

Broughton Primary School

Inspection report

Unique reference number	121799
Local authority	Northamptonshire
Inspection number	380324
Inspection dates	29–30 May 2012
Lead inspector	Michael Sheridan HMI

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Lesley Smith
Headteacher	Claire Shortt
Date of previous school inspection	19 January 2009
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Age group	4–11
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Introduction

Inspection team

Michael Sheridan

Her Majesty's Inspector

Sherry Gladwin

Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed learning in 16 lessons taught by eight teachers. Inspectors listened to pupils read and met with teachers, leaders, representatives of the governing body and pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at school improvement planning, data tracking of pupils' progress, records of accidents and incidents, work in pupils books and teachers' planning. Inspectors took account of the views of pupils, staff and 131 parents and carers as expressed through inspection questionnaires.

Information about the school

This is a smaller-than-average primary school. Most pupils are White British. Very few pupils are believed to speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of disabled pupils or those who have special educational needs who are supported by school action plus or with a statement of special educational needs is in line with the national average. The school currently meets nationally set government floor standards.

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 with good capacity to continue to improve. It is not yet outstanding because there are some inconsistencies in the way that work and guidance are precisely matched to pupils' needs, and standards of attainment are not as high in mathematics as they are in English. Communication with parents and carers is not as effective as it could be so some parents and carers feel that their views and concerns are not always listened to. Inspection evidence shows that the school does take these views into account when making decisions but this is not always apparent to all parents and carers.
- Standards of attainment are above average and have improved. Achievement in reading has been impressive for a number of years and writing standards are quickly catching up with those seen in reading. Attainment in mathematics has improved since the last inspection and is now above average.
- Leadership is good. The management of performance is having a positive impact on the quality of teaching. Monitoring of teaching is regular and informs professional development. Teaching is improving and teachers are confident in what they are expected to do.
- The great majority of teaching is good and some is outstanding. Additional support is very effectively used to help and challenge different groups of pupils, including disabled pupils and those who have special educational needs. The satisfactory teaching seen engages the majority of pupils well but, in these lessons, activities are less focused on helping pupils to make the next steps in their learning and overcome misconceptions.
- Behaviour and safety are very positive around school and in most lessons. In satisfactory lessons, gentle reminders quickly improve any off-task behaviour of pupils who are less well engaged in their tasks. Pupils with emotional and behavioural difficulties are effectively supported so their behaviour gets better over time and they access the curriculum effectively.

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What does the school need to do to improve further?

- Continue to raise standards of attainment in mathematics so that, by July 2013, they are consistently above average and in line with English by:
 - ensuring assessment, including marking, is consistently used to diagnose misconceptions and opportunities are provided for pupils to overcome these misconceptions quickly
 - precisely matching activities and teaching in class to individual's needs.
- Develop marking and feedback so comments and suggestions are consistently helpful in guiding pupils when improving their work.
- Develop a robust and transparent communication policy that reassures parents and carers that their views are taken into account by leaders and the governing body in decision-making processes.

Main report

Achievement of pupils

Pupils' achievement is good and improving. Most parents and carers believe that their children make good progress at the school and inspectors agree. Progress is particularly notable in reading because of the excellent opportunities that exist to overcome barriers individual pupils face in learning to read. Pupils enjoy reading and make impressive strides in developing early reading skills, such as in understanding the sounds that letters make. Pupils who are in danger of not reaching expected levels for their age are given additional precise support so they develop the skills they need. As a consequence, pupils start Key Stage 2 with above-average levels of attainment in reading. It is rare for pupils not to reach or exceed the expected level of reading for their age by the time they leave the school. Pupils make good progress across all areas of learning in the Early Years Foundations Stage. Some children arrive at school with communication skills slightly below those expected for their age. The good provision, with exciting opportunities to talk and play together, mean that these pupils catch up quickly and leave well prepared for Key Stage 1.

Achievement has risen in mathematics and writing so that it is nearer to that seen in reading. From broadly average starting points, pupils reach above-average standards of attainment overall. Pupils make good and sometimes outstanding progress because good teaching and highly effective small-group interventions help those who are in danger of not doing as well as they could to catch up. One example of this is the higher ability Year 6 mathematics group. This group targeted pupils who have the capacity to reach above-average levels of attainment but have some gaps in their knowledge and understanding that might mean they narrowly miss the higher grade in standardised tests. This intervention, and many others like it, are of a high quality and lead to pupils making rapid progress. Disabled pupils and those who have special

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educational needs often make outstanding progress because the support they are given is very precisely matched to their needs.

Quality of teaching

Most parents and carers state that their children are well taught and inspectors agree. The quality of teaching is good overall. Relationships are strong between pupils and staff. Pupils trust and respect their teachers and adults work hard to provide a range of interesting and thought-provoking activities that capture pupils' imaginations.

The majority of teaching seen by inspectors was good. A minority of lessons were satisfactory and a few were outstanding. Work in books suggests that this range is typical. The most significant difference between satisfactory and good lessons is the effectiveness with which assessment is used to match activities to different pupils' needs. In good lessons, assessment is continuous and teachers ask pertinent questions to help pupils think about how they can improve their work. Because work is so well matched and the curriculum is interesting, pupils in these lessons are highly engaged and enjoy their learning a great deal. Many teachers are skilled at encouraging pupils to think deeply and many pupils demonstrate an insatiable curiosity. It is not uncommon to see most pupils with their hands up, eager to contribute to the class discussion. In one lesson, pupils were asked to create challenging questions in response to a sales pitch by their fellow pupils. As pupils asked these questions, the teacher identified how each question utilised the information from the presentation so that presenters had to deal with the more difficult aspects of their sales pitch. As the lesson went on, pupils demonstrated their good progress by asking increasingly searching questions.

Reading is taught very well. Regular opportunities exist for pupils to read for pleasure. Pupils in Key Stage 1 and some in Key Stage 2 take part in daily sessions that help them develop their knowledge of the sounds letter make. These sessions are taught exceptionally well so pupils are confident working out how unfamiliar words are likely to sound.

The effectiveness of marking in books varies from class to class, particularly for writing and mathematics. In the best examples seen, teachers give pupils clear guidance on how they can improve their work. In these lessons, pupils respond positively to this marking and often improve their work. However, in some classes, marking in mathematics is limited to ticks and crosses and pupils do not have sufficient opportunities to relearn or understand what they have done wrong. In some examples of writing, teachers' comments express pleasure or disappointment but do not give specific examples of how work can be improved. In these books, there is limited evidence of pupils taking notice of marking and some easily rectifiable mistakes are repeated over time.

Disabled pupils and those who have special educational needs are supported very effectively so they can access the curriculum fully and thrive. Teachers and teaching

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assistants know the individual needs of pupils exceptionally well so they are able to make subtle adaptations that ensure learning is rapid. There is some small group teaching which is very effective because it meets the needs of target groups very specifically. These additional groups are often targeted to meet the needs of pupils who are working just below the expected age level. This additional support, along with the predominantly good teaching, leads to accelerated progress and increasingly high standards of attainment.

Behaviour and safety of pupils

Behaviour and safety are good. Most parents and carers say that their children feel safe at school and that they are effectively looked after. Where teaching is good, pupils' attitude to learning plays a significant factor in their success. Pupils respond well to the demands placed on them. Occasionally, pupils lose interest in their activities when they are expected to continue for too long or the activities are not appropriately challenging. When this happens, pupils quickly return to task with gentle reminders from adults. Almost all parents and carers say that there is a good standard of behaviour in the school generally. However, a very small minority stated that lessons are sometimes disrupted by bad behaviour. Inspectors found that occasionally pupils with emotional and behavioural difficulties do cause some disruption in classes but this is managed well and, as a result, disruption is minimal and their behaviour is improving over time. Behaviour around school is calm and orderly. Pupils care for each other and school property effectively. Pupils say that bullying is exceptionally rare and that issues are dealt with effectively. Pupils understand different types of prejudice-based bullying and older pupils talk with maturity about issues such as racism and sexism. Relationships between staff and pupils are very positive and lead to a tangible sense of trust and mutual respect. This is a happy school where pupils work hard and enjoy their time. Older children take on responsibility willingly.

Pupils learn about staying safe. They talk about different dangers with maturity and have a secure understanding on the potential risks when, for example, using technology.

Leadership and management

Leadership is good. The headteacher and deputy headteacher have an ambitious shared vision that has led to significant improvements in teaching and standards of attainment since the previous inspection. As a result of their relentless drive, and the expertise of middle leaders, the school continues to develop well. The effectiveness of the governing body is improving with its members developing a clear understanding of the school's strengths and weaknesses. Individual members bring their own expertise and use this to good effect, for example in supporting the school in developing financial systems.

Performance management and staff training are used effectively to improve the quality of teaching. While there remains some satisfactory teaching, there is

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convincing evidence that teaching overall has improved and this is having a positive impact on raising achievement. Key leaders have a clear understanding of the next steps in the school's improvement journey and have credible plans to secure and build upon the good improvements already seen. A small minority of parents and carers expressed concerns about how well the school takes account of their concerns and communicates with them. Inspection evidence showed that parents' and carers' views are considered seriously by leaders, including the governing body, when decisions are made. However, leaders and governors recognise that they that they could do more, by improving communication, to reassure parents and carers that their views are being considered.

The curriculum is good, leading to the solid development of basic skills and effective preparation for the next stage in pupils' education. A wide range of enrichment activities is on offer that provides pupils with a broad range of experiences. One such memorable experience was a Year 6 trip to the Royal Ballet with a tour of the Royal Ballet School. Visitors regularly work alongside pupils. Currently, an artist-in-residence is developing artwork with pupils to celebrate the Queen's Jubilee. Such work has a strong impact on pupils' spiritual, moral, social and cultural education. As a result, pupils are ambitious, confident, reflective and mature. They have a good understanding of the world and talk about issues sensibly and with insight.

Equalities are promoted effectively. Pupils' progress is monitored carefully and any gaps between different groups of learners are tackled quickly and effectively. Prejudice-based incidents are rare and dealt with appropriately. The curriculum encourages a mature understanding of diversity and an opportunity to develop an understanding of different cultures and religions. The school's arrangements for safeguarding pupils meet statutory requirements.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.

31 May 2012

Dear Pupils



Inspection of Broughton Primary School, Kettering, NN14 1NB

It was a great pleasure to come and inspect your school recently. This letter is to let you know our findings. We found that you go to a good school. Your school prepares you well for the next stage in your education and provides you with a range of exciting and interesting ways to learn. We were particularly impressed with your high standards of reading. Thank you to all of you who read to one of us. We were very pleased to hear about how you enjoy reading and how the younger children in your school learn to read quickly. We are pleased to see that the standard of your writing is improving quickly and that mathematics is catching up too.

We have talked to your school about some additional things they should do to make sure your mathematics and writing are even better. We have asked your teachers to make sure they understand why some of you get some things wrong in mathematics and to make sure they change their teaching to help you understand these concepts better. This will sometimes mean the teachers giving different groups different challenges and tasks. We know this often happens in your school, but it doesn't always happen. We have also asked your teachers to be more helpful to you when marking your work. We saw that some teachers give you really clear guidance when marking your work but others tell you what you have done right or wrong without giving you specific advice about how you can improve what you have done. You can help by reading your teachers' comments and responding by improving your work in the ways that they suggest.

We know that a small number of your parents and carers feel that the school does not listen carefully to their views. We found that the school does take everyone's views into account, especially yours. We have asked your school to work hard to show your parents and carers that they are listening so they can see how decisions are being made. This is not easy as different people often have different views and the school cannot please everyone all the time. I wonder if you could think of ways that your school council could become better at representing all of your views?

I would like to finish by saying thank you to all of you who spoke with us. You were all very polite and welcoming; a real credit to yourselves, your parents and carers and your school. You have my best wishes for the future.

Yours sincerely

Michael Sheridan
Her Majesty's Inspector

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