

Inspection of Brompton-on-Swale Church of England Primary School

Brompton Park, Brompton-on-Swale, Richmond, North Yorkshire DL10 7JW

Inspection dates: 3 and 4 October 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time. From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

This is an inclusive school with a strong community spirit. Pupils are polite, friendly and inquisitive. They build positive and trusting relationships with teachers and other adults. The school seeks to give pupils the 'courage to shine'. It helps pupils to develop confidence, independence and compassion for others.

The school has high expectations for pupils' achievement. Many pupils meet these expectations. They show positive attitudes to their learning and produce work of a high quality. Pupils respond well to teachers' feedback. They use it to develop and improve their work.

Pupils' behaviour is exemplary. From the early years, the school establishes a clear set of routines. As pupils move through the school, they take increasing responsibility for their own behaviour. This is a calm and orderly school where pupils treat each other with kindness and respect.

Sport is a big feature of school life. There are several sports clubs and competitive teams. Pupils take part in other activities, including choir, art and science clubs. However, opportunities for pupils to develop non-sporting talents and interests are more limited.

Pupils perform roles as reading ambassadors and house captains. Pupils in Years 5 and 6 work towards 'the platinum pupil award', a celebration of their contribution to school life.

What does the school do well and what does it need to do better?

The school has developed a broad and ambitious curriculum. This is well sequenced so that pupils build their subject knowledge and skills in a coherent way. In many subjects, pupils learn to work and think like subject specialists, such as scientists and mathematicians. The school enriches pupils' learning through its choice of class texts. The books pupils read help them to make connections with their learning. These books also introduce pupils to a diverse range of characters and contexts.

In the early years, the curriculum prepares children for their learning in Year 1 and beyond. Adult-led activities are purposeful. They help children to develop their understanding and skills across the different areas of learning. However, sometimes, the learning environment does not promote rich and purposeful exploration and play. This limits opportunities for children's continuous development, including in their language and communication skills.

The school prioritises reading. From the start of Reception, pupils learn to read using phonics. Adults provide effective support for pupils who need extra help with their reading. This helps them to secure their phonics knowledge and builds their reading fluency. The school continues to develop pupils' reading as they move into key stage 2. Pupils gain a wide range of reading comprehension skills. They read books from the

school's 'twenty-five fantastic reads'. These books help to develop pupils' love for reading. Pupils also enjoy author visits, reading competitions and World Book Day events and activities.

Teachers have good subject knowledge. They present new information to pupils with clarity. Teachers revisit what pupils have learned before and check their understanding. This helps pupils to remember essential knowledge and apply it to their work. However, at times, teachers do not adapt their teaching effectively enough to secure and extend all pupils' learning.

Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. The school identifies pupils' needs well. It ensures that teachers and other adults receive appropriate training to meet pupils' needs. This helps pupils with SEND to achieve well.

Pupils learn without disruption. They are attentive in lessons and remain focused on their work. They work well together. Pupils' behaviour and attitudes to learning are exemplary.

The school has established a comprehensive personal development programme. Pupils learn about relationships and physical and mental health in an age-appropriate way. They are taught how to keep themselves safe, including online. Pupils learn about equality and diversity and fundamental British values. They gain a well-informed understanding of life in modern Britain. Pupils enjoy trips and visits to places of cultural interest. In Years 5 and 6, they take part in residential trips to an outdoor activities centre and to London. Pupils leave school well-prepared for the next stage of their education.

The school is providing a good education for pupils. It collaborates with other schools in the federation and benefits from the sharing of subject expertise. Governors perform their duties well. They hold leaders to account and provide the school with appropriate strategic direction. The school involves parents in the life of the school. It provides parents with the information they need to support their children's learning at home. The school values its staff. Leaders prioritise staff well-being and ensure that staff workload remains manageable.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some activities in the early years learning environment are not purposeful enough. This means that children do not get sufficient opportunity to develop their language and communication skills or consolidate their mathematical knowledge and understanding. The school should ensure that it provides the

training and resources that teachers and other adults need to provide purposeful and effective continuous provision.

- In some lessons, teachers do not adapt their teaching sufficiently to meet pupils' needs. This means that some pupils do not have enough practice in applying new knowledge and skills. These pupils do not have sufficient opportunities to deepen and extend their learning. The school should ensure that it provides the subject-specific pedagogical training that teachers need to enable them to secure and extend pupils' learning in all subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121481
Local authority	North Yorkshire
Inspection number	10290089
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair of governing body	Andrea Offord
Headteacher	Mike White (Executive headteacher) Adam Firmin (Head of school)
Website	www.bromptonschool.net
Dates of previous inspection	17 and 18 October 2011, under section 5 of the Education Act 2005

Information about this school

- Since September 2018, the school has been part of Synergy Schools, a federation of primary schools in the north of North Yorkshire.
- The school has nursery provision, Busy Bees Pre-School, on the school premises. This provision is for children from two to four years old. It was established under section 27 of the 2002 Education Act.
- The school uses no alternative provision.
- The school is a Church of England primary school in the Diocese of Leeds. The school received a Statutory Inspection of Anglican and Methodist Schools in January 2017. Inspectors judged the school to be outstanding.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the executive headteacher, the head of school, other school leaders and staff, members of the governing body and local school committee, and representatives from the local authority and diocese.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, science and physical education. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also discussed the curriculum in art and design and in history. They looked at samples of pupils' work in these subjects and in French and English.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the responses to Ofsted's surveys for pupils and staff, and to the online survey for parents, Ofsted Parent View.

Inspection team

Ian Rawstorne, lead inspector

His Majesty's Inspector

Gemma Jeynes

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023