

Broughton Moor Primary School

Broughton Moor, Maryport, Cumbria, CA15 7RZ

Inspection dates 19 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching is not consistently good across the school and in too many lessons it still requires improvement.
- In some lessons work is not sufficiently fast paced to allow pupils to achieve their best and they do not have enough opportunities to work on their own and solve problems for themselves.
- Pupils' progress and achievement is not consistently good across the school. Work, for example in English, is not always closely matched to pupils' abilities and is sometimes too easy or too hard.
- The basic skills of older pupils in mathematics, (such as knowing their times tables) although improving quickly, are still weak. These skills still require further reinforcement and constant practice.
- Leadership and management require further improvement. Although, under the good leadership of the headteacher, the expertise and confidence of staff is growing, teachers are not yet fully sharing their skills across the school. Neither are they all fully involved in checking and improving work in their areas of responsibility.

The school has the following strengths

- The school is improving because the headteacher, supported by the governors, has been instrumental in tackling weaknesses in teaching and raising achievement.
- Better systems to track pupils' progress, more focused teaching of letters and sounds and extra help for those who need it are all allowing pupils to make faster progress.
- Parents, pupils and staff all agree that behaviour has improved markedly. It is good. Pupils feel very safe in school and attend regularly.
- Good links have been made with parents, with the community and with the local pre-school setting. Staff feel valued and an increasing sense of teamwork pervades the school.

Information about this inspection

- The inspector observed seven lessons and part-lessons which included a joint lesson observation with the headteacher. She also listened to pupils read and observed the teaching of literacy and numeracy to smaller groups of pupils.
- Discussions were held with pupils, staff, governors and a representative of the local authority.
- The inspector observed the school's work and looked at pupils' books, progress data, safeguarding information and other documentation.
- Eleven responses to the on-line questionnaire 'Parent View' were considered as well as those from school staff.

Inspection team

Ann Ashdown, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is average.
- A well-below-average proportion of pupils are from minority ethnic backgrounds, and very few speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is above average whilst the proportion supported at school action plus and with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set out the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good by:
 - giving pupils sufficient opportunities to work on their own, solve problems and find out things for themselves
 - increasing the pace of lessons so pupils are consistently challenged to achieve their best.
- Raise attainment and accelerate pupils' progress in both English and mathematics, particularly at Key Stage 2, by :
 - continuing to develop and reinforce basic skills, particularly in mathematics
 - ensuring work is always closely matched to the needs of all pupils, particularly in English.
- Strengthen leadership and management by developing the roles of all staff so that:
 - teachers share their skills more fully across the school
 - all teachers are fully involved in checking the work of their areas of responsibility and improving them further.

Inspection judgements

The achievement of pupils

requires improvement

- The youngest children settle quickly into school routines as they follow the good example set by older pupils in their mixed-age class. They were seen to be really enjoying learning and making good progress as they all contributed to a class letter to the fictional character 'Bob'.
- Pupils' good progress continues during Key Stage 1. Year 2 pupils were confidently working as an independent group, discussing ideas and sharing information as they wrote their own letter containing a series of detailed questions for 'Bob' to answer.
- In Key Stage 2 pupils' achievement requires improvement. Pupils who have previously underachieved have not yet fully made up lost ground. For example, in mathematics, older pupils were reciting and using their three times table because their basic mathematical skills are still weak and need constant reinforcement.
- In this very small school, where a year group may be as small as two pupils, attainment varies widely from year to year. For the last two years test and assessment results at Key Stage 1 and Key Stage 2 have been below average. However, current Year 2 pupils are on track to reach at least average standards.
- In Year 6, work in pupils' books and the school's tracking data confirm that progress is accelerating and standards are rising but remain below average.
- Pupils who are eligible for free school meals and are supported by extra funds (the pupil premium), pupils who speak English as an additional language, disabled pupils and those with special educational needs all make at least the same progress as their classmates.
- Pupil premium money has been spent wisely on extra staffing to provide more small group and one-to-one tuition with the result that the attainment of pupils eligible for these funds (as shown by their scores in tests in 2012) was close to that of other groups of pupils.
- The school has now adopted a much more consistent approach to the teaching of phonics (the sounds that letters make) across the school. Consequently pupils are making faster progress in their reading and some spoke enthusiastically about the books they had read.

The quality of teaching

requires improvement

- Teaching requires improvement because it is not yet consistently good in all classes and all subjects, particularly at Key Stage 2. Where teaching is less successful pupils are sometimes asked to listen to the teacher for too long when they are ready to start work on their own. They then have too few opportunities to find out things for themselves and use their initiative to think more deeply and solve interesting problems.
- In other lessons which require improvement, the pace of learning is not fast enough to hold the interest of all pupils and they are not challenged to achieve their very best. In some lessons, particularly in English, work is not always matched to pupils' abilities so some find it too easy whilst others find it too difficult.
- Small group teaching in mathematics is helping those pupils who have fallen behind to make faster progress. Year 5 and 6 pupils confidently used different scales whilst those in Years 3 and 4 enjoyed using dice to play a number game which improved their understanding of how to divide numbers.
- In lessons where teaching is good, teachers and teaching assistants have high expectations of what pupils can do and help them develop good attitudes to learning. In a mixed-age class of younger pupils, good organisation and planning ensured that all groups of pupils developed the skills to learn on their own as well as concentrate when the teacher was speaking.
- Teachers mark pupils work regularly and give them useful pointers for improvement. Most pupils were clear about how to improve their work and reach the targets which had been set for them.

The behaviour and safety of pupils are good

- Pupils typically behave well in classrooms and around the school. They are keen to learn and develop the skills needed to take responsibility for their own learning. However, the concentration of a few pupils lapses when they are asked to listen for too long.
- Most pupils are polite and considerate and show respect for each other and for staff and visitors. Records show that no pupils have been excluded from school and there are very few incidents of bullying or racist behaviour.
- Staff manage pupils' behaviour well. Consequently pupils know right from wrong. They also have a good understanding of different types of bullying, including cyber-bullying and are confident that if any incidents of bullying do occur they will be quickly sorted out by school staff.
- Pupils say how safe they feel in school and speak warmly of its 'friendly atmosphere' where 'everybody knows everybody else'. Relationships between staff and pupils are good and the school provides valuable support for pupils whose circumstances make them vulnerable.
- Pupils know how to keep themselves safe and have a sensible attitude to risk taking. Visits from experts ensure they are well informed about the dangers of drug taking and also knowledgeable about the work of services such as the police.
- Pupils enjoy taking responsibility as members of the school council and for helping younger children. They are keen to help others and spoke enthusiastically about raising money for charities such as the inshore lifeboat.
- Pupils' spiritual, moral, social and cultural development is promoted well through assemblies and lessons. Their enjoyment of working together as a whole school was evident as they practiced their singing of songs for 'Mother's Day'.

The leadership and management requires improvement

- Although leadership and management still requires further improvement, this is a quickly improving school. The headteacher has been proactive in tackling weaknesses and, although older pupils still have lost ground to make up, their achievement is now rising.
- Better tracking of the rate of pupils' progress, resulting in extra help and small group teaching for pupils in mathematics, and a more consistent approach to teaching letters and sounds, are all helping raise achievement.
- However, although the leadership expertise of all staff is growing they are not yet fully sharing their skills across the school. The good teaching and atmosphere for learning found at Key Stage 1 has yet to be built upon and extended to all lessons in Key Stage 2.
- Teachers with leadership responsibility have yet to be fully involved in monitoring the work of their areas of responsibility in order to continue to raise achievement and bring about further improvements in the teaching of literacy and numeracy.
- The headteacher has a clear understanding of the school's strengths and weaknesses and has managed the performance of staff well. They have received further training, feel valued and are working much more closely as a team.
- All pupils are given equal opportunities to succeed and discrimination of any kind is not tolerated. Wise spending of extra funding is helping to ensure that, although still requiring improvement, pupils who are eligible for free school meals make the same progress as their classmates.
- All safeguarding requirements are met. Staff are suitably trained and have a good understanding of child protection issues.
- Parents feel welcome in school and their responses to the on-line questionnaire 'Parent View' show that they are entirely happy with the education their children receive, feel that their views are listened to and would recommend the school to others. Increasingly good links with the community and the local pre-school setting are ensuring that the school is at the heart of the community it serves.
- The local authority provides good support for the school through the general advisor who has

provided advice on improving teaching and raising achievement.

- The curriculum has been reviewed and has an appropriate focus on literacy and numeracy with new long and medium term plans for English and mathematics now in place. Links between subjects are developed through themed work on topics such as 'space' which are supported by exciting visits which the pupils enjoy. Pupils' spiritual, moral, social and cultural development is promoted well through, for example, studies of other countries, residential visits and developing links with other schools.
- **The governance of the school:**
 - Governors know the strengths and weaknesses of the school well and provide both support and challenge. They are kept informed about data relating to its performance and monitor its work carefully. Detailed reports from the headteacher are closely linked to the school's plan for improvement so governors are clear about where improvements are being made. A recent audit of governors' expertise has helped them to use their skills more effectively through work on suitable committees. They are well informed about the quality of teaching, how teachers' performance is managed and how they are rewarded. They hold the school to account for how pupil premium monies are spent.

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	112129
Local authority	Cumbria
Inspection number	405377

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	42
Appropriate authority	The governing body
Chair	Margaret Wiltshire
Headteacher	Peter Dawson
Date of previous school inspection	4 May 2011
Telephone number	01900 812433
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