

# Broughton Moor Primary School

## Inspection report

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<b>Unique Reference Number</b>	112129
<b>Local Authority</b>	Cumbria
<b>Inspection number</b>	367393
<b>Inspection dates</b>	4–5 May 2011
<b>Reporting inspector</b>	Moira Fitzpatrick

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	48
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Julie Armstrong
<b>Headteacher</b>	Mr Pete Dawson
<b>Date of previous school inspection</b>	10 July 2008
<b>School address</b>	Broughton Moor Maryport Cumbria CA15 7RZ
<b>Telephone number</b>	01900 812433
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## Introduction

This inspection was carried out by one additional inspector. Seven lessons were observed, involving three teachers and three visiting specialists. Meetings were held with the acting headteacher, staff, members of the governing body and groups of pupils. The inspector observed the school's work, and looked at the school's tracking and assessment data, the school improvement plan, documents relating to safeguarding procedures and teachers' planning. The responses in 20 questionnaires returned by parents and carers, five completed by staff and 33 by pupils, were considered.

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

- The school's view, that pupils make good progress in their learning, is accurate.
- Whether the school's actions to raise attainment in English is effective.
- How accurately the school evaluates its effectiveness, and how well all staff contribute to school improvement.

## Information about the school

This school is much smaller than the average-sized primary school. All pupils are of White British heritage. The proportion of pupils known to be eligible for a free school meal is average. The proportion of pupils with special educational needs and/or disabilities is below average, as is the proportion of pupils with a statement of special educational needs. Pupils are taught in mixed-age classes.

The school has been subject to unusually high staff turnover in recent years, which has resulted in a large number of pupils being taught by many different teachers. Of the three teaching staff currently in school, the acting headteacher joined the school at the start of this term and the part-time teacher in Key Stage 2 has been in post since January; the third teacher has been in the school for three years.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school's overall effectiveness is satisfactory. Pupils receive a satisfactory quality of education and care. The care and support for pupils who have a statement of special educational needs is good. Pupils and their parents and carers hold mostly positive views about the school. Provision and outcomes in the Early Years Foundation Stage are satisfactory and children make a secure and enjoyable start to school life.

By the end of Year 6, pupils' attainment is broadly average, although there is some variation year on year because of the small size of year groups. Overall, pupils' achievement is satisfactory and they make expected progress from their different starting points, and not, as the school judges, good progress. Currently, progress in English is not as consistent as it is in mathematics and the school has improvements in pupils' attainment and progress in English as a priority this year. The acting headteacher has moved quickly to identify the need for more thorough and systematic planning in this subject. Inspection evidence confirms this to be a priority for improvement. In addition, some aspects of English are not taught as thoroughly as they should be. For example, pupils do not have a secure grasp of letter sounds that would help them develop better early reading and writing skills and provide a strong foundation for further progress in the subject. The overall quality of teaching is satisfactory and some is good. However, there are some inconsistencies in teachers' marking and the advice they give to pupils. Teachers expect pupils to work hard but do not always provide them with opportunities develop the skills of independent learning through thinking things out for themselves. The curriculum is satisfactory and has strengths in extending pupils' learning through creative partnerships. Regular visits for younger pupils in the Reception Year and in Years 1 and 2 provide them with enjoyable first-hand experiences that stimulate their enthusiasm and curiosity.

Leadership and management are satisfactory. Since the previous inspection, a high level of staff turnover has reduced the involvement of staff in monitoring the work of the school and in contributing to school improvement. The recently appointed acting headteacher has accurately identified key areas for improvement and clear plans are being formulated with staff to move the school forward. The governing body is supportive of the school. The recent introduction of more regular monitoring activities is giving members of the governing body clear, first-hand information about the school's effectiveness and increasing their ability to hold the school to account for its performance. Despite the high staff turnover, the school has made satisfactory progress in addressing the issues raised at the time of the last inspection, for example, outdoor provision for the youngest children and provision in mathematics. Taking all factors into account the school has a satisfactory capacity for improvement.

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Up to 40% of schools whose overall effectiveness is graded satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

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

- Raise pupils' attainment and accelerate their progress in English, by:
  - enhancing teachers' expertise to teach letters and sounds so that pupils develop independence in their reading and writing
  - extending the teaching of letters and sounds into Key Stage 2 to ensure that any gaps in pupils' learning are filled
  - providing structured medium-term plans for the English curriculum which will ensure the continued development of all pupils' skills
  - improving the quality of marking and the accuracy of assessment in English.
- Increase the rigour of the monitoring and evaluation of the school's work in order to accelerate improvement by:
  - involving staff in monitoring and evaluation activities and in identifying areas for improvement
  - providing staff with training and guidance to enable them to carry out their management role effectively.
- Improve the quality of teaching so that pupils develop greater independence in learning and accelerate their progress by:
  - capturing and sharing the good practice that exists in the school
  - providing training to increase teachers' expertise in planning for different ages and stages of development.

## Outcomes for individuals and groups of pupils

**3**

Pupils enjoy coming to school, as their good attendance demonstrates. They are keen to learn and to do well. They learn best when there is plenty of practical activity and when they can work with a partner or in groups. Several good examples of this were observed when pupils worked with a visiting team of staff to develop ideas and investigate the habits of the 'Boggle' - a character famous in the locality for seldom being seen! Pupils say they enjoy learning in mathematics more than they do in English because they can see how well they are improving. Cohorts of pupils are very small and attainment on entry to the school varies considerably. From their individual starting points on entry to Reception, all pupils, including those with special educational needs and/or disabilities make satisfactory progress overall in their learning. Work in pupils' books shows that they make better progress in mathematics than in writing.

Good behaviour and good relationships underpin the calm purposeful atmosphere in classrooms, which helps pupils to learn. Pupils say they feel safe in school and they show a good regard for adopting healthy lifestyles, although they, and some parents and carers, would rightly like to see more varied sporting activities offered on the timetable. Pupils all have opportunities to contribute to the smooth running of the school, which enhances the strong sense of a family community. Older pupils have roles to nurture and support

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younger ones, while the younger ones are clear about their responsibilities in classroom duties, such as caring for plants and returning registers. Pupils' spiritual, moral, social and cultural development is good. They show a clear sense of fairness and justice, an awareness of different beliefs and are caring and supportive of each other. By the time pupils leave Year 6 they are adequately prepared for the next step in their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

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

**How effective is the provision?**

Teaching is satisfactory overall and occasionally it is good. Teachers expect pupils to work hard and they do. Occasionally, if the work is not challenging enough or if pupils are not clear about what is expected, their learning slows to satisfactory and they lose enthusiasm. Pupils are keen to make connections between ideas and apply their skills to new situations and when given the opportunity to do this their learning accelerates. A good example was in a Year 6 mathematics lesson, where pupils were eager to learn and share new strategies for problem solving. While such good practice exists within the school, it is not captured and shared for the benefit of all staff. Assessment is satisfactory. The quality of marking and feedback to pupils on how to improve in English is improving but is inconsistent and does not always give pupils the support they need to do their very best. This was reflected in pupils' questionnaire responses, where a significant minority of Key Stage 2 pupils felt they did not know how well they were doing in lessons. A review of

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the school's marking policy and target setting has been planned by the acting headteacher in order to begin addressing this issue.

The curriculum is satisfactory overall, but there are weaknesses in medium-term planning that reduce the impact of teaching on pupils' progress. Programmes of study in English are not sufficiently tailored to pupils' learning needs. This, together with the absence of teaching letters and sounds in Key Stage 2 to develop pupils' early reading and writing skills are the main factors which impede pupils' better progress in the subject. Steps are now being taken to provide teachers with more support in their weekly planning. Other aspects of the curriculum provide good opportunities for visits and visitors to extend pupils' learning. For example, working within creative partnerships, pupils have developed good social skills through involvement in the Rock Challenge, where the whole school worked on a production geared to sending messages about staying safe and healthy. More recently, involvement with the 'Story Tree' group has fired their enthusiasm for learning through investigation.

Care, guidance and support are satisfactory. Pupils feel safe in school and their parents and carers endorse this view. While systems to provide care and support for pupils are satisfactory the high staff turnover in recent years has adversely affected their further development. Nevertheless, pupils say there is always someone to turn to for help and that they trust staff to resolve any problems they may have. Provision for pupils with a statement of special educational needs is good. Expert and dedicated support is having a positive impact on developing basic skills as well as promoting good strategies to enable integration with their peers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

Staffing turbulence has affected the school's ability to develop and improve quickly since the previous inspection. The acting headteacher has moved swiftly to assess the quality of pupils' work and their progress, as well as the quality of marking and of teachers' planning. He has an accurate picture of the school's current provision, the impact on pupils' learning and where the most urgent improvements are needed. He has rallied staff to the need for change and has won their support for greater involvement in improving the school, for example, to increase teachers' expertise in planning for different ages and stages of development. The acting headteacher's swift action to review, and the determination to improve teachers' planning and their feedback to pupils, indicate that the school has the capacity to improve the quality of teaching from within its own resources.

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The governing body is well organised and increasingly effective in monitoring the work of the school. Recent changes to its membership have brought in new expertise, so that governors are more able to challenge and hold the school to account. The governing body ensures that safeguarding procedures fully meet requirements. Members of the governing body ensure that the school's policies for equal opportunities and tackling discrimination are satisfactorily promoted so that all pupils have equal access to learning opportunities and feel equally valued. Links with external support services and partners are satisfactory and provide worthwhile additional support and opportunities to enhance pupils' learning. Community cohesion is satisfactorily promoted, though the school is aware that more needs to be done to involve the local community and to make links with other schools further afield to extend pupils' understanding of different cultures and traditions.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Provision in the Early Years Foundation Stage (Reception) is satisfactory. There have been good improvements to provision for outdoor learning since the previous inspection, which allow children to learn both in and out of doors. Children join the Reception class with varying levels of skills and make satisfactory progress in their learning from their individual starting points. Children are taught in a mixed-age class with Years 1 and 2 pupils, which allows them to settle in quickly because they follow the example of older pupils. They work alongside older pupils throughout the day, which sometimes restricts the development of their independence. A significant factor in children's satisfactory rather than good progress is the lack of regular additional adult support, which would enable the teacher to focus direct teaching on specific groups from time to time. Children are safe, secure and cared for well. The teacher is ambitious to continue to improve provision and to enhance learning for the children, through visits beyond the school to stimulate interest and teach them about the wider world. These have promoted children's learning well as



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seen in their writing and paintings. Good links are forged with parents and carers, but few seize the opportunity to support their children's learning either in school or by completing home-school diaries. The school now recognises the need to provide some additional support to the Reception class, in order to realise the Early Years Foundation Stage leader's ambition to improve the quality of children's learning and progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Parents and carers unanimously agree that their children are safe in school and that the school helps them to lead a healthy lifestyle. Inspection evidence supports these views. Most parents and carers are positive about the provision the school makes for their children's education and the links it makes with them. A minority had concerns about the amount of progress their children are making and about the effectiveness of leadership and management in the school. Inspection evidence showed that pupils make satisfactory progress overall but that progress is not as strong in reading and writing as it is in mathematics. The leadership and management of the school are judged to be satisfactory.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broughton Moor 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 inspector received 24 completed questionnaires by the end of the on-site inspection. In total, there are 48 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	38	14	58	1	4	0	0
The school keeps my child safe	12	50	12	50	0	0	0	0
My school informs me about my child's progress	10	42	13	54	1	4	0	0
My child is making enough progress at this school	10	42	11	46	3	13	0	0
The teaching is good at this school	12	50	7	29	2	8	0	0
The school helps me to support my child's learning	11	46	8	33	3	13	0	0
The school helps my child to have a healthy lifestyle	10	42	13	54	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)	8	33	13	54	1	4	0	0
The school meets my child's particular needs	11	46	11	46	1	4	0	0
The school deals effectively with unacceptable behaviour	11	46	11	46	1	4	0	0
The school takes account of my suggestions and concerns	9	38	12	50	1	4	0	0
The school is led and managed effectively	9	38	8	33	3	13	0	0
Overall, I am happy with my child's experience at this school	11	46	8	33	2	8	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



6 May 2011

Dear Pupils

**Inspection of Broughton Moor Primary School, Maryport CA15 7RZ**

Thank you all for the friendly welcome you gave me when I inspected your school recently. Your good behaviour and caring attitudes do you credit and made my visit very enjoyable. The school provides a satisfactory education and overall you make expected progress from your different starting points. Sometimes you do not make as much progress as you could in English, so I have asked the headteacher and staff to make some changes to help you to do better in the subject. The teaching you receive is satisfactory and sometimes it is good. I could see that you enjoy learning most when you are active and independent and know exactly what is expected.

I have asked the school to improve teaching by sharing the best methods so that more of it is good quality and to give you opportunities to learn at your own best rate. You have some exciting opportunities in your curriculum and evidently enjoyed your work on the Rock Challenge. I saw the awards you won for this work. No wonder your parents and carers are so proud of you. Well done! You are also thoroughly enjoying your work on investigating the Boggle. I was very impressed by how well you worked with visiting teachers and by your writing about your investigations. These experiences help you to develop good personal qualities. I could see that teachers care for you and look after you, so that you feel safe and happy in school.

Many of you have had a high number of teachers during your time at school, which has slowed the progress that the school has made since its last inspection. To help it improve more quickly, I have asked the school to involve all the staff and the governing body in looking for areas to improve and in helping to make improvements. You can all play your part by working as hard as you do now and by continuing to look after each other so well.

My best wishes to all at Broughton Moor.

Yours sincerely,

Moira Fitzpatrick

Lead inspector

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