

Broughton Primary School

Moor Road, Cockermouth, Cumbria, CA13 0YT

Inspection dates 8–9 January 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Leadership and management	Good	2
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

Summary of key findings for parents and pupils

This is a good school.

- The strong commitment of the headteacher and all staff, as well as members of the board of directors, ensures that leadership and management at all levels are good.
- Regular checks on the quality of teaching are rigorous and supported by monitoring carried out by the board of directors. The school is focused on improving teaching and pupils' achievement.
- The rich curriculum makes a good contribution to pupils' academic progress and plays an excellent role in promoting their personal development. The varied range of first-hand practical activities, including those during Forest School activities, helps to meet the needs of pupils well.
- Partnerships with parents are strong. Parents hold the school in high esteem.
- Attendance is above average, which is reflected in pupils' enjoyment of school. Pupils are very proud of their school and behave extremely well. High quality care and support ensure that they feel safe and happy.
- Pupils are consistently polite and friendly towards one another, working and playing well together.
- Good teaching is supported well by planning and well-organised lessons that enable pupils to achieve well.
- Lessons are lively and interesting and teachers and teaching assistants consistently encourage pupils to do well. Very good use is made of a wide range of resources which enables pupils to learn successfully in a variety of ways.
- From early years to Year 6, pupils make good progress from their starting points. This includes pupils from different groups, including those with special educational needs.
- Children get off to a good start in the early years, helping them to make good progress. They develop a real thirst for knowledge and a love of learning.
- Early years staff have a good understanding of how children learn best. Exciting activities help children to work independently so that they soon learn how to make decisions for themselves.

It is not yet an outstanding school because

- Pupils are not given enough opportunities to respond to their teachers' marking comments in their books.
- Outdoor activities for early years children do not match the high quality of activities available in the classroom.
- Pupils are not sufficiently challenged when they carry out reading activities.
- During lessons, questions to pupils do not always extend their thinking enough.

Information about this inspection

- The inspector observed six teachers and visited nine lessons, one of which was a joint observation with the headteacher.
- Discussions were held with the headteacher, staff, pupils, parents and directors.
- The inspector observed break time and talked regularly with pupils as they moved around school.
- The inspector scrutinised pupils' work and listened to pupils read.
- A wide range of the school's documentation was observed including systems for tracking pupils' progress, safeguarding arrangements, the school development plan and pupils' work in their books.
- The inspector took account of responses to the school's most recent questionnaire for parents, alongside 61 responses from the online questionnaire (Parent View).
- The inspector analysed 22 questionnaires completed by staff.

Inspection team

Sue Sharkey, Lead inspector

Additional Inspector

Full report

Information about this school

- Broughton Primary School converted to become an academy school on 1 October 2011. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to be a good school overall.
- Broughton Primary School is much smaller than the average-sized primary school.
- Almost all pupils are of White British heritage. Very few pupils are from minority ethnic backgrounds.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- The proportion of disadvantaged pupils supported by the pupil premium is well below the national average. (The pupil premium is additional government 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 school meets the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics by the end of Year 6.
- As a result of recent local housing development, there has been a high proportion of pupils joining the school since September 2013.
- A new teacher joined the school in September 2014.
- The school offers a daily Nursery class each morning with full-time education provided for Reception-aged children.
- Pupils are taught in six classes: Nursery, Reception, Years 1 and 2 together, Years 3 and 4 together, Year 5 and Year 6.
- In this school the governing body is known as the board of directors.
- There are before- and after-school clubs on the school site, which are not managed by the board of directors. They are subject to a separate inspection and a report of their quality is available on the Ofsted website.

What does the school need to do to improve further?

- Improve teaching to consistently outstanding in order to raise achievement by:
 - making sure that pupils are given opportunities regularly to respond to teachers' marking
 - providing reading activities that are sufficiently challenging to extend and deepen pupils' reading skills
 - ensuring that questions asked by adults during lessons are consistently challenging in all classes in order to enhance pupils' understanding.
- Improve learning for children in the Nursery and Reception classes even more by ensuring that opportunities to learn outside the classroom match those inside.

Inspection judgements

The leadership and management are good

- The headteacher is relentless in her drive to improve the achievement of pupils. She works closely with the senior teacher to ensure that the academy continues to improve. Strong management skills are evident in the comprehensive and rigorous systems in place for checking on teaching as well as pupils' performance. This ensures that weaknesses are identified quickly and acted upon swiftly.
- The leadership and the management of teaching are good. As part of the school's monitoring process, subject leaders play a key and active role in regularly checking pupils' progress, pupils' books and observing lessons. Teachers and leaders are working together successfully to manage teaching in mathematics, prior to the appointment of a mathematics subject leader.
- The school makes sure that all pupils have an equal opportunity to learn and develop well. Pupil premium funding is used effectively to improve the progress of eligible pupils through additional one-to-one or small-group support.
- The school has a well-structured system for the management of staff performance, which is linked to training, teachers' pay and pupils' performance. Recent staff training in the teaching of phonics is already helping to improve pupils' reading.
- The academy has strong relationships with parents. All parents spoken to during the inspection were very positive and pleased with all the school is doing for their children.
- Staff morale is high and all responses to the staff questionnaire were very positive.
- Positive partnerships with other schools have provided many opportunities to share ideas and expertise, as well as observe one another's teaching.
- Strong relationships are maintained with the community. Pupils have opportunities to take part in local activities and as a result, there is good cooperation between school, church and the community.
- Pupils' spiritual, moral, social and cultural development is promoted well through activities in the classroom and beyond. There are many after-school clubs, for example Irish dancing, choir, board games, art and sporting activities. Pupils talked enthusiastically about visits to London, where they enjoyed the London Eye and the Tower of London as well as the theatre to see The Lion King. Pupils can take part in outdoor residential activities. These activities help to raise pupils' awareness of different people's needs and experiences, helping to equip them for future life in Britain.
- The school has used its primary school sport funding successfully to ensure that pupils learn and take part in a wide range of sports, enabling them to participate in team games with other schools.
- **The governance of the school:**
 - The board of directors fully understands the academy's strengths and areas to develop, holding it to account by checking its performance rigorously. Directors know how well the school is doing and how it performs against other schools and check the achievement of different groups of pupils. They visit the school regularly, talking to staff and pupils, as well as offering their expertise to assist teachers. The board of directors has a clear picture of the quality of teaching and oversees the systems for managing staff performance well, making sure that salary progressions are linked to teachers' performance. Directors manage the school's finances well. They are pleased that the primary school sport funding is having a positive impact on pupils' enjoyment of sport. Directors ensure that safeguarding arrangements are effective and meet statutory requirements.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. All parents who responded to Parent View say that pupils are well behaved in school and pupils themselves say that behaviour is outstanding. Pupils of all ages are courteous and polite in lessons, around school and in the playground.
- Pupils' attitudes to learning are exemplary. Pupils become absorbed in activities which they have chosen for themselves, as well as those led by adults, and they take great care about the quality and the presentation of their work.

Safety

- The school's work to keep pupils safe and secure is outstanding. Parents are confident that their children are safe. Pupils say that everyone supports one another; they feel safe in school, because there are caring

people in school to look after them.

- Pupils say there is no bullying in school. The school ensures that pupils are fully aware of different kinds of bullying such as verbal and physical bullying as well as cyber-bullying.
- Attendance is above average. Pupils thoroughly enjoy school and thrive on the wide range of activities during the day. They say they enjoy learning new skills, educational visits and that teachers make lessons fun.
- Members of the school council talk eagerly about how they help the school to improve. For example, to help improve the outdoor play area, they sold ice cream and flapjacks on Fridays to help raise funds for new equipment. Funds are also raised to support international, national and local charities.
- Play leaders talk proudly of their role. The school council helped to interview pupils for these positions and now those appointed assist and lead various activities at lunchtime, as well as encouraging pupils by giving advice, for example during football games.

The quality of teaching

is good

- Teaching is consistently good across the school, with examples of imaginative practice. All parents who responded to Parent View agree that their children are taught well. The headteacher and staff are ambitious to ensure that all pupils do their very best. Very good subject knowledge enables teachers to plan lessons which motivate and excite pupils, ensuring that they make good progress.
- Pupils respond enthusiastically to the frequent opportunities to work together in lessons, either in pairs or in groups. They get on well with one another so discussions enable pupils to share their ideas and explain their thinking to each other. For example, in a Years 3 and 4 lesson, pupils were using a picture to create their own sentences. They showed respect for each other's work as they happily swapped their sentences so that they were able to learn from each other.
- Relationships between pupils and staff are excellent. Teachers and teaching assistants communicate clearly to pupils who understand the high standard of work expected of them. Teachers make sure that pupils know their level of work and have clear targets helping them to reach the next level.
- Pupils' books are marked so that pupils are given clear advice about how to improve their work. Written feedback is often given and pupils do sometimes respond by adding comments of their own. However, they do not have enough opportunities to do this.
- The variety of methods and extensive range of resources used to help pupils learn ensure that they enjoy their lessons. In a Year 5 class, while working in groups to create scenes based on their class book, pupils used tablet computers to photograph the scenes. The whole class was then able to discuss the pictures which were shared on the interactive white board and discussed.
- Teachers are skilled at asking questions encouraging pupils to think through problems, but there are occasions when questions are not challenging enough to extend pupils' understanding.
- Classrooms are conducive to good learning. They are tidy and orderly with displays not only of pupils' work, but also with helpful prompts to help pupils during lessons if needed. Teachers' expectations are high and the very effective use of classrooms and corridors show off pupils' work at its best.
- Skilled and knowledgeable teaching assistants work closely with teachers and make a significant contribution to the good progress made by pupils. Teamwork in the classroom is a strength and helps to promote good learning for all groups of pupils.

The achievement of pupils

is good

- Pupils build on the good start in the early years and all groups of pupils continue to make good progress in both Key Stages 1 and 2. Parents talked to during the inspection were confident that their children make good progress.
- It is clear that pupils enjoy learning, are enthusiastic and keen to work hard. Teachers know pupils well and make sure they are being challenged to reach their potential.
- By the end of Year 2, pupils reach standards that are well above average. The 2014 assessment information shows that pupils exceeded expectations, especially in reading and mathematics. Although there was a dip in the standard of writing in 2014, over time writing has been well above average.
- The unvalidated 2014 Year 6 tests indicate that although standards in mathematics were above average, this was not the case for reading and writing. The school has identified and is successfully addressing the reasons for this dip. For example, a new structure for guided reading has been introduced which is already

showing positive results.

- The school has made changes to the way it teaches phonics (matching letters to the sounds they make). Staff training for both Key Stages 1 and 2 is already having a positive impact on pupils' reading across the school. Pupils in Key Stage 1 tackle new and unfamiliar words well, because they have a good knowledge of phonics. They start to use punctuation well to help put expression into their reading, so that it is interesting to listen to. As they continue through school, pupils have the opportunity to explore different kinds of books to develop their love of reading. By the time pupils reach Year 6, they have acquired a knowledge of different authors and use this information to help them select new books.
- Pupils use the school library regularly to choose fiction as well as non-fiction books. Pupils enjoy reading both kinds of books, but there are missed opportunities to extend pupils' reading skills even further when reference books are used during lessons.
- Current pupils are making good progress in reading and writing as well as in mathematics. The school's predicted targets for 2015 indicate that standards are on course to be well above average in reading and writing.
- The learning of the most-able pupils throughout the school is extended through demanding activities and tasks. They have a thirst for knowledge and rise to the challenges set. As a result, they make good and often outstanding progress from their individual starting points. For example, Year 6 targets for 2015 indicate that a high proportion of pupils are on course to reach Level 5 in reading, writing and mathematics.
- The school is committed to ensuring that all pupils have equal opportunity to succeed. As a result of carefully planned help, pupils supported by the pupil premium funding make good progress in reading, writing and mathematics. The number of pupils eligible for support is very small and makes any comparison with other pupils in the school or pupils nationally unreliable.
- Disabled pupils and those with special educational needs and those who speak English as an additional language make good progress. Early assessments ensure that staff know which pupils need extra support so that work begins rapidly in helping them become successful learners.

The early years provision

is good

- Children start school in the early years with skills and abilities that are often typical for their age, but this can vary from year to year. Speech, language and communication as well as mathematics are usually weaker and well below what is expected for their age.
- Very good relationships with staff result in children making good progress in the Nursery and Reception classes. As a result, when children enter Year 1 they usually have the skills and knowledge that are expected for their age and often above expected levels.
- Through regular assessment staff know what children need to learn next and ensure that focused activities are directed specifically to their needs. During an activity when children were using different colours of paint to print patterns in dinosaur drawings, the teacher challenged them to look carefully at the shapes. Skilful questioning led children to look at the sides of the shapes and compare them to three-dimensional shapes. This resulted in children realising that two sides of a rectangle are a different length from the other two.
- Good provision and practice have been achieved by good leadership and management. Very positive partnerships with parents are established, ensuring that parents are involved fully in their children's learning.
- Children enjoy learning from the many and varied tasks they are given or choose for themselves. Good use is made of the outdoor areas for different activities, but the resources available are limited and do not match the high quality provision that is provided indoors.
- Early reading is taught well. Adult-led activities helping children to learn the sounds that letters make ensure that children learn quickly. Children in the Nursery class enjoyed moving a pirate ship along until it reached an island. Once there, the children found the treasure showing a 'letter' which they carefully read, supported and checked by the teacher if needed.
- Children's behaviour is very good. The early years areas are stimulating and children are looked after very well, enabling them to feel happy and safe in school. Children enjoy working as well as playing together and are keen to learn. When sitting in a circle they happily take turns to answer questions and listen carefully to one another's answers.

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	137513
Local authority	Cumbria
Inspection number	453380

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	131
Appropriate authority	The governing body
Chair	Carl Whild
Headteacher	Karen Shankland
Date of previous school inspection	Not previously inspected
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