

Brompton-on-Swale Church of England Primary School

Inspection report

Unique Reference Number	121481
Local authority	North Yorkshire
Inspection number	380251
Inspection dates	17–18 October 2011
Reporting inspector	Moira Fitzpatrick

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	184
Appropriate authority	The governing body
Chair	Philippa Cooper
Headteacher	Michael White
Date of previous school inspection	26 November 2008
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Introduction

This inspection was carried out by three additional inspectors. Fifteen lessons were observed and eight teachers were seen. Meetings were held with senior leaders, staff, members of the governing body and groups of pupils. Inspectors observed the school's work, and looked at pupils' workbooks from the current and previous academic year, the school's data tracking pupils' progress, the school improvement plan, teachers' planning, and documentation relating to governance and the safeguarding of pupils. Inspectors also considered the views of parents and carers expressed in the 69 questionnaires that were returned. Questionnaires returned by staff and pupils were also taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress made by children in the Early Years Foundation Stage (Reception class) and their attainment when they join Year 1.
- To what extent curriculum and teaching developments have improved pupils' learning, independence and their enjoyment of school.
- How effectively the school's provision for care, guidance and support enables pupils of all abilities and backgrounds to reach their potential.
- How well leaders and managers, including the governing body, have contributed to the school's curriculum development and the quality of teaching.

Information about the school

The school is smaller than average for a primary school, although numbers on roll have risen markedly since the previous inspection and continue to do so. The vast majority of pupils are of White British heritage and few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average, so too is the proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs. The school has a much higher than average proportion of pupils joining and leaving the school each year, because about one quarter of the school's population is drawn from armed forces families in the nearby garrison town. The school holds numerous awards, including Healthy School status, ICT BECTA ICT award, Artsmark Silver and the Activemark award.

There have been significant staffing changes since the previous inspection. Two new assistant headteachers and three new classroom teachers have been appointed.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Brompton-on-Swale is an outstanding school. It provides a happy, secure and vibrant environment in which pupils thrive. Pupils make excellent gains in their learning, because the headteacher and staff are united in their determination to get the very best for and from every pupil. Outstanding care, guidance and support are the foundation of pupils' excellent achievement. Staff reach out to pupils and form first-rate partnerships with their families to ensure that all needs are identified and met, and that any barriers to high achievement are removed. Excellent teaching excites and inspires pupils and ensures that by the end of Year 6 pupils' attainment is high and they are exceptionally well prepared for the next stage of learning.

Pupils' personal development is outstanding. Behaviour is exemplary and pupils show an in-depth understanding of how to stay safe and healthy. They make an outstanding contribution to their own and wider communities. Stage productions and fund-raising activities enrich the lives of local residents. Enjoyment of school is evident in pupils' high attendance and admirable attitudes to learning. Excellent spiritual, moral, social and cultural development encapsulates pupils' sense of well-being, self-esteem and care for others. They are quick to recognise and support the needs of others and by Year 6, pupils show an impressive level of maturity and self-reliance.

Provision for children in the Early Years Foundation Stage is good, and children make good progress overall from starting points that are broadly typical for their age. Their attainment is generally above average by the start of Year 1, except in early reading and writing skills. This is because assessment and planning do not target children's specific needs accurately to ensure good progress for all children. In Key Stages 1 and 2, the curriculum is outstanding, because it has been exceptionally well tailored to pupils' needs and interests. Pupils are fired with excitement by the imaginative and challenging topics they study. Their skills are developed very well by the school's 'five stage skills programme' which ensures that challenge is accurately matched to pupils' ability. Teachers are highly motivated by this curriculum and provide varied, stimulating activities from which pupils learn at a brisk rate. Teachers' very effective use of assessment and their feedback to pupils on how to improve provides pupils with an excellent foundation for rapid progress.

The vision and inspirational leadership of the headteacher motivates staff and pupils to give of their best. The drive for excellence is evident throughout the school's work.

Incisive and accurate evaluations by staff and the governing body inform the school of where improvement is needed. Prompt action on identified weaknesses has seen the school make outstanding progress in pupils' attainment, the quality of teaching and curricular provision since the previous inspection. Governance is exemplary. Members of the governing body bring a vast array of skills to the service of the school and they are unrelenting in their challenge to help the school make the best provision and give maximum support to pupils and their families. The school demonstrates an excellent capacity to improve further.

What does the school need to do to improve further?

- Improve children's progress in early reading and writing skills in the Early Years Foundation Stage by:
 - making accurate assessments of children's development for learning sounds and letters and ensure that children are taught them at the appropriate level for their development
 - providing ample opportunities for children to practise and consolidate this learning
 - providing a wide range of mark-making activities to develop children's confidence and skill in writing.

Outcomes for individuals and groups of pupils

1

Pupils of in Key Stages 1 and 2 make excellent progress in lessons because they delight in learning and have discovered how exciting and rewarding it is. They have absolute trust in their teachers and are not daunted by any tasks that are presented, including investigating an 'alien invasion' of the school! Pupils rise enthusiastically to challenging work because they have a good understanding of how they learn best and what they need to do to improve. Most pupils are exceptionally good listeners and follow explanations and instructions extremely well. In all classes, they are keen to work with a partner or in a group so that they both teach and learn from each other. Exemplary behaviour creates a supportive atmosphere for learning so that all are able to do their best. Pupils show an admirable awareness of the needs of others and strive to make their school a happy, calm community by taking on responsibilities and suggesting improvements. The recently achieved Eco-School Bronze award demonstrates their commitment to improving the environment. Pupils have a very good understanding of how to stay healthy and safe and are enthusiastic supporters of the many after-school sports clubs. They say they feel very safe in school and have full confidence in adults to take care of any concerns they may have. Pupils' excellent spiritual, moral, social and cultural development reflects the school's vision to educate the whole child and create opportunities for all to shine. This, together with their high attendance and high level of basic skills, prepares pupils extremely well for the next stage of learning.

Achievement and progress are excellent and pupils thoroughly enjoy learning. Pupils with special educational needs and/or disabilities, and the few who speak English as an additional language, make outstanding progress because they are very well served by individual programmes and skilled in-class support. Pupils from service families, who sometimes attend for a short time, make the same excellent progress

during their time in school because of the prompt assessment of their needs and the warm welcome they receive. Work in pupils' books from the last school year and the current term verifies the high standards that pupils reach by the end of Year 6. Attainment in mathematics is significantly high because the proportion of pupils reaching the higher level is almost twice the national average. English is above average and in the drive for even higher attainment the school is adjusting the teaching of letters and sounds across the school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is outstanding because all staff share their passion and excitement about learning with their pupils. Consistently high-quality planning, excellent relationships and high expectations, contribute significantly to pupils' enjoyment and progress in lessons. Teachers' very thorough knowledge of pupils' needs is used effectively to create activities that are well adapted for all abilities. They make learning fun by setting tasks that require pupils to learn together. A graphic example of this was observed when an 'alien' was sighted in the school grounds. Pupils across Key Stage 2 were gripped by the challenge to plot what had happened and plan the next moves. Some worked with outstanding concentration and perseverance sharing ideas and hypotheses which they then turned into a high quality report of events. Pupils relish these challenging opportunities and make first-rate progress as their determination to make their teacher proud drives them on. Teachers use extremely probing questions to assess pupils' progress during the lesson; they also use these skills to extend and develop pupils' thinking so they move on to the next step by their own efforts. Highly skilled teaching assistants work alongside teachers and pupils ensuring that any pupil who needs support receives prompt attention.

The curriculum provides outstanding continuity and progression for pupils' learning. Pupils enjoy many memorable experiences through an exciting topic-based curriculum, which takes account of their suggestions, interests and talents. The Landing Pad initiative creates great excitement as the culminating 'event' of a topic

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

provides a highly imaginative stimulus to which pupils apply their recently learned skills and knowledge. For example, Key Stage 1 pupils made great use of their learning about healthy food and food production in a Farmers’ Market where imaginative events, such as sheep shearing and milking, took place alongside a cafeteria serving food which had been prepared by the children using their own favourite recipes. Provision for pupils’ cultural development is excellent and integrated into the curriculum so that all are involved either in school productions, musical performances or displays of their art in a local art gallery. Extra-curricular opportunities abound and are extremely well supported by pupils who delight in learning new skills and working with different friends.

Staff are unrelenting in their commitment to removing barriers to pupils’ well-being and success. They know pupils and their families extremely well and are alert to any changes that occur in pupils’ behaviour or performance and are quick to take action when needed. Systems to support pupils and their families who join or leave the school during the year are exemplary. Staff and members of the governing body have collaborated closely on policies and practice to ensure all possible needs are identified and supported. Pupils who are at risk of becoming vulnerable, and those with special educational needs and/or disabilities, are monitored and supported closely. The school has first-rate links with external providers and provides prompt high-quality support for individual pupils and their families. Transition arrangements between schools are meticulously planned to identify specific needs and minimise any anxiety about moving on.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account:	1
The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders and managers at all levels demonstrate inspirational ambition, determination and expertise to continually improve the school. Astute delegation of roles by the headteacher provides staff with frequent opportunities to lead changes and improve the school’s work. The headteacher’s confidence in colleagues’ ability to rise to these challenges has been rewarded with some striking innovation and improvement since the previous inspection. Professional dialogue and the sharing of good practice are the norm in this vibrant environment. Monitoring and evaluation are rigorous, accurate and provide an excellent foundation for further improvement. These many strengths have improved the quality of teaching to outstanding and developed a curriculum that makes learning crackle with excitement. As a result, pupils’ progress is accelerating and attainment is high.

Members of the governing body make an outstanding contribution to the work of the school and to its continued development. They have considerable expertise and a keen insight, and are extremely well organised and thorough; roles and tasks are

delegated effectively for maximum benefit to the school. The governing body has an extremely detailed knowledge of the school through robust systems for evaluating the school's implementation of agreed policies and practices. It engages very effectively with parents and carers to ensure that the diverse and specific needs of the school's community are very well met. This has ensured that safeguarding practices are highly effective, with rigorous systems to check on pupils' safety and up-to-date training to ensure staff are alerted to any potential problems. Equality of opportunity is extremely well promoted with detailed attention given to all pupils to ensure all achieve exceptionally well. Discrimination of any sort is not tolerated.

Excellent links ensure that parents and carers are closely involved in their children's learning and kept informed of school developments. Highly effective partnerships with other schools and organisations provide numerous benefits for pupils through visits, visitors and the use of such resources as the local art gallery. Community cohesion is good and well promoted by careful planning and evaluation of need. As a result, the school has an excellent knowledge of its own community's needs and meets them very well. It recognises the need to develop links further afield in this country and overseas, and is currently developing links with a school in Kenya.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children join the Reception class with skills that are broadly typical for their age. They settle well into the routines of school because good induction arrangements ensure they, and their parents and carers, are well prepared for the transition. Children quickly grow in confidence because they are cared for very well and feel safe. Even at this early stage in the year they are beginning to display good levels of independence. They select activities for themselves and many sustain concentration for a good while. Their behaviour is good and they respond quickly to changes in routines and are always ready to listen during adult-led activities. Staff are beginning to build up their knowledge of children's learning, though they have not yet accurately assessed their varying needs when learning how letter sounds build into words. Children make good progress overall during their time in reception, except in early reading and writing skills, where it is satisfactory. Their progress in knowledge

about number and their ability to solve problems is very good because they have many opportunities to explore and find out for themselves in these areas of learning. Teaching assistants bring good expertise and experience to their role, but this is not always used to the best advantage, for example by creating small teaching groups to target specific levels of need. Leadership and management are good and there is a shared ambition to continue to develop provision and assessment practices further. Evaluation of provision is astute and school has plans to introduce more closely targeted work on learning about letter sounds.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers who returned the questionnaire are almost unanimous in their positive views about the school. They believe their children are safe, happy and make good progress because teachers look after all of their needs so well. Many commented on how happy they and their children are to be a part of such a lively, and friendly school. Others commented on the ‘excellent support’ they and their children have received to help them through difficult times or with specific learning needs. Some parents and carers think the school is ‘exceptional’, while others feel that teaching staff are ‘incredibly motivated’. Very few parents and carers had individual concerns but there was no pattern to these. Inspectors found much to support parents’ and carers’ positive views and these are reflected in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brompton-on-Swale Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 69 completed questionnaires by the end of the on-site inspection. In total, there are 184 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	62	26	38	0	0	0	0
The school keeps my child safe	44	64	25	36	0	0	0	0
The school informs me about my child's progress	39	57	29	42	1	1	0	0
My child is making enough progress at this school	40	58	28	41	1	1	0	0
The teaching is good at this school	47	68	22	32	0	0	0	0
The school helps me to support my child's learning	40	58	26	38	1	1	1	1
The school helps my child to have a healthy lifestyle	41	59	27	39	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	43	29	42	0	0	0	0
The school meets my child's particular needs	39	57	28	41	0	0	0	0
The school deals effectively with unacceptable behaviour	35	51	30	43	0	0	1	1
The school takes account of my suggestions and concerns	32	46	28	41	2	3	0	0
The school is led and managed effectively	48	70	17	25	0	0	0	0
Overall, I am happy with my child's experience at this school	51	74	17	25	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 October 2011

Dear Pupils

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

Our thanks to each one of you for making our inspection visit so very enjoyable. We were delighted to see how much you enjoy your learning and think your teachers do a first-class job in making it fun, challenging and very successful. We could also see that they enjoy school just as much as you do and this makes your school a very exciting place to learn. Your excellent behaviour and care for each other helps everyone to learn exceptionally well and feel happy in school. You are developing fine qualities as citizens of tomorrow by looking for ways of improving the school and helping people beyond the school and in the wider world. You make excellent progress from Year 1 to Year 6 and reach high standards. This is because you work hard, finding out about all the exciting things teachers plan in your excellent curriculum. We were astonished at some of the marvellous activities you get up to. All staff look after you extremely well and keep you happy and safe at school. It was good to hear about the e-bluey club they have set up to help some of you keep in touch with your parents and carers when they are overseas.

Children in the Reception class are also well cared for and happy. and they work hard investigating all sorts of things. They do not yet make the same quick progress in all of their learning, for example, in learning letter sounds and in developing handwriting skills. To help them make the same excellent progress as the rest of you and to be ready to read and write even better, we have asked the headteacher, teachers and governors to plan ways of giving all reception children activities in these areas that help them make the best progress they can.

Your headteacher, teachers and governors are determined to get the best education they can for you and give everyone of you the chance to be the very best you can be. This is why your school is outstanding; congratulations. You too have helped it to reach that level and can keep it up there by doing just as you do now - come to school, work hard and most of all enjoy it.

Yours sincerely,
Moira Fitzpatrick
Lead Inspector

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