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18 April 2013

Mr P Dawson
Headteacher
Broughton Moor Primary School
Maryport
Cumbria
CA15 7RZ

Dear Mr Dawson

Requires improvement monitoring inspection visit under section 8 of the Education Act 2005 to Broughton Moor Primary School

Following my visit to your school on 17 April 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in February 2013.

Evidence

During the visit, meetings were held with the headteacher, the two class teachers, the chair of the Governing Body and a representative of the local authority. The school improvement and post-Ofsted action plans were evaluated. I visited all classrooms and spoke with pupils and parents.

Context

Since the section 5 inspection, a new full-time teaching assistant has been appointed and an additional support assistant has been employed part-time. The Governing Body has two new members.

Main findings

The 'post-Ofsted' action plan addresses all the areas identified as requiring improvement at the last inspection and indicates how progress will be checked. However some of the actions are broad and plans do not yet indicate precisely what teachers need to do to improve teaching and when actions are expected to be completed. Some success criteria could be more precisely quantified so that progress can be measured at specific times during the year.

Governors have a good understanding of their role in improving the school and are keen to take a more active part in monitoring its performance. They have identified the skills they need to challenge and support leaders more effectively and are seeking to develop these through training.

Since the inspection the headteacher has split the Key Stage 2 class into two smaller groups during the morning and employed an experienced teaching assistant to work with pupils. Whole school planning has been introduced to ensure that there is a consistent approach and lessons take account of pupils' prior learning. These measures are helping to ensure that activities are increasingly set at the right level.

The headteacher is teaching mathematics daily and pupils enjoy these lessons, saying they are 'challenging and fun'. A new approach to reading has been embedded throughout the school. It gives pupils a wide choice of books and systematically develops their reading and comprehension skills. Parents are pleased with the new approach and pupils enjoy the dedicated reading time in school. The more focused group teaching is helping pupils make more rapid progress in mathematics and reading.

Challenges remain in ensuring that pupils sustain their enthusiasm for learning and continue to build on their knowledge and skills at a rapid rate as they progress through the school. Older pupils feel that they sometimes repeat themes and go over things they already know, particularly in writing, science and topic work.

The leadership roles of all staff are being developed. A monitoring timetable has been devised, identifying the roles of the two class teachers in checking and improving work in their areas of responsibility. The Early Years and Key Stage 1 leader is beginning to work across the whole school to develop a consistent approach to planning, marking and assessment.

Senior leaders and governors have begun to take effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following my visit to the school, I recommend that further action is taken to:

- integrate the post-Ofsted and school improvement plans so that the start and end time for each action is clear
- identify more precisely what teachers should do to improve teaching
- monitor the impact of actions to make sure they are improving teaching and raising pupils' enjoyment and achievement.

As agreed, I will telephone the school at the end of the summer term 2013 to discuss progress and arrange a visit during the autumn term if appropriate.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

The school participates in two consortia which provide a good source of support and a forum to share best practice. The Cumbria Primary Teacher Training Trust also provides useful professional development. The local authority adviser has monitored progress and provided helpful advice to move plans forward. Governors have valued the support from local authority Governor Services

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Cumbria and as below.

Yours sincerely

Jean Olsson-Law

Her Majesty's Inspector

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body/Interim Executive Board
- Local authority
- the academy chain where relevant
- Diocese - for voluntary aided and voluntary controlled schools
- The Education Funding Agency (EFA) if the school has a sixth form
- The person or body responsible for appointing foundation governors if the school has a foundation
- The lead inspector.