place to continue to raise standards and achievement in reading, writing and mathematics at Key Stage 1
- whether the curriculum is planned well enough to enable pupils, including the more able, to be extended and challenged in all subjects.

Evidence was collected from discussion with leaders, pupils and staff, a Local Authority Adviser, visits to classes, scrutiny of pupils' work and documentation. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in the self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

This school is larger than the average primary school and is situated in an area of above average levels of social and economic disadvantage. The proportion of pupils entitled to free school meals is almost four times the national average. Most pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is above average. Provision for children in the Early Years Foundation Stage is in the part-time Nursery class and the Reception class. These classes work together as one unit. The school runs a before and after school club on the premises as well as 'The Brougham Centre' which offers activities all year round for pupils and families.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Brougham Primary School is a good and improving school. Some aspects of its work are outstanding. Pupils' personal development and the care, guidance and support given to the pupils are superb strengths of the school and are outstanding. Spiritual, moral, social and cultural development is good. Pupils spoke very highly of the school during the inspection. It has a deservedly good reputation in the community and parents are full of praise, a typical comment being 'I am really pleased with the progress my child is making. I cannot praise the staff and headteacher enough.' By the time pupils leave school they are active learners and confident young citizens, keen to play their part in the community. The school gives good value for money.

At the heart of the school is the desire to create a welcoming family environment for all pupils where they can feel absolutely safe, at ease and flourish. From a low starting point pupils achieve well, so that by the time they leave in Year 6 standards are in line with the national average and regularly above in science. Recent changes in the Early Years Foundation stage are having an impact so that children are now making better progress and, in the last two years, they have entered Year 1 with standards that are expected for their age having made good progress and achieved well. Progress in Years 1 and 2 has been satisfactory, until recently. However, following more accurate monitoring of progress, the school has put very effective strategies in place to promote better achievement. The success of these strategies is now evident and progress in Years 1 and 2 is accelerating. This year's teacher assessments, backed up by inspection evidence, shows that standards are rising at the end of Year 2 and pupils are achieving well. In Key Stage 2 pupils achieve well in English, mathematics and especially science so that standards are in line with the national average. The school has a wide range of support for pupils and work displayed in school and in pupils' books shows improvements in all areas. Provisional results in the 2009 Year 6 tests indicate how fruitful this support has been in the school's drive to raise achievements and standards. Pupils who have learning difficulties and/or disabilities are supported extremely well, often by skilled teaching assistants. This accounts for their good achievement.

The school is well led and managed by the highly respected headteacher who has given over 30 years of dedicated commitment to the school and its pupils. He is extremely well supported by the assistant headteacher who has introduced systems to assess and track pupils' progress. These are rigorous; they are used well and enable managers to pinpoint issues as they arise. Governors and middle managers make a good contribution to leadership. The school shows a good commitment to promoting community cohesion but as yet pupils do not get enough opportunities to make contact with or meet representatives of other communities in Britain. The school's evaluation of its own performance is accurate and the actions it has taken to improve achievement are having a positive impact showing that the school has good capacity to improve.

Outstanding links with other schools, agencies and organisations help to meet the diverse needs of all pupils and bring considerable benefits to their learning and personal development. Pupils' behaviour throughout the school is excellent; they have positive attitudes and enjoy learning, which is a key factor in their good attendance. Pupils participate in the school council and develop an excellent awareness of taking responsibility in the school and wider communities. The school provides an extensive range of additional activities for pupils through the breakfast and after school clubs. 'The Brougham Centre' is well supported and provides opportunities

for pre-school children as well as a wide range of sports and arts activities, for other ages, all year round.

Pupils make good progress through school because the quality of teaching and learning is good and sometimes outstanding. Strong features in teaching include excellent relationships, thorough planning that demonstrates continuity and progression, and excellent marking of pupils' work so that pupils know how to improve. Lessons contain a good range of activities and teachers provide a lively, stimulating environment, although work is not always challenging enough for the more able pupils. Lessons are enhanced by educational visits and a variety of visitors. Years 5 and 6 pupils have the opportunity to take part in residential activities. These activities help to raise pupils' awareness of different people's needs and life experiences, ensuring that they are well equipped for their future life. Teaching assistants play an active role within the classroom and beyond, and support pupils' learning well.

Changes to the curriculum allow pupils to use knowledge and skills throughout different subjects. Information and communication technology (ICT) is well developed and is woven skilfully through subjects so that pupils can make full use of word processing, art work or data handling for example. Good provision exists for pupils with learning difficulties and/or disabilities, but strategies for supporting the more able are not yet refined enough.

All safeguarding procedures are rigorously in place and pupils trust the adults around them saying that they know they can talk to any adult if they need help. They understand how to keep themselves healthy and safe, including the safe use of the internet. They are prepared well for secondary school and future life.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The Early Years Foundation Stage provides a good start to children's education. When children enter the Nursery class their skills are well below what is typical for their age particularly in areas of mathematical and creative development. Children's love of learning begins in the Nursery where they are well nurtured and cared for in a safe environment. They settle well because the school fosters good parental involvement and the ethos is warm and welcoming. As a result children show increasing levels of confidence and independence, which supports their outstanding personal development. They behave extremely well and are pleased to show off their early reading skills as well as their break dancing talent learnt on a recent educational visit. Developments in the outdoor area provide children with a rich learning area where children can run an ice cream shop, make music and have plenty of physical exercise. Children's progress is checked regularly providing a clear picture of what they need to learn next. By the start of Year 1 children have made good progress and most are reaching average standards and some above. Children with learning difficulties and/or disabilities make good progress because early assessment highlights their needs and good support is provided by teaching assistants. Leadership of the Early Years Foundation Stage is good and ensures that adults plan together well and have a clear understanding about how young children learn.

What the school should do to improve further

- Place greater emphasis on the challenge for more able pupils to raise achievement and standards further.
- Provide pupils with more opportunities to learn about the range of different cultures represented in Britain.

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Annex A

Inspection judgements

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

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	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
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	2

¹Grade 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

How good are the overall personal development and well-being of the learners?	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	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
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	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

8 July 2009

Dear Pupils

Inspection of Brougham Primary School, Hartlepool

Thank you so much for being friendly and making us feel welcome when we visited your school. We were impressed with how tidy the school was and with all the work you had displayed on the walls, in the corridors and in your classrooms. We really enjoyed talking to you and have good memories of how friendly you were, not just towards us but also towards each other and all the adults in school. We both enjoyed talking to you and hearing about your many activities. You told us how much you enjoyed school and this is partly because of the way all the adults really care for you. We agree with you and feel that the adults in school look after you outstandingly well.

We looked at other parts of school life, including how the school helps you to understand about being healthy. It was obvious from what you said, what we saw and how well you work that your own personal development is excellent. Congratulations.

We thoroughly enjoyed spending time in each of your classrooms, not just watching you learning inside, although that was very good, but outside as well. Children in the Nursery and Reception classes have a super outdoor area with lots of space and you can buy strawberry ice cream! Your teachers work very hard but we have asked your school to challenge you even more during lessons to help you improve your learning. We have also asked for you to have opportunities to email, visit and hopefully meet with other children, who live in Britain but have a different culture. The curriculum that teachers use to help you learn is good. It looked as if you enjoyed using computers and there was certainly lots of good ICT work around the school.

We were delighted to see how well all the adults in your school, including the governors, work together. Thank you for all your help. We know how proud the school is of all you do. Well done and we hope you all continue to work hard and enjoy being part of a good school.

Sue Sharkey and Mary Sewell

Additional inspectors