

# Broughton-in-Amounderness Church of England Primary School

Church Lane, Broughton, Preston, Lancashire, PR3 5JB

**Inspection dates** 20–21 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Attainment has been high at the end of Year 6 for several years.
- Pupils consistently make excellent progress in reading and writing throughout the school.
- Achievement in mathematics is outstanding overall, although there are some inconsistencies in progress from year to year.
- Pupils are overwhelmingly positive about life in school, feel very safe and are extremely keen to learn. They work hard and behave extremely well in lessons and elsewhere.
- Excellent leadership and management have sustained outstanding teaching and progress, despite staff changes in the last few years. A high level of teamwork from all staff supports this.
- Teaching is never less than good and is often outstanding. Teachers give pupils tasks that are at just the right level of difficulty for them.
- The school keeps a careful track on how well pupils are doing and responds very effectively and promptly to help any who might be in danger of falling behind.
- Excellent systems to check on pupils' attainment support their progress in reading and writing. Teachers are not as secure in making accurate overall assessments for children in the Early Years Foundation Stage, nor in assessing mathematics in the rest of the school.
- The marking of pupils' work is of extremely high quality in English. In mathematics, marking is good.

## Information about this inspection

- Inspectors observed substantial parts of 14 lessons and made several shorter visits to other lessons to observe the breadth of the curriculum, how pupils are taught reading and how some pupils are given extra help with their learning.
- Inspectors held formal meetings with staff, groups of pupils, a local authority adviser and the Chair of the Governing Body. They also spoke informally to many pupils and spent time with teachers to discuss their lessons.
- Examples of pupils work were examined in displays and in books.
- Several younger pupils read to inspectors.
- Inspectors took note of 78 replies to the online questionnaire (Parent View).
- A variety of documentation was examined, particularly that related to keeping pupils safe. The school's tracking of pupils' progress was analysed, as were documentation about performance management and examples of the school's own monitoring of teaching.

## Inspection team

Steven Hill, Lead inspector

Additional Inspector

Anthony Buckley

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school in a large village just outside Preston.
- The proportion of pupils known to be eligible for funding from the pupil premium (which is provided to support the learning of pupils who are entitled to free school meals, in the care of the local authority or the children of forces families) is low.
- The large majority of pupils are White British. The proportion of pupils who come from a range of different minority ethnic groups is similar to that in most schools. Few pupils speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs who are supported at school action plus or have a statement of special educational needs is average. The proportion of such pupils supported at school action is a little below average.
- The school meets the current government floor targets, which set minimum levels for pupils' attainment and progress.
- There is a breakfast- and after-school club on the site which is managed privately. This is inspected and reported upon separately.
- There has been substantial disruption to staffing in the last few years.

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

- Make progress in mathematics as consistent as it is in English by:
  - improving the marking of pupils' work in the subject, by giving them clearer pointers about how they can do better in future and time to consider this and to correct their mistakes
  - developing teachers' understanding of assessment in mathematics to the same high level as in reading and writing.
- Improve the accuracy of the assessment of children's development in the Early Years Foundation Stage by:
  - providing more training for staff in interpreting the new national criteria for children's attainment
  - working with colleagues from outside the school to reach a common understanding about these criteria.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Children start in Reception with attainment broadly as expected for their age. They make good progress, are very happy in school and greatly enjoy learning.
- Pupils leave Year 6 with standards that are consistently exceptionally high, representing outstanding achievement from their starting points. All groups of pupils make the same excellent progress irrespective of gender or background. The attainment of pupils who are entitled to the pupil premium is the same as that of their classmates.
- Although progress at Key Stage 1 was uneven for a while because of staffing difficulties, last year it was excellent in reading, writing and mathematics. Progress is outstanding in all the Key Stage 2 classes.
- Virtually all pupils make the progress expected in English and mathematics, and about half of them exceed this. Progress is slightly less consistent in mathematics because marking is weaker in this subject and teachers' skills in assessing attainment, while good, are weaker than in English.
- The progress of disabled pupils and those with special educational needs matches the excellent achievement of their classmates.
- Pupils are making great strides in their skills in information and communication technology and make excellent use of them to enhance their learning in other subjects.
- Pupils' skills in relating the letters in words to the sounds they represent (phonics) are of a high quality. They are taught this aspect of reading very well. Pupils are enthusiastic readers and by Year 6 are extremely fluent, with clear tastes in literature and the ability to read a variety of demanding texts, in books or on computers, to promote their progress in other subjects.
- Pupils develop a great fluency in writing from an early age, helped by beginning to join their letters right from Reception. They are able to get their ideas onto paper very quickly, which helps the pace of learning in many subjects.
- Pupils' problem-solving skills in mathematics, identified by staff as a relative weakness, are improving rapidly because of a focus on this aspect of learning by the school.

### The quality of teaching

### is outstanding

- A key strength of much teaching is the way in which teachers prepare different tasks for pupils of different ability. Adults then monitor pupils' ongoing progress during the lesson so that any misconceptions are quickly picked up and addressed. Pupils who are succeeding are encouraged, and challenged to refine their work and extend their learning.
- Collaborative skills are developed extremely well. For example, pupils in Year 4 refined their scripts and enthusiastically performed their own versions of *Little Red Riding Hood*. They then discussed other groups' work thoughtfully and offered constructive advice for improvement. The teacher's clear, challenging criteria underpinned their excellent progress in understanding and performing plays.
- Teachers successfully encourage pupils to continually assess their own and each other's success, and this is a major factor in pupils' excellent understanding of their own learning and of how to improve it. Excellent marking by teachers of pupils' writing also makes a strong contribution to excellent progress.
- In mathematics, marking is thorough and makes clear what is right and wrong. However, pupils are not always challenged to tackle harder problems when they have been successful, or given time to attempt corrections or further examples when they have gone astray.
- In English, teachers make particularly effective use of the school's excellent systems to assess pupils' attainment and track their progress. This was a specific focus over the past year.

Teachers are at an earlier stage in using a similar system in mathematics, so are not yet as confident in this subject.

- There is some excellent practice to be seen in the teaching of Reception children. Staff continually modify tasks to reflect individual children's interests and skills. Excellent use is made of the outdoor area, whatever the weather. A very good balance is struck between activities led by adults and those chosen by children for themselves. Adults are very skilled at judging when to intervene in children's play, to develop their thinking and understanding.
- A new national system of assessing children's attainment in the Early Years Foundation Stage has been introduced this term. Staff are still getting to grips with using this to summarise the skills of individuals. They have had little training yet in its use, or any chance to work with colleagues from outside the school to moderate and agree their assessments. Current summative data has rightly been identified by the headteacher as inaccurate, and greatly underestimates the attainment on entry of the current Reception children.

### **The behaviour and safety of pupils are outstanding**

- Pupils' great enjoyment of school is reflected in their excellent behaviour and their very high attendance. Relationships are outstanding. Pupils are extremely polite, confident and friendly. Boys and girls get on very well together regardless of background.
- A notable feature is the way that 'gardeners' in Year 5 adopt 'seeds' in the Reception Year. They help the younger children settle in and take a kindly interest in them for the next two years. This system not only helps Reception children feel relaxed and safe in school, but also contributes considerably to older pupils' excellent social and moral development.
- Pupils are very keen to learn and they show high levels of concentration. From an early age they work extremely well both collaboratively and independently, and take pride in their accomplishments. A group from Year 6 all agreed that the best feature of the school was the teachers, who are kind, help them to learn and are always happy to give extra help if they are 'stuck'.
- Pupils' great feeling of safety in school is helped by the positive relationships they have with the adults, especially with their adult 'mentor', whom they choose for themselves.
- Pupils have a good understanding of different kinds of bullying. They say it is extremely rare and has become rarer in school. Older pupils see it as their job to help any children they think are upset, and to bring any concerns to the notice of an adult. They are very confident that any incidents of misbehaviour will be dealt with calmly and effectively by the staff. Year 6 agreed that teachers, 'don't shout at you' but, 'calm people down'.
- Pupils have a good understanding of how to keep safe and they contribute well to the safe environment of school through their excellent behaviour and their kindness, care and concern for each other.

### **The leadership and management are outstanding**

- Excellent leadership from the headteacher and a strong shared sense of purpose and hard work from all staff have driven major improvements since the last inspection. Teaching, pupils' consequent achievement and their behaviour have all improved substantially.
- Excellent improvements in tracking pupils' progress ensure all pupils are helped and challenged to do as well as they can. The school sets ambitious targets for the progress of all individuals, and staff work together very effectively to meet them.
- Rigorous monitoring of teaching and learning has produced very effective feedback to teachers. This has helped them improve their practice and raise achievement. Excellent systems for performance management set ambitious targets for teachers related to school priorities, their individual professional needs, their leadership roles and the progress of pupils. Excellent links are made to in-school and external training to help them meet these targets.

- The pupil-premium funding is used to provide extra, high-quality academic support for relevant pupils, as well as ensuring that all these pupils are fully included in every school activity, including residential visits in Years 5 and 6. Consequently, they do just as well as their classmates.
- A lively and exciting curriculum underpins pupils' high standards of achievement and behaviour and makes an excellent contribution to their spiritual, moral, social and cultural development. Their understanding of different cultures is vastly improved since the last inspection.
- The local authority provides effective light-touch support for this school, which helps the headteacher and governing body to drive forward improvements effectively.
- **The governance of the school:**
  - The governing body has strong systems that give it a clear and accurate understanding of the school's work and pupils' achievement. This enables it to challenge staff and hold the school to account for its performance. It uses the information from performance management to ensure that teachers' performance is reflected in their salary progression. The governors have ensured that safeguarding requirements are met. Individual governors have access to a high level of training and support that helps them make an excellent contribution to supporting the school and contributing to its success. The governing body has a clear understanding of the budget, including the use of pupil-premium funding.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	119563
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	403396

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	240
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Anson
<b>Headteacher</b>	Jill Brennan
<b>Date of previous school inspection</b>	10 January 2008
<b>Telephone number</b>	01772 862788
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