

Broughton Infant School

Inspection report

Unique Reference Number	117729
Local authority	North Lincolnshire
Inspection number	379461
Inspection dates	6–7 March 2012
Lead inspector	Lesley Clark

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	144
Appropriate authority	The governing body
Chair	Gail Cameron
Headteacher	Barbara Needham
Date of previous school inspection	6 May 2009
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Introduction

Inspection team

Lesley Clark

Additional inspector

This inspection was carried out with two days' notice. The inspector observed 12 lessons taught by six teachers, observing a total of five and half hours teaching. Meetings were held with three groups of pupils, The Chair of Governors and staff. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. She observed the school's work, and looked at a range of documentation including: the tracking and assessment of pupils' progress; pupils' writing and work in mathematics; the school development plan; and documentation relating to safeguarding. Questionnaires returned from staff and pupils, and 77 questionnaires from parents and carers were analysed.

Information about the school

This school is smaller than the average-sized primary school. The vast majority of pupils are of White British heritage. A below average proportion is known to be eligible for free school meals. An average proportion of pupils has special educational needs or are disabled.

There have been several staffing changes during the last two years. The school has Healthy School status.

The Apple Tree Kids Club was not part of this inspection. The inspection report can be found on the Ofsted website.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. It has many strengths, including some outstanding aspects. Partnerships with parents and carers are outstanding. Attendance is high. Pupils who are disabled or who have special educational needs make outstanding progress. Pupils make especially good progress in writing. The school is not yet outstanding because attainment in mathematics, especially for the more-able pupils, is not as good as in English and pupils do not always have sufficient opportunities to learn independently.
- Pupils achieve well from starting points that are generally below expected levels. Children make good progress in the Early Years Foundation Stage. Attainment is above average in English by the end of Year 2 and broadly average in mathematics. Pupils read well for their age. They write exceptionally well.
- Pupils are well taught. The quality of teaching in Year 2 is often outstanding as is the support given to pupils with special educational needs and those who are disabled. Sometimes, however, pupils lose concentration when teachers expect them to sit and listen for too long at a time.
- Pupils behave well both in lessons and at playtimes. They have a strong sense of fairness. Pupils feel safe. They are confident that their teachers and other adults will help them if they have any worries. The school has a happy, family atmosphere, underpinned by the well-organised breakfast club and lunchtimes.
- The school is well led and managed. Members of the governing body are supportive and fully involved in development planning. The school's self-evaluation is accurate. As a result senior leaders know exactly what to do to improve the school further. They lead and manage teaching effectively to ensure good practice in all classes with a strong focus on improving pupils' performance. The curriculum is well organised. It provides an exciting range of learning opportunities that contribute well to pupils' spiritual, moral, social and cultural development.

What does the school need to do to improve further?

- Raise attainment in mathematics, especially for the more-able pupils, by:
 - giving pupils more challenging mental and oral work
 - involving pupils in setting challenges
 - providing more opportunities for pupils to use and apply their mathematical skills in a wide variety of contexts.
- Give pupils more opportunities to learn independently by:
 - keeping teaching sessions short so that pupils have the maximum time to learn through finding out for themselves
 - using questioning effectively to push their learning on
 - increasing the opportunities for role-play.

Main Report

Achievement of pupils

Parents and carers have an accurate view of their children's good achievement because they regularly hear them read and help them to complete homework. Pupils make good progress in reading. When they first start school, the majority are below expected levels, especially in communication, language and early numeracy skills. In lessons, children in the Early Years Foundation Stage make good progress in understanding how letters and sounds link together. They have many opportunities to practise their reading skills through sharing books and reading to adults. Those who struggle are given highly effective one-to-one support which continues as long as they need it. Similarly, in Years 1 and 2, pupils learn to sound out words and to talk about what they read. The more-able pupils read fluently and expressively, adapting their voices when reading conversation or emphasising italicised print. Attainment in reading is above average by the end of Year 2.

Attainment in writing is above average by the end of Year 2, with a large proportion exceeding expected levels. This is because, as pupils point out, 'We write every single day!' Children in the Early Years Foundation Stage quickly progress from mark making to writing clearly defined letters, words and sentences which they read confidently. Over the course of the next two years, there is marked improvement in legibility, sentence construction, spelling, organisation of text and punctuation. Pupils begin to use interesting verbs such as 'stormed' or 'crept' and bullet points to make written instructions clear. They are proud of their writing. Average-attaining pupils write accurately and neatly. The more-able pupils begin to write with flair as in this letter to the giant, 'By the way how are the glasses doing, are they broken?'

Pupils make good progress in mathematics but fewer of the more-able pupils exceed expected levels compared to English. This is because they sometimes mark time in lessons when they listen to explanations of processes they have already understood. A few of the more-able pupils think they have nothing more to learn because they calculate speedily, and mental and oral work presents few challenges. At other times, when they set their own challenges, they learn rapidly, as when a small group estimated and then timed how long it took to complete a jigsaw. They worked out that the process speeded up because they all

did the same jigsaw and decided that it would have been more challenging if they had each completed a different one. While pupils use their writing skills in different contexts such as describing the properties of different sized shapes, they have relatively few opportunities to use and apply their mathematical skills in other subjects.

Pupils who are disabled and those with special educational needs make outstanding progress because their needs are identified early and they are given very effective individual help. The gap between their attainment and that of others is very narrow. The vast majority reach expected levels in English and mathematics. They outperform similar pupils nationally.

Quality of teaching

Parents and carers have an accurate view that their children are well taught. Teachers use up-to-date technology well to make teaching points clear. Pupils use laptops regularly. This has a good impact on their reading and writing skills. Teachers often use puppets and toys to enliven learning. In one lesson, for instance, Year 1 pupils were entranced as the teacher showed them an owl pellet. They decided it had, 'all the things the owl doesn't need in his tummy'. This led to a calculation of varying numbers of two, four, six and eight-legged creatures that the owl might have eaten. Teachers use the planned curriculum well to enliven learning and to develop pupils' spiritual, moral, social and cultural awareness to a good level.

In the best lessons, activities are fun, lively and challenging. Pupils learn from making mistakes, as when they experimented with changing the font and size of letters. In such lessons, pupils, including disabled pupils, have frequent opportunities to talk and to ask questions. Teachers jot down brief assessments of pupils' progress which they then use to help them plan the next lesson. Target boards and checklists are used exceptionally well in Year 2 to involve pupils in checking their learning so they can see what they have missed. Pupils of different abilities are set suitably challenging work. For example, pupils with special educational needs had the same challenge as others to estimate and calculate difference but their task involved writing the numbers 1- 10 at speed. This gave them additional practice in a basic skill at the same time.

In less effective lessons, teachers tend to over-direct pupils. This limits the opportunities pupils have to learn through finding things out for themselves and sometimes holds back the learning of the more-able pupils. Pupils explained, 'When you sit on the carpet too long your feet get jiggled and you get a bit bored.' Sometimes teachers do not question effectively and so miss chances to push pupils' learning on. Opportunities for productive role-play are limited. This restricts pupils' capacity to learn and practise new skills through play.

Behaviour and safety of pupils

Pupils behave well in lessons and around school. Their view is, 'Most people behave really well but a small number don't.' Parents and carers have an accurate view of behaviour. The vast majority agree that their children are safe and most pupils are well behaved. Where there have been problems, almost all parents and carers explain that these have very largely been sorted out to their satisfaction, though a very small number still have individual concerns.

Playtimes and lunchtimes are generally very happy occasions. Some older pupils act as 'playground friends'. They involve younger ones in playing games such as skipping or giant

noughts and crosses. Pupils say they feel safe. They understand the difference between right and wrong and have mature attitudes for their years. They realise that some pupils have problems managing their behaviour but explain, 'The wrong thing to do is to fight back. The right thing is to tell the teacher who will sort it out for you.' There are no racist or serious bullying incidents because children are quick to tell an adult when they fall out with each other or are bothered by other people. They also say that, 'you can talk to a friend if you need help'. They know that it is good to share. They say, 'We like to be kind to other people and like people to be kind to each other.'

Leadership and management

The school has tackled fully the issues raised at the last inspection. Senior leaders have ensured continued improvement through rigorous monitoring of teaching and a keen focus on raising achievement. As a result attainment has risen in English, especially in writing, and pupils with special educational needs and disabled pupils outperform similar groups nationally. This has come about through sharp development planning and an unwavering focus on specific areas that need improving. For instance, the school is currently focusing on mathematics to raise attainment to the above average levels pupils attain in English. At the same time, leaders and managers have revitalised the curriculum to take account of changing class numbers and mixed-age classes. Whole-school topics such as 'heroes and villains' are used effectively to accelerate pupils' progress in all areas of learning, including their spiritual, moral, social and cultural development. This demonstrates its capacity to continue to improve at its present good rate.

Senior leaders check teaching quality carefully. They identify strengths and weaknesses accurately. They have moved teachers into different year groups to extend their knowledge and develop their expertise and teachers now plan in teams and share ideas. This has resulted in some outstanding practice. While the impact of this professional development is good, leaders and managers sometimes miss opportunities to strengthen teaching further by failing to check rigorously enough that identified points for improvement, such as keeping initial teaching sessions short to maximise children's concentration span, have in fact been improved.

Leaders and managers at all levels, including the governing body, promote equality and tackle discrimination well. Governors contribute effectively to the school's drive to raise achievement through asking challenging questions and asking for regular updates on pupils' progress. They make good arrangements for safeguarding to ensure that children are safe and that child protection is effective. The school works extremely well with parents and carers. It keeps them very well informed about their children's progress and they in turn fully support all that the school does for their children.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



8 March 2012

Dear Pupils

Inspection of Broughton Infant School, Brigg DN20 0JW

Thank you for your very friendly welcome. A special 'thank you' goes to the children who read to me and talked to me about your school. You go to a good school. Your attendance is high which means it is much better than in most other schools. This is because your parents and carers make sure you come to school every day that you possibly can. Your teachers help you to read and write well. I was impressed by your writing and delighted to see that some of you write in pen! Your school is a very happy, friendly place to be. It keeps you safe. You behave well and know just what to do if you have any worries. Your teachers try to make lessons fun. They use toys and puppets very well to help you to listen and concentrate. Your headteacher makes sure that the school runs smoothly every day.

This is what I have asked your teachers to do next. Did you know that most of you read and write better than you solve problems and do number work? I have asked your teachers to make sure that those of you who find solving number problems in your head very easy have more challenges and that you use mathematics in other lessons too. Some of you said to me that you found it hard to listen and sit still for very long, so I have asked your teachers to give you more time to learn through doing and finding things out for yourself and more times to use role-play.

You can help by coming to school every day, asking lots of questions and saying when you find the work too easy or hard to understand. I hope you enjoy these changes!

Yours sincerely

Lesley Clark
Lead inspector

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