

# Broughton CE School

## Inspection report

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<b>Unique Reference Number</b>	112287
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	378456
<b>Inspection dates</b>	27–28 March 2012
<b>Lead inspector</b>	Melvyn Hemmings

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	65
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elaine Miller
<b>Headteacher</b>	Jacqueline Graham-Kevan
<b>Date of previous school inspection</b>	22 April 2009
<b>School address</b>	Kepplewray Broughton-in-Furness LA20 6BJ
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## Introduction

Inspection team

Melvyn Hemmings

Additional inspector

This inspection was carried out with two days' notice. The inspector observed 11 lessons or parts of lessons taught by three teachers. Discussions were held with a local authority representative, the Chair of the Governing Body, staff and groups of pupils. He observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. Questionnaires from staff, pupils and from 43 parents and carers were scrutinised. There was no response to the on-line questionnaire (Parent View).

## Information about the school

Broughton is smaller than the average-sized primary school. Pupils are taught in three mixed-age classes. The proportion of pupils known to be eligible for free school meals is below average, as is that of disabled pupils and those who have special educational needs. Most pupils are of White British heritage. The school has gained a variety of awards, including the Activemark, and has Healthy School status. It meets the current government floor standards, which set minimum expectations for attainment and progress. The headteacher was appointed in September 2011. There is an on-site Nursery that is privately managed and subject to a separate inspection by Ofsted. The 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

<b>Overall Effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key Findings

- Broughton is a satisfactory school. Its main strengths are the focused leadership of the headteacher, progress in reading, behaviour and safety, pupils' high attendance and their positive attitudes to learning. Weaknesses that prevent it being a good school are pupils' satisfactory achievement in English and mathematics, inconsistencies in the quality of teaching, and a lack of sufficient rigour by subject leaders and governors in checking the school's performance. In addition, curriculum planning does not always ensure a systematic development of skills in subjects other than English and mathematics.
- Pupils achieve satisfactorily and attain broadly average standards in English and mathematics by the end of Year 6. They are confident readers. Writing is a weaker aspect of pupils' performance in English, with their sentence structure lacking accuracy. In mathematics, their understanding of shape, space and measures and data handling is not well developed.
- Teaching has a variety of strengths and the teaching of reading is good throughout the school. However, teachers do not always provide activities that effectively challenge the different age groups in their classes and this slows pupils' progress. Marking is not used consistently well to guide pupils to improve their work.
- Pupils behave well and are polite and considerate to others. They have a good understanding of how to stay safe. Attendance is high.
- The headteacher provides focused educational direction and a clear vision for moving the school forward. The leadership of teaching and management of performance have led to improvement, particularly in promoting pupils' reading skills. The role of subject leaders and governors in promoting improvement is, however, underdeveloped. Curriculum planning in subjects other than English and mathematics also lacks sufficient rigour.

Schools whose overall effectiveness is judged 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?

- Accelerate progress and raise achievement in writing and mathematics by:
  - improving pupils' ability to write accurately constructed sentences and deepening their knowledge and understanding of shape, space and measures and data handling in mathematics
  - ensuring teachers always provide activities that effectively challenge the different year groups in each class
  - making sure teachers use marking and feedback consistently to give pupils precise guidance on how to improve.
  
- Improve leadership and management by:
  - formalising and making rigorous the monitoring and evaluation of the quality of teaching and learning by subject leaders
  - ensuring governors are fully involved in holding the school to account for its performance
  - improving curriculum planning in subjects other than English and mathematics to ensure that skills are always built upon in a systematic way.

## Main Report

### Achievement of pupils

Pupils achieve satisfactorily from their skill level on entering school, which is generally as expected. National comparative data indicate that attainment at the end of Year 6 is broadly average in English and mathematics. This data must be treated with caution because of the exceptionally small cohorts. Importantly, the school's own data show that pupils make satisfactory progress. In the Early Years Foundation Stage, children show enjoyment and interest in their activities. They work and play harmoniously together and are developing their independent learning skills by making decisions for themselves. Throughout the rest of the school, pupils have positive attitudes to learning and maintain their concentration for lengthy periods. They have good collaborative skills, working effectively in pairs and small groups to complete tasks.

Attainment in reading at the end of Year 2, and by the time pupils leave school, is above average. This stems from strong emphasis on the teaching of phonics, which effectively develops pupils' skills in linking letters and sounds. This was evident in a lesson for pupils in Year 1 in which they were identifying and correctly saying tricky words, such as 'could', 'asked' and 'people'. Pupils read confidently and with enjoyment, talking enthusiastically about their favourite books and characters. They write imaginatively to express their ideas and feelings, as seen in the work of pupils in Years 5 and 6 in describing the Blitz during the Second World War. Nevertheless, their sentences lack accuracy in the use of correct grammar, punctuation and spelling. Pupils have secure mathematical calculation skills, including quick mental

recall, and apply these confidently to solve real-life problems. They are less adept at handling data and in their work involving shape, space and measures.

There is no significant difference between the achievement or the quality of learning of different groups. This includes pupils known to be eligible for free school meals and those who are not. Disabled pupils and those who have special educational needs are given extra support to make sure they are fully involved in all activities and make the same progress as other pupils. In their questionnaires, almost all parents and carers agreed that their children were making good progress at the school. Inspection evidence shows that pupils make good progress in reading but their overall progress is satisfactory.

### **Quality of teaching**

In the Early Years Foundation Stage, adults work well together to provide activities that are practical and interesting. They encourage children to work and play cooperatively and to make decisions for themselves, which contributes positively to their personal development. At times, a lack of intervention during independent activities limits the progress that children make. Children show much enjoyment in all they do and are keen to learn. A good example of this was observed in the outdoor role-play area when they were acting out the story of 'Goldilocks and the Three Bears'.

In Key Stages 1 and 2, teachers manage classrooms well to ensure that pupils are engaged and little time is lost. Teaching assistants are generally deployed effectively to support all pupils, especially disabled pupils and those who have special educational needs. Teachers use a variety of resources, including information and communication technology, to add interest to lessons and to motivate pupils. There are times when teachers do not provide sufficient challenge for the different year groups in their classes. This slows the rate at which pupils make progress. Marking and feedback are also not used consistently well to give pupils precise guidance on how to improve. In some subjects, such as geography and science, some marking is not up-to-date and this limits pupils' understanding of the next steps to take in developing their learning.

Most parents and carers agreed in their questionnaires that their children are taught well at school. Inspection evidence shows teaching is satisfactory. It impacts positively on pupils' spiritual, moral, social and cultural development. This is shown in the high expectations of pupils' behaviour and the opportunities provided for pupils to work together and share ideas. This was evident in a mathematics lesson for pupils in Years 5 and 6 when they were challenged to work in teams of three to solve a problem in a real-life situation. The curriculum is planned appropriately to enable pupils to use their literacy and numeracy skills to support their learning in a variety of subjects.

### **Behaviour and safety of pupils**

Pupils, parents, carers and staff overwhelmingly say that behaviour is good and has been so over time. Observations in lessons and around school confirm behaviour is good and show that the school is a friendly place in which to learn. Pupils are polite and courteous, acting responsibly both in and out of classrooms. Pupils have a clear

understanding of the different kinds of bullying, including racist, physical and cyber bullying. They say that any such behaviour is rare and that if it happens staff deal with it quickly.

All parents and carers agreed in their questionnaires that the school keeps their children safe. Pupils say they feel safe at all times in school. They have a thorough understanding of how to keep themselves and others safe. The curriculum contributes effectively to pupils' knowledge of how to stay safe, such as through developing their understanding of how to use the internet responsibly. Pupils are confident that any worries or concerns they raise will be dealt with promptly and effectively by staff. Parents and carers are pleased with the care taken of their children in school. Two comments are typical: 'Broughton has a very warm and caring atmosphere, with staff being friendly and approachable;' and 'The school has a very caring ethos and my children love being there.'

Pupils enjoy coming to school, as is reflected by their high attendance. They have positive attitudes to learning and their good behaviour in lessons means there is no disruption to learning. They willingly take on responsibilities such as being a school councillor or a buddy looking after younger pupils. In so doing they add to the life of the school and enhance their personal and social development.

## **Leadership and management**

The relatively new headteacher has high expectations of staff and pupils and is committed to driving the school forward. She has quickly identified the school's strengths and weaknesses and taken action to secure improvement. This is seen in the opportunities provided for staff to develop their professional expertise by visiting schools with examples of good and outstanding teaching practice. The governing body is supportive of the school but not fully involved in holding it to account for its performance. Self-evaluation is broadly accurate but lacks sharpness about what needs to be done to bring about significant improvement. For example, the monitoring and evaluation of teaching and learning by subject leaders is carried out informally. As a result, it lacks rigour and does not precisely identify the key areas for development. This limits the contribution of subject leaders to school improvement. The school's track record since the previous inspection, including raising achievement in reading and improving pupils' cultural development, shows there is satisfactory capacity to take the school forward.

The school's arrangements for safeguarding pupils meet statutory requirements and are systematically reviewed. All staff are suitably trained and have the skills and expertise required. The promotion of equal opportunity is satisfactory, with the school regularly checking the performance of different groups. No form of discrimination is tolerated.

The satisfactory curriculum is enriched by a variety of extra-curricular activities and opportunity to take part in educational visits, such as to the Dock Museum in Barrow and to South Lakes Wild Animal Park. Opportunities to work with a variety of visitors effectively extend pupils' skills and widen their horizons. Planning does not always ensure the systematic development of skills in subjects other than English and mathematics. The promotion of pupils' spiritual, moral, social and cultural development is satisfactory. This is shown in pupils' good behaviour and their ability

to work collaboratively. Improved cultural development means they have a better understanding of the beliefs and traditions of cultures different to their own. Leaders ensure that parents and carers are kept informed about how their children are doing at school.



## 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](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.

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.**



29 March 2012

Dear Pupils

**Inspection of Broughton CE School, Broughton-in-Furness, LA20 6BJ**

Thank you for the friendly welcome you gave me when I inspected your school. I enjoyed meeting you and seeing the many interesting things you do.

Inspection judgements show that yours is a satisfactory school and that:

- you attain average standards in English and mathematics by the end of Year 6
- your achievement in reading is good and you talk enthusiastically about your favourite books and characters
- you feel safe in school and learn a lot in lessons, as indicated in your questionnaires
- the curriculum provides interesting activities, including visits to the Dock Museum in Barrow and to South Lakes Wild Animal Park
- your behaviour is good and you are considerate towards others
- you enjoy school, as shown by your high attendance.

I have asked your school to:

- improve your ability to write accurately structured sentences and deepen your understanding of shape, space and measures, and data handling in mathematics
- make sure teachers always give you activities that make you think hard and provide you with precise guidance on how to improve
- develop the skills of teachers who lead subjects and the governors in helping the school do better
- improve planning in subjects other than English and mathematics.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings  
Lead inspector

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