

# Bromstone Primary School, Broadstairs

Rumfields Road, Broadstairs, Kent CT10 2PW

## Inspection dates

26–27 March 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- School leaders at all levels have high ambition for their pupils and staff. They are committed to improving the school continually. Staff share leaders' ambition and vision. All work hard to provide the best for pupils.
- Leaders have improved the quality of teaching, learning and assessment. They have ensured that staff are well trained and continually reflect on the impact that their work has on pupils.
- Leaders are currently reviewing the curriculum. There are many extra-curricular opportunities that support pupils' learning. However, in some national curriculum subjects, pupils do not fully develop a secure knowledge of the learning that teachers intend them to attain.
- Pupils' spiritual, moral, social and cultural (SMSC) learning is not developed fully enough. Some pupils do not have a secure understanding of life in modern multicultural Britain.
- Governors do not have a clear understanding of their full range of responsibilities. They provide strong financial challenge, but they do not have a good enough overview of all aspects of leaders' work.
- Parents and carers are overwhelmingly positive about the school and the support provided by staff.
- Standards have risen over time and pupils now attain in line with national averages. Current pupils, including disadvantaged pupils, are making good progress in reading, writing, mathematics and phonics.
- Children in Reception enjoy a wide range of exciting play and learning activities. They make rapid progress from starting points that are often low.
- Staff work very hard to build positive relationships with pupils and their families. They use these relationships very well to make sure that pupils are engaged in their learning. As a result, pupils' behaviour and attitudes to learning are good.
- Staff plan exciting learning activities that help pupils to make good progress. However, sometimes expectations for what pupils can do are not high enough. Consequently, some of the most able do not make enough progress to attain the higher standards.
- Provision for pupils with special educational needs and/or disabilities (SEND) is a strength of the school. The support that these pupils receive enables them to make exceptional progress.
- Pupils are very happy at the school. They are proud of the school values and the way that everyone works well together.

## **Full report**

### **What does the school need to do to improve further?**

- Ensure that all governors are fully trained to understand their roles and responsibilities so that they can fulfil their full duties and hold leaders to account for all aspects of school performance.
- Continue to develop the wider curriculum so that pupils learn the full breadth of what is intended and develop a secure understanding of life in modern Britain.
- Further raise teachers' expectations of what pupils can achieve so that the most able pupils attain the higher standards.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders at all levels demonstrate high ambition for the school. They have improved the quality of teaching, learning and assessment throughout the school. They have raised academic standards while maintaining the high quality of pastoral care that has long been a feature of Bromstone Primary School.
- Leaders have a secure understanding of the strengths of the school and the actions needed to develop it further. This insight is particularly strong when visiting learning activities and looking at pupils' work. Leaders' high expectations are evident at all times.
- Senior leaders have developed a strong culture of learning for staff and pupils alike. Staff are supported exceptionally well through a wide range of professional development opportunities. This has developed leaders at all levels very well. Staff feel valued and are proud of their contributions to raising standards across the school. Support for colleagues new to the profession is particularly strong.
- The leadership of the Enhanced Specialist Teaching Arrangement (ESTA) provides its 26 pupils with SEND with high-quality specialist teaching and support. Funding is used well and pupils make very good progress, with many moving to mainstream classes for most of their learning at Bromstone and then at secondary school. Other pupils with SEND also benefit from this expertise because leaders ensure that all staff are skilled in identifying and addressing specific learning needs.
- Senior leaders have ensured strong leadership capacity at all levels. For example, middle leaders have been developed very well and they make valuable contributions to school improvement. They are given the time that they need to observe and work with colleagues. In this way leaders ensure that all actions are focused on the needs of pupils and make a positive difference.
- Leaders make very good use of the pupil premium funding. They carefully identify barriers to learning and use the funding to address these directly. For example, they have improved disadvantaged pupils' attendance. Disadvantaged pupils make very good progress, often better than their peers, as a consequence of leaders' work.
- The primary physical education (PE) and sport premium is also used well. Specialist sports coaches improve pupils' PE skills and help school staff to teach PE and sport more effectively.
- Leaders promote fundamental British values well. The school values are used successfully to support pupils' understanding of concepts such as tolerance, democracy and respect. The school values are embedded well into the life of the school and pupils are proud of them. Pupils' learning is well supported by a very wide range of extra-curricular trips and visits.
- Leaders are currently reviewing the school curriculum to ensure that it is broad and balanced and meets the needs of pupils. Some aspects of the wider national curriculum such as PE are planned and delivered very well so that pupils make strong progress over time. However, inspectors found that some learning is not as broad or balanced

as leaders intend. For example, some learning activities intended to develop historical knowledge focused more on pupils' writing skills than on historical learning.

- Similarly, leaders have introduced many activities that are intended to promote pupils' SMSC development, but these are not successful enough. Some pupils have a poor understanding of a range of cultures and therefore are not adequately prepared for life in modern Britain.
- Parents are exceptionally positive about the school and the support provided by all who work there. Parents' free-text responses to Ofsted's online survey, Parent View, included many comments about the 'fantastic', 'caring and supportive' staff. Others mentioned the 'culture of celebrating difference and valuing every child'.

## **Governance of the school**

- Governors have a wide range of skills and are dedicated to the school, many having long associations with it. They support pupils through attending many school events.
- Governors have kept a strong strategic eye on school funding and have ensured that the budget is balanced. They hold leaders to account well for the use of additional funding. They have a good understanding of leaders' actions to improve attendance.
- However, governors do not have a secure understanding of their full responsibilities and so have not discharged their duties fully. For example, until this inspection, they did not know if all members of the governing body had read the statutory safeguarding guidance issued in September 2018, as they had not made scrutiny of safeguarding a routine part of their considerations. Prior to the end of the inspection, all governors confirmed that they had read and understood it. Many governors have safeguarding responsibilities and have safeguarding training as part of their other roles. However, this does not replace their duties as members of a governing body.
- Governors rely too much on trust and do not hold leaders to account fully. Minutes of governors' meetings do not record strategic challenge or systematic consideration of leaders' work. For example, items that are noted in one meeting to be followed up are not returned to in the next meeting.

## **Safeguarding**

- There is a strong culture of safeguarding in the school and the arrangements for safeguarding are effective. Leaders work very closely together to make sure that communication is strong and to ensure that actions taken are rapid and proportionate. They evaluate and challenge each other's actions and decisions, providing a strong level of peer scrutiny. They work well with external agencies and follow up concerns in a timely fashion.
- Leaders have ensured that staff have a secure understanding of potential safeguarding risks to pupils, including local issues. Staff know what to look out for and report any worries quickly. They are aware of the need for ongoing vigilance. Pupils say that they feel safe and that any worries are taken seriously and dealt with well.
- School processes including recruitment procedures are well managed and thorough. Information is recorded correctly on the school's single central record.

## Quality of teaching, learning and assessment

**Good**

- Teaching, learning and assessment are characterised throughout the school by the strong relationships between staff and pupils. These relationships mean that staff know the pupils well and plan learning activities and topics that engage and inspire them. Pupils enjoy their lessons and feel that staff help them to learn well.
- Teachers' research projects have contributed well to the development of teaching, learning and assessment across the school. For example, a project to improve pupils' inference when reading has helped to strengthen pupils' reading skills.
- Phonics is taught well, and pupils use their phonetic knowledge effectively. Teachers and teaching assistants insist on precision with sounds and pupils enjoy the phonics games that they play.
- Teaching of reading is strong and teachers promote a love of reading well, sharing tips about the books that they are reading and enjoying. Pupils appreciate this and say that they are often inspired by their teachers' enthusiasm for books. Teachers and teaching assistants use questioning well to help pupils learn.
- Pupils have responded well to teachers' raised expectations for their writing. Pupils take pride in editing and improving their work, especially using the new vocabulary that they learn. Inspectors saw some impressive pieces of writing linked to the thematic and dramatic activities which teachers often use to launch a new learning sequence. Nonetheless, teachers do not routinely ensure that the most able pupils work to their full capacity.
- Teaching of mathematics has improved across the school. Teachers and teaching assistants ensure that pupils' mathematical knowledge is developed and strengthened by frequent opportunities to apply their thinking and reasoning in a range of ways. Overall, pupils attain well but the most able pupils are not routinely challenged to attempt the tricky work that will help them to attain higher standards.
- Pupils with SEND and those in the ESTA benefit from skilled teachers and teaching assistants who manage their needs exceptionally well. Staff adapt their strategies to meet the needs of individuals. They convey a calm sense of purpose that supports pupils well.
- Teaching and learning in science and the wider curriculum are less effective. Pupils engage in a wide range of activities, but the learning opportunities do not have the precision and focus of those in English and mathematics. Pupils enjoy their work, but their progress is not as strong in these other national curriculum subjects as in English and mathematics because learning activities do not consistently deepen pupils' knowledge and understanding.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.

- Pupils feel safe in school and have a good understanding of how to keep themselves safe, including when online and when outside of school.
- They have a strong understanding of what bullying is and are adamant that it happens infrequently in school. However, all pupils questioned knew exactly how they would report this or other worries to staff and were secure that they would be taken seriously and helped. A small minority of parents raised concerns about how well the school deals with bullying, but inspectors found no evidence of concern about this.
- Pupils are confident, polite and happy. They enjoy school, especially the extra events and trips that they can join. They especially enjoy the theme days to which they can bring their parents to share their learning.
- Pupils are proud to be part of the school community. They know the school values and can explain them well. For example, pupils have a secure understanding of the importance of respect and how to demonstrate this. However, pupils' SMSC development is not strong enough. Some pupils have a poor understanding of life in multicultural modern Britain.
- Pupils attending alternative provision make good progress with their behaviour and attendance. Staff communicate well to ensure that their personal development and welfare are promoted well.

## Behaviour

- The behaviour of pupils is good.
- The clear systems to support behaviour are effective and appreciated by pupils. They behave well across the school, although some pupils felt that a small minority of their peers could disrupt learning at times. Inspectors observed pupils following the rules well and moving between learning activities well. Playtime is orderly, and pupils enjoy the beautiful grounds, including the nature area with its ducks, chickens and rabbits.
- Pupils with SEND are supported very well to develop their abilities to identify and develop their personal interaction and behaviour skills. They make thoughtful use of the 'sensory room' and develop strong social behaviours over time.
- Leaders have worked hard to improve pupils' attendance and it is now in line with national averages. Pupils understand the need to be in school on time all the time and are keen to attend well.

## Outcomes for pupils

**Good**

- Pupils' outcomes have risen steadily and attainment at key stage 2 is now in line with national averages. The published national key stage 2 test results from 2018 indicate that pupils' progress in reading and writing improved to average, but mathematics remained below national averages.
- However, current pupils are making strong progress in reading, writing and mathematics across the school. Inspectors saw impressive work in pupils' books from all year groups, including for disadvantaged pupils, who make very strong progress,

often at a rate faster than their peers. This is due to the well-considered use of the pupil premium, which is removing their barriers to learning.

- Across the school, the most able pupils attain in line with their peers, but too few attain the higher standards. This is because teachers' expectations are not consistently high for them and they are not routinely challenged to try the trickier work.
- Pupils with SEND have long made impressive progress and this is no different for current pupils with SEND. They receive closely tailored support and teaching that meet their needs very well. Consequently, they make strong progress from their starting points. Many, who join the school through the ESTA, progress to mainstream education permanently.
- Pupils' attainment in the phonics screening check is rising over time. Pupils who do not attain the standard by the end of Year 1 are given strong support and most catch up in Year 2. Attainment in key stage 1 is improving over time. In 2018, mathematics was above national averages and writing was in line but reading was still lower than national averages. Current pupils are making good progress in all these subjects.

## Early years provision

**Good**

- Leaders have a very clear understanding of the needs of children and their attainment on entry to school. They have adapted and developed the environment and provision to improve outcomes for all children. Recently, a 'nurture room' has been created to help children who need additional support to adjust to the school environment. Children there appeared happy, but it is too soon to evaluate its impact.
- The early years leader provides well-considered training and development for staff. This ensures that skills are continually developed, and the quality of provision maintained. Staff appreciate this support and recognise how it helps them to improve their practice.
- Staff have a strong understanding of safeguarding issues and ensure that statutory welfare requirements are routinely met. Risk assessments are thorough and appropriate.
- The learning environment is bright and attractive, with rich learning resources that children enjoy. Children play and learn very well together and follow rules for behaviour quickly, including when tidying up from play or moving to different activities.
- Leaders have created an exciting outdoor area that supports development and learning exceptionally well. Children take their learning about road safety seriously and they helped an inspector to 'cross the road' safely when he wanted to walk across the bicycle track.
- Staff quickly build strong relationships with children and they use these to help to draw learning from play. This helps children to make good progress. Staff routinely discuss how children are doing and share strategies to provide extra support when it is needed.
- Parents are very positive about the provision and the way that children are well prepared for their transition to key stage 1. This is managed well, and it helps children to settle quickly to their ongoing learning.

## School details

Unique reference number	118534
Local authority	Kent
Inspection number	10046102

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

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	487
Appropriate authority	The governing body
Chair	Matt Evans
Executive headteacher	Sue Collins
Telephone number	01843 867010
Website	<a href="http://www.bromstoneschool.com">www.bromstoneschool.com</a>
Email address	<a href="mailto:headteacher@bromstone.kent.sch.uk">headteacher@bromstone.kent.sch.uk</a>
Date of previous inspection	3–4 March 2015

## Information about this school

- The executive headteacher also has responsibility for two other local primary schools. She is supported by two heads of school: one oversees early years and key stage 1, the other focuses on key stage 2.
- Bromstone Primary School is a larger-than-average-sized primary school for pupils aged 4 to 11.
- There is an ESTA for 26 pupils in key stages 1 and 2 who have education, health and care plans for SEND that relate to visual and/or hearing impairments and/or speech, language and communication difficulties. This is funded by the local authority. Typically, all places are taken up.
- The proportion of pupils with SEND is above the national average.
- The proportion of pupils from disadvantaged backgrounds is above the national average.



- Most pupils are from White British backgrounds.

## Information about this inspection

- Day one of this inspection was led by an Ofsted Inspector who, through no fault of her own, was unable to continue the inspection as planned. Day two was led by Her Majesty's Inspector by agreement with the school. By prior arrangement, Her Majesty's Inspector was already in attendance during day one to quality assure the inspection.
- The inspectors visited all classes in the school more than once to observe learning, speak with pupils and look at their work. Many of these visits were made jointly with school leaders.
- Meetings were held with the executive headteacher, heads of school and other senior and middle leaders, including the special educational needs coordinator and phase leaders. The lead inspector also met with governors, including the chair of the governing body, and a representative from the local authority. Inspectors also took account of the views of the 52 members of staff who responded to Ofsted's online staff survey.
- Inspectors spoke to parents at the start of the second day of inspection. They took account of the 47 responses to Parent View, along with the 22 written responses. They also considered parents' responses to the school's own survey.
- Inspectors spoke to pupils during lesson visits and during playtimes and lunchtimes. They met with a group of pupils formally and listened to some read. They examined a large sample of pupils' work in their books and on an online recording platform. They also considered the 235 pupils' responses to the online Ofsted questionnaire.
- The inspection team considered a wide range of documentation, including information available on the school's website and records relating to pupils' attainment, progress, attendance and behaviour. Information on governance, including minutes of governors' meetings, was scrutinised. The school's self-evaluations and improvement plans were examined, along with records of the school's work to keep pupils safe.

Lucy English, lead inspector day 2	Her Majesty's Inspector
Margaret Coussins, lead inspector day 1	Ofsted Inspector
Mary Ellen McCarthy	Ofsted Inspector
Becky Greenhalgh	Ofsted Inspector
Harry Ingham	Her Majesty's Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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