

# Brompton and Sawdon Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	121373
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	327472
<b>Inspection date</b>	6 May 2009
<b>Reporting inspector</b>	Les Schubeler

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	28
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 A Jackson
<b>Headteacher</b>	Mr N Davis
<b>Date of previous school inspection</b>	15 February 2006
<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>	Cayley Lane Brompton by Sawdon Scarborough North Yorkshire YO13 9DL

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<b>Age group</b>	5–11
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## Introduction

The inspection was carried out by two additional inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: the Early Years Foundation Stage; pupils' achievement; the quality of teaching and learning; assessment procedures and the quality of leadership and management. Evidence was collected from the school's self-evaluation; national published assessment data and the school's own assessment records, policies and minutes; observation of the school at work; interviews with staff and pupils and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest 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 is a very small school serving a rural community close to the villages of Brompton and Sawdon. It includes a range of socio-economic backgrounds. All pupils are White British. Currently, no pupil in the school has a learning difficulty and/or disability. The proportion of those entitled to free school meals is below average. The school is organised into two mixed-age classes: one for pupils in Reception and Key Stage 1; the other for those in Key Stage 2.

## 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. Parents are fully justified in describing it in the school's survey of their views as a, 'great village school with contented, motivated, enthusiastic children and teachers', and an, 'extended family'. Pupils flourish, both academically and socially.

Pupils get on extremely well with one another. They enjoy school and this is reflected in their good attendance. They look after one another in lessons and in the playground. Behaviour is exemplary. Pupils know what is expected of them and they respond accordingly. They have a very good understanding of how to live healthily, enjoying a wide range of physical activities and healthy lunches. Pupils feel safe because pastoral care is a real strength of the school. Adults are always on hand to support them. All arrangements for safeguarding children meet government requirements. Pupils are well aware of the potential dangers relating to the use of drugs, the internet and mobile phones. As they raise money for local and world charities, pupils begin to understand that not everyone is as fortunate as they are. Their spiritual, moral, social and cultural development is good overall. However, their cultural awareness is not as strong as other elements. As a result, older pupils have limited recall of facts and information about other religions and beliefs that they have talked about during lessons.

Pupils achieve well. They make good progress throughout the school. Although there can be variations because of the small number of pupils in each year group, standards at the end of Year 2 and Year 6 are above average in English and mathematics. Pupils excel in reading, in which standards are higher than those in writing and mathematics. The school has identified writing skills as an area of relative weakness and the action taken is now leading to improvements. For example, the standard of pupils' written work in the current Years 5 and 6 is now above and sometimes well above average.

This good achievement is largely attributable to consistently good teaching. Pupils say their teachers are friendly, helpful and always ready to support them when they find aspects of the work difficult. Teachers know their pupils well and ensure that individuals are challenged appropriately. Lessons are well planned to take account of the wide range of age and ability in each class. Teachers provide a good balance of whole-class work and tasks for pupils to complete at their own level. As a result, pupils show a lively interest and positive attitudes. Particularly at Key Stage 2, information and communication technology (ICT) is used effectively to promote independence in learning. For example, pupils choose specific computer activities to reinforce and develop their learning in mathematics.

The school tracks pupils' progress carefully and provides good support for those who find some of the work difficult. As a result, these pupils achieve equally as well as their peers. Recent initiatives to set pupils individual targets are beginning to have a positive impact, particularly with regard to improvements in pupils' writing skills. Teachers' marking is thorough and celebrates pupils' success, but does not provide enough guidance in all subjects on how pupils could make improvements.

The school's good curriculum contributes valuably to pupils' good personal development and learning as a result of a varied enrichment programme that includes a residential visit to an outdoor activities centre, art days and other themed days. Very productive partnerships with other small schools enable pupils to share a good variety of sporting and musical activities with larger groups of pupils of their own age. The school is currently developing a more thematic approach, which is enabling pupils to have a better understanding of the links between subjects.

Leadership and management are good. The headteacher balances well his leadership duties with his substantial teaching commitment. He provides a clear focus for furthering all aspects of pupils' development and on providing equality of opportunity. Very strong links with other small schools ensure that pupils and staff are not disadvantaged by the limited resources and expertise that could afflict a small school. Community cohesion is promoted satisfactorily. Pupils make a positive contribution to the local community through their participation in events such as the Wordsworth wedding celebrations. However, they do not have enough opportunities to develop their understanding of the wide diversity of faiths and cultures that exist in our multi-ethnic society. Governors have a good understanding of the school's performance and play a significant part in determining the school's priorities by effectively challenging and supporting the headteacher. Effective self-evaluation provides a clear view of the school's strengths and weaknesses. Clearly identified issues in the school development plan are helping the school to move forward. Vigorous action has been taken since the last inspection: the provision in the Early Years Foundation Stage has improved, including the resources for outdoor learning and play, and an emphasis on improving writing skills throughout the school has proved effective. Such actions make it evident that the school has a good capacity for further improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children get off to a flying start in this warm, inclusive environment. They begin Reception with broadly average skills and make good progress overall, particularly in the areas of personal development, mathematical skills and in communicating. This prepares them well for the next stage in their school life and they leave Reception with above average skills. Welfare requirements are fully met and children are well cared for. The quality of teaching and learning is good. Pupils receive prompt attention to their needs and, as a result, they do their very best. The themed curriculum enables children to develop well in all areas of learning. For example, the theme of trains was carefully explored through literacy, numeracy and physical development as they role-played energetically outside. Sometimes, however, opportunities are missed for children to develop problem solving and collaborative skills by working in groups. There is scope to extend learning further through the use of ICT. The outdoor area has been developed considerably and now extends learning well on a daily basis. The indoor area, however, is rather cramped which sometimes restricts the opportunities to extend learning. Children show very good attitudes to each other and to adults. They play happily together and take turns using the play equipment. Behaviour is good. Good hygiene practices in the bathroom are encouraged, but sometimes children do not wash their hands before lunch. Leadership and management are good. Assessment systems are very rigorous and detailed. Parents are fully informed of progress. The Foundation Stage leader has evaluated provision well and has good plans in place to develop it further, particularly with respect to the indoor learning environment.

### **What the school should do to improve further**

- Improve the quality of teachers' marking to enable pupils to understand more precisely what they need to do to improve their work in all subjects.
- Promote community cohesion so that pupils develop a deeper understanding of communities in Britain that contrast with their own.

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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?	2
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?	2
How effectively are children in the EYFS helped to learn and develop?	2
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	2

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<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>	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	1
The extent to which learners enjoy their education	2
The attendance of learners	2
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?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
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**

Thank you for the warm welcome you gave us when we inspected your school recently. We would like to thank you for being so courteous and friendly. We enjoyed talking to you and listening to your views about the school. We spent a lot of time finding out how well you learn in your lessons, looking at your work and talking to your headteacher and school staff. We came to the conclusion that Brompton and Sawdon is a good school.

Your teachers and teaching assistants care for you and look after you well. This helps to keep you safe and healthy. We know, too, that you enjoy school and all of the extra activities that your 'friendly and helpful' teachers arrange for you. You said how much you enjoy so many things that you do at or after school: the sports, music, art, and opportunities to meet with pupils from other small schools. It came as no surprise when the older pupils said they would be sorry to leave. We were very pleased to see that you get on well with one another and all the adults who work with you. The consideration shown by the older pupils to the younger ones is impressive. You are working well and are making good progress. Many of you are making big improvements in your writing.

To help your school to improve even more, we have asked your headteacher and the other staff to make sure that when they mark your work they help you to understand better how to improve in all subjects. You can help, too, by discussing your targets with your teachers and friends and listening carefully to the advice that your teachers give you. We have also asked them to try to see that you have more opportunities to learn about religions and communities that are very different from your own.

We are sure that you will carry on enjoying school and continue to build on the improvements that you are making now. Most of all, we hope that you will continue to work hard and help all the staff to make the school even better in the future.