### Church Broughton CofE Primary School

Main Street, Church Broughton, Derby, DE65 5AS

**Inspection dates** 9–10 January 2014

<table>
<thead>
<tr>
<th>Overall effectiveness</th>
<th>Previous inspection:</th>
<th>Good</th>
<th>Requires improvement</th>
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<tbody>
<tr>
<td></td>
<td>This inspection:</td>
<td></td>
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<tr>
<td>Achievement of pupils</td>
<td></td>
<td></td>
<td>Requires improvement</td>
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<tr>
<td>Quality of teaching</td>
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<td>Requires improvement</td>
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<td>Behaviour and safety of pupils</td>
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<td>Requires improvement</td>
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<tr>
<td>Leadership and management</td>
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<td>Requires improvement</td>
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### Summary of key findings for parents and pupils

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

- Pupils do not make consistently good progress across the school, particularly in Key Stage 1.
- Children in Reception do not make good progress, especially the more able. There are not enough opportunities for children to choose different activities for themselves.
- Sometimes opportunities for pupils to be involved in their own learning activities are limited. On occasions, questioning does not involve all pupils and deepen pupils’ understanding.
- Strengthen the range of opportunities to work with parents so they are more familiar with its work.
- Governors, leaders and managers have not ensured that teaching and achievement over time have remained good.
- Targets are not sharply focused to hold staff to account and observations of teaching are not focused on the progress of different groups of pupils.
- There is not enough good teaching across the school. Pupils sometimes have work that is too hard or too easy and teachers do not always check on pupils carefully enough so they are engaged and make good progress.

**The school has the following strengths**

- The headteacher has steered the school through a difficult time and established a new staff team who have confidence in her leadership.
- Pupils say they feel safe in the school.
- Pupils behave well around the school, in the playground and in worship.
- Pupils respect each other and have a good appreciation of different cultures.
- Pupils are punctual to school and their attendance is above average.
Information about this inspection

This inspection was carried out in response to two complaints made to Ofsted which raised serious concerns. The complaints were deemed to be qualifying complaints and Her Majesty’s Chief Inspector decided that an unannounced inspection of the school should take place to follow up the whole-school issues that were raised. The inspector sought to establish whether:

- safeguarding procedures are adequate, including the response to pupils presenting challenging behaviour
- suitable adjustments are made to behaviour management procedures according to the pupils’ needs and abilities
- staff are suitably trained and seek advice and support as required
- leaders and the governing body are effective in monitoring and evaluating policy and practice for behaviour management and safeguarding within the school.

The inspector observed seven part-lessons. Two of these observations were carried out with the headteacher. The inspector also observed the headteacher feeding back to staff about pupils’ learning and progress in these two lessons.

The inspector looked at pupils’ work in lessons and the work they had completed in their books over time.

The inspector talked to pupils about their views of the school.

Meetings were held with the headteacher, three governors including the Chair of the Governing Body and a local authority representative.

The inspector spoke to parents at the end of the school day and after the celebration assembly. Written correspondence from parents and the 48 responses to the online Parent View survey were also considered.

The inspector looked at the school’s work and scrutinised a range of documentation including: those relating to safeguarding, behaviour and bullying, the school’s records of pupils’ attainment and progress, the school’s evaluation of its work and plans for the future as well as those relating to the performance of staff and minutes of governing body meetings.

Inspection team

Susan Williams, Lead inspector

Additional Inspector
Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The very large majority of pupils are from White British backgrounds with a few Irish Traveller pupils.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils for whom the school receives pupil premium funding (additional government funding for pupils known to be eligible for free school meals and other groups) is less than half that seen nationally.
- The school meets the government’s current floor standard, which sets the minimum expectations for pupils’ attainment and progress in English and mathematics.
- Since the previous inspection the school and the community as a whole have had to deal with a traumatic set of circumstances. This has led to significant changes in staffing.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is typically good or better by ensuring that:
  - pupils have work that is always demanding and is not too hard or too easy
  - teachers check on learning more regularly in lessons and make sure that activities continue to have the right level of challenge so that pupils are fully engaged and make good progress, particularly in Key Stage 1
  - teachers provide a range of activities for Reception children so they have opportunities to choose activities for themselves as well as those directed by adults
  - lessons proceed at a brisk pace so pupils have more opportunities to be involved in their own learning activities
  - teachers and teaching assistants develop their use of questioning so it moves pupils’ learning forward more rapidly and encourages pupils to think more deeply about each other’s ideas.

- Strengthen the effectiveness of leadership and management by:
  - governors ensuring teachers and senior leaders have more sharply focused targets so they can be held to account for improvements in their areas of responsibility
  - observations of teaching being more focused on the learning of different groups of pupils
  - developing the range of opportunities to engage with parents so they have a better understanding of the work of the school.

- An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.
Inspection report: Church Broughton CofE Primary School, 9–10 January 2014

Inspection judgements

The achievement of pupils requires improvement

- Pupils do not make consistently good progress across the school. Although pupils in Key Stage 2 make at least good and often rapid progress, in reading, writing and mathematics, most pupils in the Early Years Foundation Stage and Key Stage 1 only make expected progress. White British pupils and Irish Traveller pupils similarly do not make good progress.

- There is a little variation from year to year due to small year groups on entry, but children usually enter the school with skills and knowledge typical for their age. Opportunities for children to choose activities for themselves are limited, which slows the progress they make, particularly that of the more-able children, who are ready to investigate and find out things for themselves. At the end of Reception, children reach average standards in the key areas of literacy and mathematics and are suitably prepared for the Key Stage 1 curriculum.

- Although standards at Key Stage 1 have remained broadly average there has been a slight decline. Progress has not been consistently strong enough across the key stage for pupils to achieve well by the end of Key Stage 1. However, progress for pupils currently in the school in Year 2 is starting to improve due to the better quality of teaching the pupils are receiving.

- Pupils are taught to read in groups of similar ability in Key Stage 1. Pupils say they enjoy reading and read regularly. They read fluently and are able to use the phonic (letters and their sounds) strategies that they have learnt to help them read difficult words if they get stuck.

- Disabled pupils and those who have special educational needs are given additional help in lessons and in small groups. Progress for these pupils is mixed across the school and is not consistently good.

- Pupils who receive additional support from pupil premium funding are also given extra help in classes and small groups. The number of pupils was too small to be able to compare their attainment with that of others in Year 6 in 2012 or to be able to comment on their progress as the pupils might be identified.

- Progress is stronger at Key Stage 2, including that of the more able. Attainment at the end of Year 6 was well above average in mathematics and reading and above average in writing in 2013. Pupils also performed strongly in the new grammar, spelling and punctuation test.

The quality of teaching requires improvement

- Teaching varies too much in quality across the school in literacy and mathematics with not enough that is good, particularly in the Early Years Foundation Stage and in Key Stage 1. Although teaching in upper Key Stage 2 is at least good and sometimes outstanding, pupils do not always have work which is appropriately demanding so, on occasions, it is too easy for more-able pupils and too hard for less-able pupils and does not support pupils in developing positive attitudes to learning. Teachers do not always check on pupils’ understanding and progress regularly enough in lessons and adapt activities or work so pupils are engaged and make good progress.

- On occasions, the pace of learning is slow, particularly in whole-class sessions and this limits the opportunities pupils to have to get on with their own work. Questioning by teachers and
teaching assistants does not always involve the maximum number of pupils and move learning forward by getting pupils to think more deeply about the questions and each other's responses and ideas.

- In Reception children are sometimes taught in large groups and not always involved in activities which help them develop their learning quickly. There are not enough opportunities for them to develop skills for themselves.

- Strengths of teaching across the school include the positive relationships between staff and pupils and the support for individuals when pupils receive extra help from teachers. Routines for moving around the room and the use of resources are clear in all classes across the school. Teachers have good subject knowledge and explain work clearly to pupils.

- In the best teaching, teachers use a range of activities to interest and engage the pupils. For example, in a Year 1 and 2 phonics session the teacher’s enthusiasm and the fast pace of learning kept pupils motivated; they enjoyed sounding out words, taking part in movements to convey the action, and understood the links with their literacy work, such as the use of capital letters and full stops.

### The behaviour and safety of pupils
- Behaviour requires improvement. Pupils’ attitudes to learning do not always support them in making good progress. There are occasions where pupils lose interest if work is too hard or too easy, or they are not involved enough in questioning sessions.

- Behaviour around the site, at breaks, lunchtimes, both outside and in the lunch hall is good. Pupils were observed to behave extremely well in assembly. They listened attentively and answered questions. They enjoyed finding out who had received ‘golden award’ nominations. Pupils received these for a wide range of reasons, including successful reading at home, working well in a team and for doing well in their work. They were also very excited by the ‘badger’ points, which they receive for good work and behaviour, wanting to know which team received the ribbon this week.

- Pupils themselves say behaviour is usually good. They are not concerned about bullying and say this is usually nothing but minor falling out. They understand the different types of bullying, including physical, verbal and cyber bullying. The school is effective in promoting equality of opportunity, promoting good relations and ensuring discrimination is not tolerated.

- Pupils say they feel safe and they know how to keep themselves safe. There have been some individual concerns raised by parents. In response to this leaders have tightened up the procedures for investigating and dealing with incidents. However there are insufficient opportunities for some parents to work more closely with the school, and as a result a minority of parents lack some confidence about how concerns are managed.

- Attendance is consistently above average and improved further in 2013. Pupils are routinely punctual to school and to their lessons.

### The leadership and management
- Leadership and management requires improvement
Leadership and management require improvement because senior leaders and teachers are not set demanding targets in order to improve the quality of teaching or to ensure that all pupils make consistently good or better progress. As a result, teachers cannot always be suitably held to account for the improvements for which they are responsible.

Leaders’ observations of teaching are not always focused enough on the learning and progress of different groups of pupils. Feedback to teachers on their work does not make the progress of groups a priority and, consequently, some groups do not make good progress.

Only around half of the parents responding to the online survey, Parent View, are positive about how the school addresses concerns. Although procedures for dealing with complaints have been updated and strengthened, not enough has been done to ensure that the parent community understands the work of the school.

The headteacher has led the school with conviction through an extremely difficult time for it and for members of the community. She has worked hard to establish a new staff team that work together and create a supportive learning environment for pupils. Staff are very positive about the leadership of the school, demonstrating the headteacher’s success in working with the school community.

The leadership of the Early Years Foundation Stage does not make sure that children make consistently good progress, particularly the more-able. There are not enough opportunities for children to choose from a range of activities by themselves. Other staff are being suitably developed in their leadership roles and work in teams across the school to develop their year groups and different subjects.

The school gives priority to the development of English and mathematics with some subjects taught discretely like science, and some taught in topics such as Year 5 and 6 in the study of water. Provision for pupils’ spiritual, moral, social and cultural development is a strength of the school. Pupils learn about other cultures in religious education lessons. They have a link with a school in Tanzania, take on a range of responsibilities in school and have good opportunities for worship in assemblies.

It is too early to say what the impact of the new sports funding is. The school is widening opportunities for participation in team sports and developing more opportunities for sports after school. The school has purchased training which will be provided to staff to help them develop their skills in delivering sport. The school is encouraging more pupils to be involved in sport and to develop healthy lifestyles.

The local authority has provided a range of services to support the school through some of its recent challenges. They have also provided support for the headteacher to improve the effectiveness of checks made on the quality of teaching and worked with governors to develop their roles.
The governance of the school:

- Governors receive updates from the headteacher on the quality of teaching in the school and are aware of where support is being provided to improve teaching. They receive updates on the management of staff performance and sign off pay awards for staff who teach well. However, they do not ensure targets shown by pupils’ progress and achievement are sufficiently rigorous, and they do not hold staff to account when teaching and progress are less than good. They are aware of where pay progression has not happened and where staff performance has not been strong. They know about the published data on the school and receive updates from the headteacher on pupils’ progress. They know how the pupil premium funding is being spent, although they do not have specific data on the difference this is making due to the small numbers involved and risk of identifying individual pupils. Governors have updated their safeguarding procedures and all staff and governors have had recent training. Safeguarding meets statutory requirements. A review has been recommended to support governors in carrying out their role more robustly to ensure teaching and achievement rapidly become good.
What inspection judgements mean

<table>
<thead>
<tr>
<th>School Grade</th>
<th>Judgement</th>
<th>Description</th>
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<tbody>
<tr>
<td>Grade 1</td>
<td>Outstanding</td>
<td>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.</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Good</td>
<td>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.</td>
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<tr>
<td>Grade 3</td>
<td>Requires improvement</td>
<td>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.</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Inadequate</td>
<td>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. 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.</td>
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School details

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<td>Local authority</td>
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<td>Inspection number</td>
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This inspection of the school was carried out under section 5 of the Education Act 2005.

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<td>Age range of pupils</td>
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<td>Gender of pupils</td>
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<td>Number of pupils on the school roll</td>
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<td>Appropriate authority</td>
<td>The governing body</td>
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<td>Chair</td>
<td>James Bates</td>
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<td>Headteacher</td>
<td>Margot Davison</td>
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<td>Date of previous school inspection</td>
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<td>Fax number</td>
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