

Broughton Moor Primary School

Broughton Moor, Maryport, Cumbria, CA15 7RZ

Inspection dates 2 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Significant improvements have been made in all areas of the school's work since the last inspection. This is a result of determined leadership by the headteacher supported by leaders throughout the school.
- Pupils' achievement is now good. From their typically low starting points, pupils achieve well to reach standards that are above average by the time they leave at the end of Year 6.
- Good and sometimes outstanding teaching helps pupils of all abilities and groups to make good and sometimes outstanding progress.
- Pupils' behaviour is outstanding and this is supporting the rapidly accelerating progress they are now making. Pupils say that they feel extremely safe in school and that they are very well cared for.
- The headteacher, well supported by middle leaders and all the staff, drives school improvement highly effectively. There has been a successful focus on improving the quality of teaching and achievement.
- The school's leaders are very well supported by the governing body who share the same determination to improve the school still further.

It is not yet an outstanding school because

- Achievement in writing, while good, is not as high as it is in reading and mathematics.
- Pupils do not have enough opportunities to write at length in a range of subjects.
- The outdoor learning environment in the Early Years Foundation Stage area is not sufficiently stimulating to engage children fully in their learning.

Information about this inspection

- Inspectors observed teaching and learning in six lessons. Inspectors also listened to pupils read in Years 2 and 6.
- Inspectors took account of 10 responses to the on-line questionnaire (Parent View) and 10 questionnaires completed by the staff.
- Inspectors held meetings with pupils from Years 3 to 6 to seek their views of the school and talked informally with pupils at lunch time and break time. Inspectors also talked with the Chair of the Governing Body and other governors and also a representative of the local authority. They also held discussions with leaders who have other responsibilities, including the leader of the Early Years Foundation Stage and the special educational needs coordinator.
- Inspectors observed the school at work and looked at a range of documentation, including internal and external information relating to pupils' progress, pupils' workbooks, school improvement planning and the school's procedures for gaining an accurate view of its own performance. They also considered reports written by the local authority, documents relating to teachers' performance, minutes of governing body meetings and safeguarding and child protection documents.

Inspection team

Peter Eeva, Lead inspector

Additional Inspector

John Ellwood

Additional Inspector

Full report

Information about this school

- This is a much smaller than average sized primary school.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils supported by the pupil premium is average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The number of pupils in each year group is much lower than average and pupils are taught in mixed-age classes.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the good teaching and so raise achievement further, especially in writing, by:
 - providing pupils with more first-hand experiences to write about
 - making sure that there are sufficient opportunities for pupils to develop their writing skills in all subjects
 - giving pupils real and relevant reasons for writing.
- Develop the Early Years Foundation Stage outdoor learning area in order to create a more stimulating environment to help children develop their language and number skills more rapidly.

Inspection judgements

The achievement of pupils is good

- Each year group has very small numbers and this means that each pupil can have a significant effect on any overall percentages in national tests. This and the variable starting points of pupils make comparisons between different year groups difficult. However, it is clear that achievement has improved and is now good because of the actions the school has taken.
- The skills of most of the children who start in the Reception class are often low in comparison to those of typical of their age. Children benefit from the care they receive from skilled staff that plan challenging and interesting activities. As a result, the children make good progress and most reach the standard expected by the time they move to Year 1.
- The school's data and pupils' work shows that in Key Stage 1 pupils continue to make good progress and pupils now reach standards in reading, writing and mathematics that are above average, demonstrating good achievement from their starting points.
- By the end of Year 6, standards in reading, writing and mathematics are above average, although in writing they are not quite as impressive, this represents good progress in all three subjects. Although pupils write at length and with some accuracy in spelling, punctuation and grammar in English lessons, standards in their writing in other subjects are not as high.
- Pupils develop a love of reading at an early age and use their phonic (the sounds that letters make) knowledge well to tackle new and difficult words. They develop their reading skills as they move through the school and as a result, by the end of Year 6 most are reading above the levels typical for their age.
- In mathematics, pupils make good progress and are given activities and opportunities in other subjects to apply their knowledge and skills.
- Pupils' learning in lessons is very good. They have exceptionally positive attitudes to learning and quickly gain the knowledge and skills they need to improve further, particularly in reading and mathematics.
- Disabled pupils and those with special educational needs make similar progress to other pupils. They are accurately identified and benefit from well-targeted support from skilled adults who know them as individuals and understand their needs very well.
- Boys and girls make similar progress overall and do equally well. The most-able pupils also make good progress when the work set for them provides a good level of challenge.
- The very small numbers of pupils known to be eligible for pupil premium funding make similar, and sometimes more rapid, progress to other pupils. The amount of support for pupils, training of staff and the use of specific programmes to promote pupils' skills has been increased as a result of the effective use of the funding available. There are too few pupils to comment on the performance of pupils in Year 6 who are eligible for free school meals to others in their peer group.

The quality of teaching is good

- The quality of teaching over time has improved and is now good. On occasion, it is outstanding. The school's records and evidence in pupils' work support this judgement and the impact it is having on pupils' progress.
- Children get off to a good start in the Reception class because the staff get to know them quickly and so can plan learning that accurately meets the needs of individuals. Children move between the different learning areas confidently and benefit from being in a mixed-age class. However, the outdoor learning area does not provide enough opportunities for children to develop their number and language skills.
- Good or better teaching is evident across both Key Stages 1 and 2. It results in good and often accelerated learning because it captures pupils' interest and ensures that pupils find learning fascinating. In the mixed Year 3 and 4 class, pupils were absorbed in creating an advertisement

designed to persuade customers not to buy a product.

- Marking and feedback to pupils is of a high standard. Work in all subjects is thoroughly marked and comments are provided that tell pupils what they have to do to improve their work. Pupils routinely respond to these suggestions and say how it helps them to make progress.
- Reading and mathematics are taught effectively and this has resulted in pupils making particularly good progress in these areas. Progress in writing is also good but not as strong. Pupils do not have enough opportunities to write at length in other subjects. In addition, the reasons for writing do not always seem real or relevant to pupils.
- Teachers use the detailed information that they have about individual pupils' achievement to plan activities and tasks that meet the needs of individuals and are usually hard enough for them.
- There are very good relationships between pupils and adults. Pupils are encouraged to work together and the mixed-age groups in each class allow for pupils to learn in different ability groups to everyone's benefit, including the most able. Pupils behave impeccably in lessons.
- Teaching assistants have a very clear understanding of how different pupils learn, especially those who have special educational needs and so can carefully guide pupils' learning.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. In and around school behaviour is exemplary at all times as a result of the high expectations of all staff. All those associated with the school, including staff and parents, agree about the very high standards of behaviour.
- Pupils have exceptionally positive attitudes to learning and this is making a very significant contribution to the improved levels of progress being seen. Pupils are very attentive in lessons and share the same very high expectations of behaviour as the adults.
- The school has a calm and purposeful atmosphere. All adults and pupils get along with each other extremely well in a very harmonious school community, which pupils typically describe as like a big family.
- Older pupils care for younger pupils and provide very positive role models for younger children to aspire to. They willingly take on roles of responsibility such as classroom monitors and are extremely conscientious about carrying out their duties.
- Pupils are very proud to be a member of their school community and willingly talk about their many positive experiences. When asked what they would like to change, most found it difficult to think of any significant changes they would make. As one pupil said, 'Nothing. It's perfect as it is, thank you'.
- Attendance has improved as a result of the hard work of the school in encouraging pupils to attend regularly and on time and because pupils want to come to school. One parent described how her child now skips to school. Pupils report that there is no bullying and that if any occurred it would be dealt with swiftly.
- The school's work to keep pupils safe and secure is outstanding.
- Procedures for keeping pupils safe are managed very efficiently and sensibly. Pupils say that they feel extremely safe and parents agree that their children feel exceptionally safe in school. Pupils have an excellent understanding of how to keep themselves safe in a wide range of situations, including when using the internet.

The leadership and management are good

- The headteacher is driving improvement through the school with energy, determination and skill, fully supported by all the staff and the governing body. He has reshaped staffing and introduced new ways of working to help raise achievement. Staff morale is high as the impact of these changes become apparent.
- There are frequent and thorough checks on each pupil's progress, helped by an excellent

tracking system. The monitoring and evaluation of this information by all leaders and teachers is of high quality and informs the school's improvement actions.

- Leaders check the quality of teaching carefully, often in conjunction with other leaders within a local consortium. This means that the school has a very good understanding of its performance at any time. There is a well-focussed improvement plan in place to move the school further forward. Every member of staff is encouraged to be a part of the process and so they feel fully involved in school improvement.
- Middle leaders play a key role in monitoring provision and pupils' performance in their areas of responsibility and in creating plans for improvement.
- The school makes very good use of the pupil premium funding, providing an extensive programme of intervention and support activities, the success of which is shown in the good progress of those pupils eligible for this funding.
- The primary school sport funding is also being used to good effect with specialist teaching and coaching and to resource activities such as netball and rugby. The difference this has made to participation rates, healthy lifestyles and achievement in sport is already evident, as well as building the expertise of staff to teach high quality physical education (PE) lessons. The headteacher is developing a programme to track and evaluate attainment in PE.
- The curriculum captures the interest of the pupils and supports pupils' spiritual, moral, social and cultural development well. There is a good range of educational visits and visitors to the school to enrich learning and the school is rightly proud of the accomplishments of its choir. The school collaborates very effectively with partner schools to provide additional experiences that would not normally be possible for such a small school, such as a recent India day.
- The local authority has provided much appreciated support in recent years, for example, in helping to arrange training for governors and supporting the school's participation in local consortia.
- Statutory safeguarding and child protection requirements are met.
- **The governance of the school:**
 - Governors have an accurate view of the school's strengths and areas for improvement. They are well informed and have a good understanding of pupil performance data and, as a result, they are able to challenge as well as support leaders. Governors also have a good understanding of the quality of teaching through the headteacher's reports and the programme of governor visits. They are aware of the links between teachers' pay and performance. Governors have a good understanding of how the pupil premium and the additional sport funding are used and the positive impact these are having on pupils' progress and their physical well-being. Governors bring a wide range of skills which they use to good effect and where there are gaps they actively seek training to fill them. Financial management is secure and resources are managed effectively.

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	442413

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	46
Appropriate authority	The governing body
Chair	Margaret Wiltshire
Headteacher	Pete Dawson
Date of previous school inspection	19 February 2013
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