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Mrs S Payne
Headteacher
Broughton Fields Primary School
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Dear Mrs Payne

Ofsted monitoring of Grade 3 schools: monitoring inspection of Broughton Fields Primary School

Thank you for the help which you and your staff gave when I inspected your school on 22 March 2011, for the time you gave to our telephone discussions and for the information which you provided before and during the inspection. I am also grateful to the pupils and governors, and staff from the local authority who found the time to speak to me.

Staffing has stabilised since the last inspection. All teaching staff, except one, are now permanent and four new teachers have taken up post since September 2010, including three newly qualified teachers and a middle leader. The senior leadership team has been strengthened by the recent appointment of an assistant headteacher. Classes in Key Stage 1 are full but there is still some noticeable pupils' movement into and out of the school during the year at Key Stage 2.

As a result of the inspection on 1 and 2 February 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

There are marked improvements to pupils' attainment and progress, resulting in better achievement. Pupils' results in Key Stage 1 in 2010 were in line with national averages, with results in reading significantly above this average. Pupils' attainment in mathematics was broadly in line with the average but results in writing were below this. At Key Stage 2, pupils' performance in English was generally in line with



the average but in mathematics it was well below. The school's intervention strategies are leading to much better progress, especially at Key Stage 1 where internal school data indicate that significantly more pupils are achieving age-related expectations. In Key Stage 2, pupils are enhancing their progress well although the picture is uneven because of pupils' movement into and out of the school in different year groups and at different times during the school year. School data show that the attainment and progress of Year 6 pupils who have been attending since Year 3 is markedly better than those who have not. The school has devised a thorough system for tracking pupils' progress and trends are carefully analysed. Appropriate action is then taken to target the underachievers.

The improving achievement is also due to improvements in the quality of teaching. Internal school evidence indicates that proportionately more of the teaching is good compared with the findings of the last inspection. Some good strengths were observed in lessons during this inspection. Lessons are characterised by a good learning environment based on good relationships. The varied range of teaching and learning activities engages the pupils and they enjoy their learning. They are motivated by the tasks set, they maintain their concentration and all abilities make good progress. Information and communication technology is used particularly well by the teachers and pupils, including the use of the interactive whiteboard, netbooks and audio equipment. Intensive and well-directed questioning by the adults extends and consolidates pupils' understanding well. Lessons have a brisk pace because of the good use of time. An in-depth scrutiny of pupils' work shows good progress over time and the regular marking of the pupils' work. The school has undertaken some useful work in improving marking and teachers are making more evaluative comments in pupils' written work. Further work to strengthen this is planned.

Under your clear direction, the senior leaders work well together as a team. You have an accurate understanding of the school's strengths and weaknesses because of the strong systems that have been established to check the school's work and to improve it. The quality of teaching is being strengthened through the regular observation of lessons by senior leaders and the use of external consultants to help improve it. A wide range of evidence is used in this process, including the regular scrutiny of teachers' planning, an in-depth scrutiny of pupils' books, and an analysis of progress data for individual classes and for different groups of pupils. Appropriate steps are being taken to ensure that middle leaders are involved more in whole-school developments. Governors are knowledgeable about the school's work through regular visits and through being attached to various areas of the school. The headteacher and relevant staff keep them well informed of developments within the school. As a result of all the above actions, the school's capacity for sustained improvement has been considerably strengthened. Concerted action is being taken to improve pupils' achievement and the quality of teaching.

The local authority and other partners have provided sound support to the school. The local authority has brokered appropriate external support to enhance aspects of provision, for example improving teaching, and strengthening aspects of leadership



and management. Some of this work is at an early stage of development. The local authority's work in improving pupils' outcomes in mathematics has been particularly valued by the school and it is leading to better pupils' progress.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Champak Chauhan
Additional Inspector

Annex

The areas for improvement identified during the inspection which took place in February 2010

- Ensure that the quality of teaching is always good in Years 1 to 6 by:
 - checking that activities in all subjects accurately match the different abilities and needs of all pupils, especially the more able
 - making sure that when teachers mark pupils' work it is not only supportive but also informs them what is needed to move on to the next step of learning
 - linking marking more closely to the targets pupils are given in English, mathematics and science
 - developing the monitoring roles of the subject leaders so that they regularly analyse pupils' work and are able to identify strengths and areas for development, in the way their subjects are taught throughout the school.