

Broughton Primary School

Inspection report

Unique Reference Number	112407
Local Authority	Cumbria
Inspection number	357100
Inspection dates	4–5 May 2011
Reporting inspector	Ann Wallis

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	The governing body
Chair	Mr Nicholas Wilson
Headteacher	Mrs Karen Shankland
Date of previous school inspection	31 January 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed teaching and learning in seven lessons and saw five teachers teach. They held meetings with members of the governing body, staff and pupils. They observed the school's work, and looked at pupils' books, pupils' progress data, safeguarding information, and other documentation. They analysed 55 questionnaires from parents and carers and also those returned by pupils and staff.

- The effectiveness of the school's efforts to raise attainment and accelerate progress in reading and writing.
- Whether teaching is consistently good across the school and how well work in lessons is matched to pupils' needs.
- To what extent pupils' spiritual, moral social and cultural development is a strength of the school.

Information about the school

This is a much smaller than an average-sized primary school. Pupils are taught in four mixed-age classes. Very few pupils are from minority ethnic groups and very few speak English as an additional language. A below average proportion of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is below average, and the proportion of pupils with a statement of special educational needs is above average. The school has gained Healthy School status and has Activemark, Eco School, International School and Artsmark Awards.

The privately-run provision for childcare, Broughton Out of School Club' shares the school's site. It is subject to a separate inspection and will receive its own inspection report which will be published 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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has particular strengths in the outstanding care, guidance and support it provides for pupils and in the way it values all of their skills and talents. The school's effectiveness in promoting equality of opportunities for all its pupils is outstanding. They really enjoy learning in this very inclusive school where both their personal development and academic progress are given equal emphasis. Safeguarding procedures are excellent and, consequently, pupils say how very safe they feel in school. Pupils behave well and are respectful and kind to each other, to staff and to visitors. They have an excellent understanding of how to stay healthy. Parents and carers are fully engaged with the work of the school. They are kept extremely well informed and, consequently, are able to fully support their children's learning.

The school has improved since the last inspection. Pupils' progress has accelerated and attainment has risen. Teaching and learning are monitored more rigorously and self-evaluation is robust and accurate. Good practice is beginning to be shared more widely but the school recognises this is an area which should be developed further. Under the strong and capable leadership of the headteacher, staff are continually striving to make the school even better. The governing body members, leaders and managers have identified the right priorities for improvement and Broughton Primary has good capacity to improve further.

Children enter the Nursery with skills which are in line with those expected for their age and settle quickly into school routines. They make good progress and achieve well as they move through the school to reach above average standards when they leave Year 6. The school's focus on employing new strategies to improve attainment in reading and writing has been successful. In 2010, test and assessment results in reading and writing were above average for both Year 2 and Year 6 pupils. Pupils make good progress in response to the good teaching they receive. Most lessons are briskly paced and work is matched well to pupils' needs. Teachers are knowledgeable and use varied resources to capture the interest of their pupils. In a few lessons, where teachers' expectations of their pupils are not quite as high and where there are fewer opportunities for pupils to work independently, the pace of learning is slower.

The school promotes community cohesion well overall, particularly at local and international levels. However, opportunities for pupils to engage with communities which differ from their own within the United Kingdom are not yet sufficiently developed.

What does the school need to do to improve further?

- Improve the quality of teaching and learning further so that all lessons are good and more are outstanding by:

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- ensuring all lessons proceed at an equally brisk pace and expectations are always high
- giving pupils more opportunities to solve problems, work independently and discover things for themselves
- share good practice even more widely across the school.
- Provide more opportunities for pupils to engage with communities within the United Kingdom which differ from their own.

Outcomes for individuals and groups of pupils**2**

In lessons pupils behave well, answer questions readily and concentrate on the task in hand. They enjoy learning and achieve well. For example, they were seen to be making particularly good progress in an English lesson where they used very imaginative vocabulary to describe what lay behind 'the door at the top of the scarlet staircase'. Work in pupils' books and that displayed on walls confirmed the good progress that all groups of pupils are making. This was further confirmed by the school's own progress data which show pupils are on track to reach their challenging targets this year. Results in tests and assessments have risen since the last inspection. The attainment of Year 2 pupils has been significantly above average for the last three years. In the 2010 national tests, the proportion of Year 6 pupils achieving the expected levels in both English and mathematics was also above average. Pupils with special educational needs and/or disabilities, those with a statement of special educational needs and those who speak English as an additional language all make equally good progress as their peers because they receive timely and well-focused help from teachers, teaching assistants, volunteers and governors.

Pupils attend school regularly and their behaviour is good. They talk very knowledgeably about how to stay safe and healthy. They clearly understand the importance of staying fit, eating a balanced diet and, although aware of possible dangers, are not afraid to take some risks. They have a strong sense of what is right and wrong and a developing understanding of spirituality. They have well-developed literacy, numeracy, and information and communication technology skills. These qualities, combined with their willingness to take responsibility and work in teams, mean they are well prepared for the next stage of their education and for future life.

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These are the grades for pupils' outcomes

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

¹ 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 and learning are good. Teachers know their classes well, are enthusiastic and knowledgeable and ensure that their pupils enjoy learning. New strategies to raise attainment in reading were seen to be working well as pupils enthusiastically answered questions and proudly printed out certificates confirming their knowledge of the books they had read. Lessons are carefully planned and good use is made of assessment information to ensure work is pitched at the right level for all groups of pupils. In most lessons pupils work at a brisk pace and teachers have high expectations of what they will achieve. In a few lessons the pace of learning is slower because pupils are asked to spend too long listening and have fewer opportunities to work independently, solve problems and find things out for themselves. Pupils' work is assessed regularly and they are clear about how to reach their targets.

The curriculum is broad and balanced and meets pupils' needs well. It is enriched by a good range of trips and visits and by a variety of after-school clubs. Pupils talked enthusiastically about activities as varied as competing in a triathlon, visiting the Natural History Museum in London, canoeing at an outdoor centre, singing in the choir and playing football after school. The curriculum is reviewed regularly and subjects are increasingly being linked together to make topics even more relevant and interesting for pupils.

The outstanding care, guidance and support which pupils receive make an excellent contribution to their good and sometimes outstanding personal development and the good

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progress they make. Pupils are extremely well known as individuals and the school's work with them and their families ensures they achieve the very best they can. The school supports pupils whose circumstances make them potentially vulnerable, those with special educational needs and/or disabilities and those who speak English as an additional language especially well. School staff, together with a raft of parents and carers, governors, students and other volunteers from the local community all help to ensure pupils receive sensitive, timely and well-focused help when they need it.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and members of the governing body have a very clear vision for improving the school which is shared with all staff. Staff feel that they are listened to and their views are valued; consequently, morale is high. Teaching and learning are monitored regularly and good practice, although not yet fully shared, is beginning to spread across the school. Data is used well to check on pupils' progress, set targets and plan future learning. Governance is good. Members of the governing body are involved in determining the future direction of the school and know its strengths and weaknesses well. Safeguarding is exemplary. Policies and procedures are constantly monitored and updated and there is a comprehensive awareness of safeguarding issues among members of the governing body and staff at all levels.

The school has forged excellent links with parents and carers. They are welcomed in school as volunteers and kept very well informed about their children's learning. Consequently, they contribute willingly to school events, go on trips and visits, run after-school clubs, support children in lessons and attend parents' evenings and curriculum meetings. The school provides an excellent level of equal opportunities for all groups of pupils so they are all fully included in all activities and all groups of pupils achieve equally well. Discrimination of any kind is not tolerated. The school promotes community cohesion well. It has forged good links with the local community and has earned an international award partly through links with schools and communities in France and India. Plans are in place to develop links with communities within the United Kingdom but these have yet to be fully developed.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Nursery class with skills and abilities as expected for their age. Good induction arrangements ensure they settle quickly and feel secure in the stimulating learning environment the school provides. Stimulating role-play areas, indoors and outdoors, such as the 'Ice Cream Shop' and the well-developed eco-area' capture children's imaginations and help them to learn. It was fitting that on a warm and sunny spring day they were seen selecting different colours and flavours of ice creams and selling them in their 'shop'. Although cohorts are small and attainment varies from year to year, children make good progress from their individual starting points. Careful planning means there is a good balance between activities directed by staff and those chosen by children. This makes a positive contribution to their development as independent learners. The school continually seeks to enrich the curriculum, particularly through visits and use of the outdoors, to provide further opportunities for children to discover new things for themselves. Children thoroughly enjoy learning. They behave well and share toys and equipment sensibly. All safety and welfare requirements are fully met. Regular assessment of children's performance ensures activities are matched well to their needs. An enthusiastic and experienced teacher provides good leadership and all staff are well deployed to ensure that children achieve their best and get a good start to their education in the Early Years Foundation Stage.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Of the high proportion of parents and carers who filled in the questionnaire, the overwhelming majority are entirely happy with the education the school provides. They are very appreciative of the good teaching and excellent care, guidance and support that their children receive. Inspection evidence entirely supports these views. A few parents and carers felt that the school did not deal effectively with unacceptable behaviour. Inspectors found behaviour to be good and any very minor misdemeanours were well managed by all staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broughton 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 inspection team received 55 completed questionnaires by the end of the on-site inspection. In total, there are 104 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	60	22	40	0	0	0	0
The school keeps my child safe	34	62	21	38	0	0	0	0
My school informs me about my child's progress	30	55	24	44	1	2	0	0
My child is making enough progress at this school	26	47	26	47	1	2	0	0
The teaching is good at this school	30	55	24	44	0	0	0	0
The school helps me to support my child's learning	28	51	26	47	0	0	0	0
The school helps my child to have a healthy lifestyle	29	53	24	44	2	4	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)	25	45	28	51	2	4	0	0
The school meets my child's particular needs	26	47	26	47	2	4	0	0
The school deals effectively with unacceptable behaviour	27	49	24	44	3	5	0	0
The school takes account of my suggestions and concerns	21	38	31	56	1	2	0	0
The school is led and managed effectively	24	44	27	49	2	4	0	0
Overall, I am happy with my child's experience at this school	32	58	22	40	0	0	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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



5 May 2011

Dear Pupils

Inspection of Broughton Primary School, Cockermouth, CA13 0YT

Thank you for the warm welcome you gave us when we inspected your school this week. A particular thank you to those of you who were keen to talk with us and told us so enthusiastically about all the things you enjoyed doing at school.

This is what we have said about your school in our report.

- Yours is a good school where you are given excellent care, guidance and support and you all have outstanding equal opportunities to succeed.
- Your achievement is good because you make good progress and your attainment is above average.
- You behave well, attend school regularly and have an excellent understanding of how to stay healthy.
- The way your school is led and managed, the curriculum you follow and the quality of teaching and learning are all good.
- Your school makes absolutely sure you are kept safe.

This is what we have asked your school to do to make it even better.

- Make your lessons even better by:
 - giving you more opportunities to work on your own, solve problems and discover things for yourselves
 - making sure you work at a brisk pace and are expected to achieve the very best you can.
 - Give you more opportunities to find out about communities within the United Kingdom which are different from your own.

All of you can help your school improve by continuing to attend regularly, behaving well and working with your teachers to achieve the very best you can.

Yours sincerely

Ann Wallis

Lead inspector

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