

Brant Broughton CofE and Methodist Primary School

Mill Lane, Brant Broughton, Lincoln, LN5 0RP

Inspection dates 31 January–1 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Outstanding	1
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.

- Pupils at all stages make outstanding progress. Their attainment is well above average. In each year, the proportion of pupils who make more than the expected progress is higher than that found in most other schools.
- Teachers and teaching assistants make an exceptional contribution to the progress and learning of pupils of all abilities. Lessons are invariably exciting, full of interest for pupils and capture their enthusiasm.
- The behaviour of pupils of all ages is outstanding; they work very hard and apply themselves exceptionally well. They are rightly proud of their achievements and of their school.
- The school provides a range of subjects and other activities that meet pupils' learning needs exceptionally well. Pupils' spiritual, moral, social and cultural development is also developed with great success.
- The headteacher, teachers (especially those who are responsible for key subjects, such as English, mathematics and science), teaching assistants and the governing body form a highly effective team. Together, they have overseen significant improvements since the school's last inspection, especially in teaching and in pupils' progress and the standards they attain.

Information about this inspection

- The inspector observed parts of 10 lessons. Six of the lessons were observed jointly with the headteacher.
- Meetings were held with members of the governing body, the headteacher, teachers with responsibility for key subjects, parents, pupils and a representative of the local authority.
- The inspector looked at the work in pupils' books and listened to pupils reading.
- Account was taken of the school's information about pupils' attainment and progress, its self-evaluation and plans for future development. The inspector also looked at a range of documents and policies concerning management of the school, including the minutes of governing body meetings, and keeping pupils safe.
- Consideration was given to the 30 responses to the online survey (Parent View) and 10 responses to the staff questionnaire. The results of the school's own recent survey of parents' views were also taken into account.

Inspection team

Godfrey Bancroft, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- The majority of pupils are of White British heritage. The proportions of pupils from other ethnic backgrounds and who speak English as an additional language are very low.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion supported at school action plus or through a statement for their special educational needs is broadly average.
- The proportion of pupils supported by additional government funding through the pupil premium, in this case for those known to be eligible for free school meals, is low.
- The school does not currently have any pupils who are educated through alternative provision away from the school site.
- The school meets the government's current floor standards, which set the minimum expectations for the pupils' attainment and progress.
- There is a breakfast club that is managed by the governing body.
- A privately run after-school club and an independent nursery use the school site. These are subject to separate inspections.

What does the school need to do to improve further?

- Sustain pupils' outstanding progress and high achievement, so that each pupil remains able to reach their full potential, by:
 - further strengthening the links between pupils' speaking and listening, their reading and their writing
 - raising standards in reading in Key Stage 1 to match the already high standards attained in writing and mathematics.

Inspection judgements

The achievement of pupils is outstanding

- Pupils' attainment and the progress they make have improved significantly since the school was last inspected.
- Often, in previous years, attainment on entry to the Reception class has been broadly in line with expectations and sometimes even below the expected levels for children's knowledge and skills. Children in the current Reception class joined with knowledge and skills in most areas of the learning that exceeded expectations, the exception being their personal, social and emotional development which was broadly in line with the expected level.
- During their time in the Reception class, children make exceptional progress. The current group are on course to be well above average in all areas of their learning by the time they start in Year 1. They work together very well, sustain their interest in their work and often manage without direct adult support. Their speaking and listening skills and knowledge are of the highest standard for their age.
- Pupils' exceptional progress is maintained in Years 1 and 2. Standards by the end of Year 2 are well above average in mathematics and very high in writing. In writing, many pupils are over a year in advance of where they are expected to be for their age. Standards in reading are above average, although they do tend to lag a little behind those for writing and mathematics.
- Pupils are avid and enthusiastic readers, a trait which they sustain throughout the school. Younger pupils acquire a good understanding of early letter and word sounds. The enjoyment of reading for younger pupils is enhanced when older pupils act as 'reading buddies' and listen to them reading. Parent helpers visit and make a valuable contribution by listening to pupils' reading. Pupils of all ages enjoy these opportunities.
- Exceptional progress, from pupils' various starting points, is sustained throughout Years 3 to 6. This was the case in 2012 and is clearly shown by the work in pupils' books. By the time pupils leave at the end of Year 6, their attainment in English and mathematics is well above average.
- Pupils currently in Year 6 are on course to maintain this pattern, having made outstanding progress from their broadly average starting points at the end of Year 2. Those pupils currently in Year 5 and those in Years 3 and 4 are also making outstanding progress. In each year, the proportion of pupils making more than the expected progress is much better than found in the majority of similar schools. Pupils are often at least two terms, and in some cases a year, ahead of where they are expected to be for their age.
- Throughout the school, high standards are evident in a range of other subjects, particularly in science and in information and communication technology. Pupils' speaking and listening is of a significantly high standard, with pupils invariably giving articulate, sustained and thoughtful answers in response to questions posed by their teachers and teaching assistants.
- Disabled pupils, those who have special educational needs and those who benefit from the pupil premium all do exceptionally well. The school uses its pupil premium funding to provide intensive support individually and in small groups for pupils known to be eligible for free school meals. The school's assessment data shows that the gaps in attainment between these pupils and other groups are narrowing rapidly. This is particularly true of their speaking and listening, writing and use of information and communication technology.

The quality of teaching is outstanding

- Throughout the school, pupils benefit from outstanding teaching. Teachers inspire pupils to become dedicated and enthusiastic learners. Pupils' ability to work alone or in small groups without the need for direct adult supervision is a prominent feature of many lessons. This is especially true for the youngest children in the Reception class.
- Homework is used very effectively to extend pupils' learning, with pupils participating eagerly and often 'going the extra mile' and producing work in addition to that expected.
- Teachers plan lessons precisely to meet the needs of pupils of all abilities, from those who sometimes struggle right through to those destined to attain the highest standards. The needs of any pupil who shows the slightest sign of falling behind are promptly identified. Pupils in this position receive support of the highest quality, often individually or by being taught in small groups led by highly skilled teaching assistants. This type of provision makes a significant contribution to the progress made by pupils who have special educational needs.
- Teachers promote the basic skills of English, mathematics and information and communication technology very effectively, including pupils' ability to grasp early letter and word sounds. The promotion of pupils' speaking and listening skills is of exceptionally high quality. Teachers use questioning and debate to challenge and extend pupils' thinking and to draw on the knowledge that pupils have acquired.
- Teachers promote impressively high standards in writing. Even so, there are occasions when the potential links between pupils' speaking and listening, their ability as readers and their writing is not developed closely enough. For example, there are times when pupils would find it helpful to have what they have said available to them in written form.
- Pupils' attainment and progress are assessed accurately and frequently. Teachers have introduced a highly effective programme that involves pupils in assessing their own progress. This creates opportunities for pupils to respond to the very helpful marking of their work by teachers. Pupils also record comments about how well they feel they are progressing. There are frequent discussions between teachers and pupils about progress. These discussions result in pupils being very well informed about how well they are doing and the possible next steps in their learning.

The behaviour and safety of pupils are outstanding

- Parents, staff and pupils are all very positive about behaviour. Pupils say they feel safe and secure. It is also clear from conversations with pupils that the school does all it can to ensure that they are knowledgeable about how to stay safe.
- Attendance is above average. Pupils are courteous, well-mannered and respectful towards adults and towards each other.
- Teachers manage behaviour with absolute consistency. As a result, instances of inappropriate behaviour, however minor, are extremely rare. Pupils have a great faith that should they face any difficulties, be they academic or personal, they could happily approach any adult in the school and be confident they would receive all the help they needed.
- Pupils are very aware of what constitutes bullying in its various guises. They also recognise, in

terms of bullying, the potential threats posed by the misuse of mobile telephones and computers. They are respectful, knowledgeable and sensitive about those who come from backgrounds that are different from their own. Pupils' knowledge of other cultures has been extended by visits, such as the one to the synagogue in Nottingham.

- Pupils of all ages are ever eager to take on responsibilities. They are meticulous in the ways in which they help around the school; for example, when setting up the hall for assemblies. Pupils are proud to be elected as members of the school's pupil council. The school's 'Techno Gang' is a group of pupils who have responsibility for checking that the recently purchased desk top and hand-held computers are all working correctly. Their skill in this capacity reflects the school's success in promoting pupils' knowledge of information and communication technology.

The leadership and management are outstanding

- Together, the governing body, the headteacher, teachers (all of whom have additional responsibilities for key subjects) and teaching assistants form a highly effective team. They have brought about marked improvements since the last inspection, including driving up standards and significantly increasing the rate of pupils' progress. Their track record in this respect provides a powerful indicator of the school's capacity to improve in the future.
- The school's self-evaluation is critical, but accurate. It is used to excellent effect to identify areas of the school's work that could be even better. This is typified by the highly effective strategy introduced to ensure that pupils are fully aware of how well they are doing and how they can continue to improve their work. No one is complacent and there is a constant search for ways of maintaining standards and sustaining progress, including setting challenging targets.
- Support for the continued professional development of all staff is highly effective. Teachers share their expertise within the school and by contributing to the Collaborative Partnership through which the school works closely with a group of similar schools to promote improvements in teaching and learning.
- The performance management of teachers is linked closely to the national expectations for their work and is used wisely to reward performance that has resulted in improvements in the attainment and progress of pupils.
- Links with parents are highly effective and parents are kept well informed about their children's academic progress and their personal development. Parents make a valuable contribution by helping in school and by giving considerable support to fund-raising activities. Parents also express positive views about the school's work.
- Pupils' learning and their spiritual, moral, social and cultural development is supported exceptionally well by the range of subjects and activities available to them. Opportunities, such as those in assemblies, to reflect and consider the needs of others contribute effectively to pupils' moral understanding.
- The current make up of the various classes permits pupils of different ages, but of similar abilities, to work together and support each other's learning. Children in the Reception class have access to a range of activities which address all areas of their learning exceptionally well. For older pupils, subjects are often thoughtfully linked to make learning appealing and relevant. A range of very successful additional activities makes a valuable contribution to pupils' learning, such as, the breakfast club, textiles, school choir, football and netball clubs.

- The local authority is making a valuable contribution to the school's continued development, for example, by providing an external view to support the school's self-evaluation and backing for the Collaborative Partnership.

- **The governance of the school:**
 - The governing body is knowledgeable about all aspects of the school's work and its members are great advocates for the school's many qualities. They fulfil essential duties well, such as ensuring that arrangements for safeguarding pupils meet requirements. They are fully involved in contributing to self-evaluation, target setting, the performance management of staff, and in making sure that resources are used wisely. For example, the governing body has evaluated the impact on pupils' learning of the purchase of new computers. Governors know about how the pupil premium is used to increase the progress of those pupils who are entitled to it and are fully aware of its impact in allowing these pupils to catch up with other groups.

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

Unique reference number	120594
Local authority	Lincolnshire
Inspection number	405947

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	79
Appropriate authority	The governing body
Chair	Judith Burnett
Headteacher	Krysta Parsons
Date of previous school inspection	23 September 2010
Telephone number	01400 272035
Fax number	01400 272035
Email address	enquiries@brant-broughton.lincs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

