

Church Broughton CofE Primary School

Main Street, Church Broughton, Derby DE65 5AS

Inspection dates

26–27 January 2016

Overall effectiveness

Good

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The school has improved rapidly since the previous inspection due to the concerted efforts of leaders and governors.
- Leaders set clear targets for improvement and check frequently on how well staff and pupils are doing.
- Behaviour is good. Pupils value their small school community and say they get on well together.
- Pupils say they feel safe. The school promotes pupils' well-being and safety effectively.
- Teaching is good. Teachers match work well to the range of ability in the class and provide tasks which engage pupils well.
- The curriculum is interesting. It motivates learning and promotes pupils' personal development well.
- Pupils make good progress in reading, writing and mathematics. They do best of all in reading and read widely.
- The school offers a range of ways for parents to be involved in their child's learning and to understand the school's work.
- Good leadership and teaching in the early years means that children make good progress.

It is not yet an outstanding school because

- Teachers do not always reinforce what pupils learn about punctuation, spelling and grammar whenever pupils write.
- The teaching of number facts is not sufficiently well established to speed up pupils' progress in quick mental recall.
- There are not enough opportunities for pupils to use varied methods in calculation in order to deepen their understanding.
- Leaders do not yet make full use of existing systems to check on the progress of groups.

Full report

What does the school need to do to improve further?

- Improve outcomes further for all pupils by making sure that teachers:
 - teach number facts in mathematics effectively
 - encourage pupils to use a wider range of ways to reach their answers and demonstrate their understanding in mathematics
 - expect pupils to apply what they learn about grammar, punctuation and spelling whenever they write.
- Strengthen leadership and management by using assessment information more effectively to gain a view of the progress of specific groups of pupils.

Inspection judgements

Effectiveness of leadership and management is good

- The drive and determination of the headteacher is central to the school's success. In a relatively short space of time, she has taken rapid action to improve the quality of teaching and outcomes for pupils. Together with senior leaders, she identifies key priorities and sets challenging targets for staff and pupils to work towards. As a result, the school's ethos is one of success, where good teaching and good behaviour flourish.
- Leaders expect teaching to be consistent, for example, in the way that teachers mark pupils' work and their expectation of the quality of presentation in pupils' books. A whole-school approach to the teaching of phonics (the sounds that letters represent) and regular sessions to teach grammar, punctuation and spelling leads to pupils' good progress in acquiring these skills. Leaders make sure that pupils write often, for a range of purposes and in a range of subjects. As a result, pupils' attainment in writing is rising.
- Subject leaders know how well pupils are doing and use varied methods to check the quality of teaching. Staff share best practice with each other within the school and with other schools. Good guidance is given to staff so they know how to improve. Good support from the local authority develops leadership skills and has a positive impact on improvement.
- Leaders check frequently on the progress of each pupil, including children in the early years. Staff are involved in understanding the assessment information that is gathered and use it well to move pupils' learning on. The school is not yet at the stage where it is using new assessment systems to gain a view of the progress of specific groups of pupils.
- Newcomers to the school are welcomed and helped to settle quickly. The school is committed to providing every pupil, including disabled pupils and those who have special educational needs, equal opportunity to succeed. Extra help is provided for those who need it and the pupil premium funding is used effectively to help disadvantaged pupils to do well in their academic and personal achievement.
- The curriculum is well organised and provides interesting activities, which pupils enjoy. It is supported well by a range of extra-curricular activities, which enhance pupils' social, physical and musical skills. Effective use of the primary sports funding leads to increased participation for all pupils and the development of staff expertise in the teaching of physical education lessons.
- Leaders evaluate the effectiveness of the curriculum in promoting learning and identify what needs to improve. For example, they ensure that topics provide interesting subjects to write about in order to raise attainment, especially for boys, in writing. The introduction of a new calculation policy ensures a whole-school approach to the teaching of mathematics, although leaders recognise that a consistent approach to the teaching of number facts has yet to be established.
- The school promotes a caring ethos, where pupils develop an understanding of and tolerance towards others, including those from faiths and backgrounds different to their own. Pupils learn about key British values such as democracy and the rule of law through their study of British institutions, people and places. As a result, they are well prepared for life in modern Britain.
- The school gathers the views of parents regularly and involves them in recognising the school's successes. Workshops and participation in class activities provide opportunities for parents to understand aspects of the curriculum and to be involved in their child's learning.
- **The governance of the school:**
 - is good and has improved significantly since the previous inspection. Governors have acted quickly upon guidance and training in order to improve their effectiveness. They are now fully involved in determining the strategic direction of the school and monitoring the quality of its work. They have re-organised their working practice and they confidently ask relevant questions to hold the school to account. Governors carry out the performance management of the headteacher. They know about the quality of teaching and how it affects pupils' outcomes and decisions on teachers' pay. Governors analyse information about pupil progress and know how effectively the pupil premium funding is used. They know how well the curriculum promotes key British values and prepares pupils for the next stage of their education. Governors carry out their responsibilities well.
- The arrangements for safeguarding are effective. Leaders, including governors, keep themselves informed of the most recent legislation and ensure that the school's systems and policies are up to date. Staff undergo relevant training, and procedures for checking the suitability of adults to work with children are thorough. The school works well with parents and external agencies to ensure that any concerns over

pupils' welfare are followed up.

Quality of teaching, learning and assessment is good

- Teachers, including in the early years, pitch work well to the range of ability in the class. Pupils make good progress because the work is neither too hard nor too easy. The most-able pupils receive the right level of challenge, which they say they enjoy. The less-able pupils and those who need to catch up receive extra help, often from teaching assistants who play an important role in the development of pupils' basic and personal skills.
- Teachers provide interesting and, often, practical tasks, which motivate learning and engage pupils well. For example, during the inspection, Reception children and pupils in the Year 1 class weighed objects to compare light and heavy. Pupils in the Year 5 and Year 6 class investigated the impact of a meteor on a crater during a science lesson by setting up their own experiments. These activities promoted pupils' understanding well.
- Good links are made between subjects. Teachers often use popular stories such as 'Jack and the Beanstalk' as starting points for discussion and writing. Teachers nurture pupils' understanding of people from the past by using learning in history as a means to develop research, writing and computer skills. As a result, pupils make good progress because they are fully engaged by the topic and keen to find out more.
- Staff have high expectations of pupils' behaviour and the way in which they should present their work. They praise pupils' efforts and ask relevant questions to check and extend pupils' understanding. They give pupils the opportunity to share their views and explain their reasoning. They provide useful feedback so that pupils know how well they are doing and set targets for pupils to improve their work.
- In mathematics, teachers provide plenty of opportunity for pupils to practise calculation and apply it in problem-solving tasks. They make sure that pupils have the resources they need to help them to reach the correct answer. However, there is some variation in how well pupils develop a range of ways to work out their answers and how well teachers ensure that pupils understand the answers they reach.
- The teaching of reading and phonics is good and leads to good outcomes. A big improvement since the previous inspection is in the teaching of grammar, punctuation and spelling. A systematic and regular approach to the development of these skills is now having a positive effect on accelerating pupils' progress. However, there is some way to go to ensure that teachers consistently expect pupils to use these skills correctly whenever they write.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils play an active role in their small-school community and take their responsibilities seriously. Those pupils spoken to during the inspection explained how they run a dance club for younger pupils or help to organise worship sessions as members of the 'Genesis Group'.
- Pupils recognise the fairness of being elected as house captains or being chosen as school councillors. They understand the values of tolerance and respect because these are promoted well by the curriculum and they take an interest in learning about others. They know the importance of being kind. Pupils commented, 'Treat people as you'd like to be treated'.
- Pupils say that they feel safe and secure in school. They take an interest in visitors, for example from Childline who help them to understand how to deal with any problems that they may have. Pupils know about different forms of bullying, including when using technology, and say it is not a problem because 'we are a community school'.

Behaviour

- The behaviour of pupils is good. Pupils listen well in lessons. They have positive attitudes to their learning which means they get on with tasks quickly and make good progress. They engage very willingly and are keen to express their views.
- Pupils realistically say that disagreements do sometimes happen but they are confident that any incidents are settled. They recognise the fairness of the school's rules and understand the sanctions. They understand how the school helps everyone to behave well.

- The management of behaviour is consistent and any misdemeanours are recorded. The school's records show improvement over time for those pupils who find it difficult to behave well. They learn to conform to the school's expectations and become fully integrated.
- Attendance is above average. The school works well with the families of a very small number of pupils who stay away frequently to help them to reduce their absences.

Outcomes for pupils

are good

- Improvements made to the quality of teaching and aspects of the curriculum mean that pupils now make good progress and any previous gaps in attainment between groups of pupils are closing. For example, boys' progress in writing is speeding up because they are motivated by subjects that interest them; girls are doing as well as boys in mathematics because they receive extra help if it is needed.
- By the end of Year 2 in 2014 and 2015, pupils reached above-average standards in reading, writing and mathematics which was a big improvement from previous years.
- By the end of Year 6 in 2015, pupils did not reach the standards expected for their age in grammar, punctuation and spelling and made below average progress in writing. This is because not enough emphasis had been placed on a consistent approach to teaching these subjects as pupils moved through Key Stage 2. This has now been remedied. Work in books and the school's assessment information shows that pupils are making speedy progress in acquiring English grammar and writing skills. As a result, pupils now in Year 6 are better prepared than previously for their move to secondary education.
- In 2015, the proportion of the most-able pupils who reached the higher levels by the end of Key Stage 1 was above average in reading and writing and average in mathematics. By the end of Key Stage 2 in 2015, an above-average proportion of the most-able pupils reached the higher levels in reading. However, in mathematics, writing and grammar, punctuation and spelling they did not attain as well as other pupils nationally. Leaders have addressed this with urgency. As a result, the most-able pupils are now making good progress because they receive the right level of challenge in lessons.
- Disabled pupils and those who have special educational needs make good progress. Because leaders check the progress of individuals, they make sure that pupils receive the support they need in order to do well in working towards their personalised goals.
- In 2015, there were too few disadvantaged pupils in Year 6 to comment upon their relative attainment without risk of identifying individuals. The school's information shows that disadvantaged pupils make equally good progress to their peers and, in some cases, they do even better because of the good levels of support they receive.

Early years provision

is good

- Good leadership of the early years provision ensures that improvement since the previous inspection has been rapid and that continuity during a time of staff changes has been maintained. As a result, the quality of teaching is good and children achieve well. From the time that children start school, good links with parents are established.
- Staff match work well to children's abilities so that they quickly build upon what they already know and can do. Staff give children good guidance on how they can improve and help them to organise their own learning. For example, the 'must do' tasks are well balanced with those that children choose to do for themselves. Because of this, children make good gains in their personal development.
- Activities are interesting and motivate learning well. As a result, children have positive attitudes to learning. They behave well and safely because staff make their expectations clear. Children listen to adults and follow instructions. They mix well with each other and benefit from working with the older Year 1 pupils in their class.
- There is a good focus on the development of reading, writing and number skills, which are often weaker areas when children start school. Staff build upon children's interests and ideas to stimulate their interest and imagination. For example, children created a story of their own based upon 'Where the Wild Things Are'. During their time in the Reception class, children make good progress in reading, writing and mathematics, which prepares them well for the learning they will encounter in Year 1.
- It is not possible to comment upon the effectiveness of the pupil premium funding in closing the gaps between disadvantaged children and their peers as numbers are too small.

School details

Unique reference number	112871
Local authority	Derbyshire
Inspection number	10009134

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	The governing body
Chair	James Bates
Headteacher/Principal/Teacher in charge	Kim Millar
Telephone number	01283 585301
Website	www.churchbroughton.derbyshire.sch.uk
Email address	enquiries@churchbroughton.derbyshire.sch.uk
Date of previous inspection	9–10 January 2014

Information about this school

- The school is much smaller than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is well below average.
- The proportion of pupils supported by the pupil premium is well below average. The funding is received for pupils who are, or have been, eligible for free school meals, or who are looked after by the local authority.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Children of reception age attend full-time. They are educated in a class with Year 1 pupils.
- Since the previous inspection, the school has experienced staff and leadership changes. The headteacher began working with the school in December 2014 and took up the full-time post in September 2015.

Information about this inspection

- The inspector observed six lessons, two of which were observed jointly with the headteacher, and one assembly. In all, six members of staff were seen teaching.
- The inspector looked at samples of pupils' work from all classes, spoke to pupils about their work during lessons and listened to pupils read. The inspector also observed pupils during lunchtime and playtime and took account of nine responses to the pupil survey.
- The inspector held meetings with pupils, governors, leaders and staff, and met with a representative of the local authority.
- The inspector analysed 27 responses from parents to Ofsted's online questionnaire, Parent View, and also took into account responses to a questionnaire for parents conducted by the school.
- The inspector analysed six responses to the questionnaire completed by school staff.
- The inspector observed the school's work and looked at progress and attendance information, school improvement planning, evidence of the monitoring of teaching and documentation relating to safeguarding.

Inspection team

Vivienne McTiffen, lead inspector

Ofsted Inspector

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