

Broughton Community Infant School

Narbeth Drive, Aylesbury, Buckinghamshire, HP20 1NX

Inspection dates 4–5 July 2013

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

- Standards have fallen steadily since the last inspection and are now broadly average.
- Pupils do not achieve as well as they should. This is because teaching is not consistently good, and as a result, pupils are not making rapid progress in writing and mathematics.
- At times, some pupils' behaviour is not as good as it could be.
- Attendance rates are below average.
- All middle leaders are recent appointments and have yet to make a significant contribution to school improvement.
- Until recently, governors have not checked information they were given thoroughly enough or questioned senior leaders with sufficient rigour.

The school has the following strengths

- Effective leadership by the headteacher has stabilised staffing, brought about improvements to the quality of teaching and is resulting in pupils making more rapid progress.
- Pupils are making good progress in developing their reading skills.
- Pupils get on well together and celebrate each other's cultural backgrounds. They feel safe in school.
- The recently appointed staff in the Early Years Foundation Stage teach well and bring a number of strengths to the school.
- Staff work together well as a team and support the headteacher in implementing the changes.
- Good systems have been introduced to check pupils' attainment and progress.

Information about this inspection

- Inspectors observed 12 lessons, of which two were joint observations with the headteacher. In addition, the inspectors made a number of shorter visits to lessons and attended an assembly. They heard some pupils in Year 2 read.
- Meetings were held with members of the governing body, staff, groups of pupils and a local authority representative.
- Inspectors observed the school’s work and looked at a wide range of documentation, including the data the school has collected on pupils’ attainment and progress, procedures for keeping pupils safe, and the school development plan.
- In making their judgements, inspectors took account of the 22 responses to the online questionnaire (Parent View) and the 13 questionnaires returned by members of staff.

Inspection team

David Wynford Jones, Lead inspector	Additional Inspector
Jan Gough	Additional Inspector

Full report

Information about this school

- The school is slightly smaller than the average-sized infant school.
- The majority of pupils are of White British heritage. Other pupils come from a wide range of minority ethnic backgrounds. Pakistani pupils form the largest group.
- The proportion of pupils who speak English as an additional language is broadly average. Very few are at the early stages of learning English.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. However, the proportion identified for additional support through school action plus and a statement of special educational needs is average.
- The proportion of pupils generating additional funding through pupil premium is below average. This is additional government funding for pupils who are known to be eligible for free school meals, those who are looked after by the local authority, and those with a parent in the armed forces.
- There have been a number of staffing changes since the last inspection. The headteacher joined the school just over a year ago.
- A privately run pre-school operates in the children's centre which shares the school site. Neither was visited as part of this inspection.

What does the school need to do to improve further?

- Ensure that teaching is consistently good or better by:
 - making certain lessons proceed at a quick pace to increase pupils' progress
 - developing teachers' skills in asking questions to check pupils' understanding
 - supporting teachers in managing the behaviour of the few pupils who do not behave well, so that lessons are not disrupted
 - making better use of teaching assistants to help pupils learn.
- Help all pupils make faster progress in writing and mathematics by:
 - ensuring that teachers use what they know about how well each pupil is doing to set work that is at the right level of challenge for pupils of all abilities
 - providing a greater level of challenge for the more-able pupils and those of Pakistani heritage
 - making more effective use of the outdoor areas in the Early Years Foundation stage to develop the children's skills in writing and mathematics
 - ensuring that progress folders are completed for all children in the Early Years Foundation Stage so that their learning can be checked.
- Improve pupils' attendance so that it is at least similar to the national average.
- Develop the leadership and management of the school by:
 - clearly identifying the roles and responsibilities of the newly appointed subject and key stage leaders
 - developing the skills of subject and key stage leaders in helping their colleagues teach well and in using assessment information to ensure that all pupils make good progress
 - consolidating the improvements in governance.

Inspection judgements

The achievement of pupils

requires improvement

- Standards in reading, writing and in mathematics have fallen steadily over the last four years. Current standards are broadly average, but in recent years, they have been above average, and in 2010, they were exceptionally high.
- Children's skills on entry to the Early Years Foundation Stage vary considerably, but overall are below those expected for their age. Children's social and physical skills are promoted well. Good use is made of the outdoor area for this purpose, though not to extend children's writing and mathematical skills. By the end of the Reception Year, most children are meeting the expected levels of development.
- School assessment data show that in this academic year, pupils in Years 1 and 2 have started to make quicker progress, especially in reading. In mathematics and writing, it is a little slower, but nevertheless is better than in the previous year.
- The increase in the rate of pupils' progress can partly be attributed to improvements in the quality of teaching and the use of more accurate assessments to plan work that meets the needs of pupils working at different levels. However, some more-able pupils are not always challenged and find the work too easy.
- In mathematics, pupils are developing a secure understanding of number. They undertake basic money calculations and some older pupils work confidently with numbers up to 100. However, their skills in undertaking mental calculations, solving problems and undertaking investigations are less well developed.
- Pupils write for different purposes and are encouraged to talk to their classmates about their work. Most pupils are developing their handwriting skills well and present their work neatly. Older pupils have a secure understanding of basic punctuation and the use of capital letters. They use a reasonable range of vocabulary, but do not always bring their writing to life through the use of adjectives. Some pupils continue to spell common words incorrectly.
- Pupils' skills in reading are developing well. Most pupils, including those who speak English as an additional language, read with skills appropriate for their age. Pupils use phonics (the sounds that letters make) with sufficient confidence to help them read unfamiliar words, but do not routinely use other strategies such as picture or context clues to help them in their reading.
- Disabled pupils and those with special educational needs make broadly similar progress to others. Termly checks have recently been introduced to see how well they are doing and additional support is allocated to move their learning on.
- In 2012, the achievement of pupils known to be eligible for free school meals, and for whom the school received pupil premium funding, was broadly similar to their classmates in reading, writing and mathematics. School data suggest a similar picture for this year.
- Overall, the progress of boys and girls from different ethnic backgrounds, including those who speak English as an additional language, is broadly similar. However, pupils from a Pakistani background tend to do less well than others in reading, writing and mathematics.

The quality of teaching

requires improvement

- Teaching requires improvement because pupils do not make consistently good progress over time. Inadequate teaching observed during a local authority review in October 2012 has been eradicated, but teaching is not yet consistently good. Teaching is not as effective in writing and mathematics as it is in reading. This is reflected in pupils' achievement.
- Not all teachers use what they know about how well each pupil is doing to set work that is at the right level of challenge. As a result, some pupils find their work too easy.
- In some lessons, pupils do not make enough progress because the pace of the lesson is slow and pupils spend too long working on an activity before the teacher moves them on to the next

task. Supplementary questions are not used to probe pupils' thinking and to consolidate their understanding.

- In the occasional lesson, some pupils chat and do not pay attention. This is because a number of teachers do not always manage pupils' behaviour consistently well, especially when pupils' work does not interest them. Some teaching assistants do not interact sufficiently well with pupils to help them in their learning. This is partly due to a lack of training and partly due to teachers' expectations of them not being made clear. In contrast, other teaching assistants provide valuable support and make a good contribution to the lesson.
- The recently appointed teachers in the Early Years Foundation Stage bring considerable expertise to the school. They have quickly identified the areas for development and are well ahead in their planning for the start of the next academic year. They are developing changes to the use of the outdoor area and in the procedures for ensuring that the children's progress folders are kept up to date and used effectively to take the children's learning forward.
- All teachers have responded positively to the challenges of improving the quality of their teaching. They have attended training sessions and worked with personnel from the local authority. The quality of teaching has improved. There is more good and outstanding teaching than previously on which the school can build.
- Where teaching is most effective, teachers have high expectations and are clear what they expect pupils of different abilities to achieve. Questioning is used well to ensure the pupils are clear about what they are expected to do and to deepen their knowledge and understanding. Teachers check during the lesson how well pupils are doing and, if necessary, quickly adapt their planning to suit the pupils' needs. This helps take the pupils' learning forward at a good pace.
- Information and communication technology is used effectively to support teaching. Pupils are encouraged to share their ideas with each other and with the adults, and are given the opportunity to think about their work and to think about how it could be improved.
- There are many examples of good marking of pupils' work. Pupils' good work is celebrated and they are usually offered clear guidance about how to improve their work and reach their targets.

The behaviour and safety of pupils

require improvement

- The large majority of pupils behave well in lessons and around the school. They have a positive attitude towards learning. However, there are some incidents of inappropriate behaviour. These have resulted in some pupils being excluded during this academic year.
- In the occasional lesson, pupils do not listen carefully enough when the teacher is talking to the whole class.
- Pupils' attendance, although improving, remains below the national average. Not all pupils attend school as regularly as they should.
- The majority of the pupils are polite and routinely demonstrate good manners as they move around the school. They are keen to take responsibility and take a pride in the school environment. They treat equipment and each other's possessions with respect.
- Pupils say that there are the occasional bullying incidents, such as name-calling, but are confident that if an incident occurs, it will be dealt with quickly and fairly. Pupils from different minority ethnic backgrounds get on well together. There have been no reported incidents of racist behaviour. Pupils value and respect each other's heritage. This contributes effectively to their good cultural development.
- Pupils know how to keep themselves and others safe, and have a good understanding of potential dangers; for example when using computers to access the internet.

The leadership and management

require improvement

- The school is moving forward under the effective leadership of the headteacher. Staff are supportive of the changes and share the vision for the development of the school. The

headteacher has managed staff changes well and is working closely with key subject coordinators and key stage leaders to make the best use of their skills to share the responsibility for the development of the school. However, all are recent appointments, their roles have still to be clarified and they have yet to work closely with their colleagues to help them teach well and use assessment information effectively.

- Shortly after her appointment, the headteacher sought the assistance of the local authority in undertaking a review of teaching and learning. This identified several weaknesses. These are now being systematically addressed. As a result, there have been improvements in the quality of teaching and pupils are now beginning to make faster progress.
- Assessment data are now being recorded and analysed systematically, and teachers are being asked to explain if pupils do not make at least the expected progress. Lessons are regularly observed and teachers are provided with clear feedback which identifies the strengths and areas for development.
- The headteacher ensures that all pupils, including vulnerable pupils, those who speak English as an additional language, and disabled pupils and those with special educational needs, are fully included and have equal access to the same learning opportunities as other pupils. Any discrimination will not be tolerated.
- Analysis of pupils' progress data, outcomes from lesson observations and annual appraisal discussions inform the headteacher's recommendations to the governors about promotions and teachers' pay awards.
- In all classes, there is an appropriate focus on developing pupils' literacy and numeracy skills. Attractive and well-presented displays throughout the school reflect a rich curriculum. The wide range of activities promotes pupils' spiritual, moral, social and cultural development well.
- Following the review in October 2012, the local authority has provided good support. Regular visits have contributed to improvements in the quality of teaching and in enabling governors to form a more accurate view of the school.
- **The governance of the school:**
 - Governors have responded well to the local authority review and now check the work of the school more closely. They ask more searching questions about pupils' progress and the quality of teaching, and support the headteacher in moving the school forward and promoting good relationships. Governors undertake regular training and have a good understanding of how targets are set for teachers to improve, and the process for rewarding good teaching. The governing body monitors the school's budget appropriately and makes sure that the pupil premium funding is spent as it was intended. The money for the current year has been allocated appropriately to support, amongst other initiatives, additional staff to support the teaching of literacy and numeracy, pastoral support, lunchtime clubs and educational visits. Governors monitor the progress of the actions identified in the school development plan. These are based on an accurate evaluation of the school's strengths and weaknesses, and rightly focus on improving teaching and learning throughout the school and the development of subject and key stage leaders. The governing body ensures that pupils are kept safe and that the school meets the latest requirements for safeguarding.

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	110284
Local authority	Buckinghamshire
Inspection number	413374

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	175
Appropriate authority	The governing body
Chair	Ann Lake
Headteacher	Debra Standage
Date of previous school inspection	11 February 2009
Telephone number	01296 415642
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