

Broughton Primary School

Brigg Road, Broughton, Brigg, Lincolnshire DN20 0JW

Inspection dates

13–14 December 2017

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders have not paid close attention to the progress pupils are making. As a result, pupils are not making good progress in key stages 1 and 2 in reading, writing, mathematics and a range of other subjects.
- Teachers' expectations are not consistently high enough. Work set lacks sufficient challenge for pupils to attain the highest standards, particularly for the most able and middle-ability pupils.
- Teachers' assessment of pupils' learning is not used consistently well. Additional challenge is not provided quickly when work is too easy. This leads to pupils producing work of variable quality in reading, writing and mathematics.
- There are too few opportunities for pupils to apply mathematical skills in a wide range of subjects. Consequently, not enough pupils achieve the highest standards.
- Leaders have not been diligent in monitoring the quality of teaching across the curriculum. They have not taken swift action to ensure that pupils are making good progress.
- The effect of additional government funding for disadvantaged pupils is not checked carefully by leaders. As a result, these pupils are not catching up quickly.
- Over time, governors have not been able to hold leaders to account well enough as plans for improvement are not sharply focused on good pupil progress and good teaching.

The school has the following strengths

- New leaders have put plans in place to tackle the school's weaknesses. Morale is high and staff are supporting leaders' work.
- Children make good progress in the early years because of good teaching and leadership. The outdoor learning environment is impressive.
- Leaders use the physical education (PE) and sport premium funding well. Pupils enjoy PE and are active at breaktimes and lunchtimes.
- Pupils say they are safe and enjoy school. Attendance is above average and conduct is good. Pupils are courteous and respectful to each other and to adults.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. There are many opportunities for pupils to take part in cultural activities and festivals.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching in key stages 1 and 2 so that it is at least consistently good or better and leads to good outcomes for pupils by:
 - ensuring that work set challenges all groups of pupils, particularly middle-ability pupils and the most able pupils
 - assessing pupils' learning accurately and adjusting it appropriately to ensure that pupils make good progress
 - skilfully questioning pupils to deepen their understanding of what is being learned
 - providing greater opportunities for pupils to apply their mathematical skills in a wide range of subjects and engage in more problem solving
 - ensuring that pupils produce high-quality written work, both in writing lessons and across a range of subjects
 - thoroughly checking pupils' understanding of what they are reading so they make at least good progress.
- Increase the effectiveness of leaders, including governors, by ensuring that:
 - senior and subject leaders raise their expectations to make sure pupils' work and the quality of teaching are consistently good across the school
 - ambitious pupil targets are used to hold teachers to account for their work
 - senior and subject leaders, through their monitoring, make sure pupils make good progress in their work
 - actions to support disadvantaged pupils are checked meticulously to make sure that they are having a good effect in helping these pupils catch up quickly
 - improvement plans clearly show the intended effect that actions are to have on improving the quality of teaching and pupils' progress
 - the skills of good or outstanding schools are used to increase the effectiveness of leadership and management as well as the quality of teaching.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Over time, leaders, managers and governors have not ensured that the quality of teaching is consistently good and that pupils' progress is good.
- Leaders have not focused well enough on making sure pupils' progress is good. They have not set attainment targets that have been challenging enough for pupils to develop greater depth in their learning. Consequently, leaders have not been ambitious enough for pupils.
- Systems for checking the performance of teachers have not been demanding or thorough. Senior and middle leaders have not been thorough enough in checking pupils' learning, setting high targets for pupils' achievements to hold teachers to account for pupils' good progress. The new leadership team has refined these systems but the effect of changes has not been ascertained.
- Leaders know the strengths and weaknesses of the school. Plans for improvement identify appropriate actions but do not show how much the quality of teaching and pupils' progress, including that of disadvantaged pupils, is expected to improve. This limits leaders' ability to hold teachers and other staff to account for the work they do. Some actions, although recent, are beginning to show signs of improvement. Staff are supporting the changes being made and morale is high.
- The curriculum provides a wealth of opportunities for pupils to develop good personal development skills and to be well prepared for life in modern Britain. There are many additional activities and visits that contribute well to pupils' learning, especially in the arts. Professional painters, sculptors and musicians work with pupils regularly and art work is impressive, as is pupils' singing. Visits and residential trips provide stimulating opportunities for pupils to learn about their locality and wider areas. However, the quality of teaching is not developing good progress in reading, writing and mathematics to make sure pupils attain the very highest standards.
- Pupils' spiritual, moral, social and cultural understanding is very well developed. There are many opportunities for pupils to learn about and celebrate religious festivals. Spanish pen-pals and links with a school in China are examples of good cultural engagement. Pupils have a clear understanding of right and wrong. This helps them get on well together.
- Extra funding for those pupils who have special educational needs (SEN) and/or disabilities is used very well. Leaders make sure that these pupils have good support in school and extra specialist support from a variety of external agencies to meet pupils' needs.
- The primary school physical education and sport premium funding is used very well indeed. Pupils have many opportunities to take part in sport with specialist and professional coaching. Pupils are trained as sports ambassadors and arrange the school sports day and many other activities for pupils. Pupils are keen to participate in sport and take part in golf, tag rugby, cricket, dance and other activities.
- The additional funding for disadvantaged pupils is used effectively. It has ensured good attendance for these pupils and improved their punctuality to school. There are

emerging signs of improved attainment for these pupils. However, leaders have not measured precisely the results of actions taken, and this limits their ability to adjust the funding to maximise its effect.

- Local authority support has been positive in establishing a new leadership team and helping its members to gain a comprehensive understanding of the strengths and weaknesses in the school. This is helping leaders to begin to tackle the school's weaknesses more effectively, although much is still to be done. The local authority has helped to establish links with good schools to provide more effective professional development for teachers and leaders. However, the impact of this work has not resulted in consistently good teaching and learning.

Governance of the school

- Governors are making an effective contribution to the leadership of the school. They understand published information for pupil performance and are aware that progress needs to be better across the school. Over time, they have not challenged leaders well enough to ensure that there are high aspirations for pupils and that teaching is good. More recently, there are indications of greater challenge to support the work of the school.
- Governors visit the school regularly and are well aware of the good work for pupils' personal development, behaviour and welfare. They are supporting the new leadership team by arranging coaching and professional development to improve the members' skills.
- Governors have undertaken training and have a clear understanding of how all groups of pupils are achieving. They know that further work is required with disadvantaged pupils to ensure that they make good progress. Governors check the additional government spending for disadvantaged pupils and know that the physical education and sport funding is used well to engage pupils. However, leaders have not measured precisely the results of actions taken, and this limits their ability to adjust the funding to maximise its effect. They have a very detailed understanding of how the extra funding for those pupils who have SEN and/or disabilities is used and the good progress these pupils are making.

Safeguarding

- The arrangements for safeguarding are effective. There is a clear ethos across the school that sets the safety of pupils as a high priority. Leaders have been effective in creating a culture in which safeguarding is seen as everyone's responsibility and not just the designated safeguarding leader. Effective systems are in place at the breakfast club and the after-school club to keep children safe. Meticulous record-keeping reflects the school's commitment to keep all pupils safe. Parents and carers say their children are well cared for and safe at school.
- Training for staff and governors in child protection means they are knowledgeable and up to date with the most recent guidance and legislation. Staff are vigilant and know what to do should they have any concerns about a child's welfare. The school works very well with parents and a wide range of external agencies to keep children safe and free from harm. Leaders are tenacious in making sure safeguarding matters are

followed up thoroughly. Governors make sure all checks on staff and volunteers working with children are made and recorded.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching requires improvement because not enough pupils, including the most able and middle-ability pupils, make good progress. The quality of teaching is variable across the school and not consistently good.
- Work set is not challenging pupils well enough for them to make good progress. This is particularly noticeable for the most able and middle-ability pupils. In mathematics, work set is too easy for these pupils and rarely do they get anything wrong. In writing, teachers' expectations are variable and pupils are not producing consistently high-quality pieces of written work in greater depth.
- Some teachers are not using assessment well enough to pitch work at a challenging level that helps pupils make good progress. Teachers check pupils' learning regularly in class. However, they do not assess accurately that the work is too easy and adjust it quickly to be more challenging for pupils. This slows pupils' progress.
- When questioning is used skilfully in the school, pupils are keen to engage and answer in detail to deepen their learning. However, teachers' use of questioning is variable and is not used well enough to seek out what pupils understand. There are times when pupils' understanding of what they are reading is not probed deeply for them to give detailed responses to show a high level of understanding.
- An analysis of current pupils' work shows too few opportunities for pupils to practise and develop their mathematical skills, including mathematical problem-solving skills. Inspectors noted high-quality writing linked to pupils' work in art. However, the quality of writing across a range of subjects is variable and not consistently good. Pupils, except in Year 6, are not responding fully to comprehension work or to questioning about what they are reading. They are not developing a high level of understanding or forming secure opinions about they are reading.
- Teachers plan interesting work for pupils and this leads to good engagement. Pupils enjoyed environmental studies about how mankind is affecting life in the oceans by depositing plastics. Pupils have a love of art and music through the good teaching and wide-ranging experiences they benefit from.
- Teaching assistants help pupils who have SEN and/or disabilities to make good progress. They are skilled and support small groups of other pupils outside the classroom, using work planned by teachers. However, work set by teachers is not consistently challenging to ensure that pupils make good progress.
- Good relationships and mutual respect exists between pupils and adults. Lessons flow smoothly, with pupils appreciating the help and guidance they receive.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and welcome opportunities to speak with adults. They are polite, respectful and courteous. Pupils listen well to each other and to adults.
- Pupils spoken to say they enjoy school and are safe. They say they like the many trips and visits that are organised to support their learning. Pupils have a good understanding about how to keep safe when using the internet. The school provides good experiences to learn about safety, with visitors providing good advice and training for pupils.
- Pupils take pride in their appearance and are smart in their uniform. Presentation of work is usually of a good standard but it can sometimes slip when teachers' expectations are not high. Occasionally, some pupils are too content to wait to be told what to do rather than developing their work independently to make faster progress.
- Pupils say bullying is rare. They have confidence that adults will resolve any problems should bullying occur. Pupils said that they have a 'don't worry' box that senior leaders check and help them out if they have any concerns. Pupils are clear that any falling out is usually nipped in the bud to prevent it becoming an ongoing issue.
- Pupils told inspectors how important it is to keep fit and eat healthy food to extend life. At breaktime and lunchtime, pupils are very active. They play basketball and other sports, with many using hula hoops to play together.
- In the dining area, children's behaviour is impeccable. Even the very youngest children socialise well together and use their manners well. Pupils enjoyed their Christmas dinner and left the dining room spotlessly clean.
- Pupils have good opportunities to take on leadership roles and to use democratic processes. They vote for their school council, who take pupils' ideas about how to make the school better to senior leaders. Recently, the school council presented a case for extra sports equipment for the playground and the governors have provided finance to support the idea. Pupils vote for which charities they will collect for.
- Parents and staff are very confident that pupils are safe and well cared for in school.

Behaviour

- The behaviour of pupils is good.
- Pupils manage their behaviour well, both inside and outside the classroom. They know the school's golden rules and say that most pupils behave well.
- The school is a calm and harmonious place to be. Pupils get along well together. In class, lessons flow smoothly because behaviour is good. Occasionally, some pupils lose concentration when the pace of learning slows. However, on most occasions, they do not interrupt the learning of others.
- Attendance is above average, with few pupils being regularly absent from school. Parents support the school well by making sure their children are punctual.
- Pupils behave well at the school's breakfast club and there are appropriate systems in

place to ensure that children are safe.

- The school is free from litter because pupils take care of their school environment. Pupils appreciate the many high-quality displays of artwork and look after them well.
- Pupils, staff and parents believe behaviour is good.

Outcomes for pupils

Requires improvement

- Over time, pupils in key stages 1 and 2 have not been challenged effectively to make better than average progress in reading, writing, mathematics and a range of other subjects. Consequently, progress has not been strong and requires improvement.
- For the past three years, published information for those leaving school at the end of Year 6 shows pupils making broadly average progress in writing and mathematics, with reading slipping in 2017 to below average. Overall, pupils have not made good progress. In 2017, from better than average starting points in key stage 2, the proportion of pupils attaining expected standards in reading, writing and mathematics combined by the end of Year 6, was broadly average, but not enough attained the highest standard.
- In key stage 1, the proportion of pupils attaining the highest standards in reading and mathematics improved to average, and in writing it was well above average. However, from above average starting points, this is not good progress overall.
- Inspectors checked current pupils' work and found that there is inconsistent challenge and teachers' expectations are not consistently high across key stages 1 and 2. Pupils are not making good progress, especially the most able and middle-ability pupils in reading, writing and mathematics. In history, geography and science, pupils are not deepening their understanding of the subjects well enough. However, all pupils at the end of Year 6 in 2017 reached the expected standard in science. There is good, and sometimes impressive, work in art and good standards in PE.
- Over time, disadvantaged pupils have not made good progress. In 2017, those leaving the school slipped further behind others in reading, writing and mathematics. Inspectors checked the work of disadvantaged pupils across the school and noted that there are signs of improving progress. However, it is not consistent enough to help these pupils catch up quickly.
- Pupils who have SEN and/or disabilities are making good progress, taking into account their complex needs. Leaders identify the needs of these pupils carefully and make sure that skilled teaching assistants support these pupils well. Teachers know the needs of these pupils and plan effectively to make sure the pupils can be fully included in all lessons.
- Reading is encouraged well by the school. Pupils read widely and often. They read fluently and understand what they are reading. However, not enough pupils attain the highest standards by the end of Year 6 because they are not analysing high-quality texts skilfully. For the past two years, the proportion of pupils attaining the expected standard in the Year 1 phonics screening check has been well above average. Pupils in Year 1 have continued to benefit from the good teaching of phonics skills.

Early years provision

Good

- Children settle quickly into Reception as there are good links with local nursery providers. Children's skills are typical when entering the Reception Year. They sustain their concentration well and are interested in the activities that are planned for them. As a result, children make good progress in Reception and are well prepared for learning in Year 1.
- A good range of indoor activities are planned to meet pupils' needs and interests. There are good opportunities for pupils to engage in construction, painting and many other activities. The indoor classroom is bright, colourful and reflects the good work children do.
- Teaching is effective. Adults are especially skilled in the teaching of early reading. Children enjoy learning to read and use sounds and letters to write words and sentences accurately. Adults have high expectations of the children and support them well to produce good work. Overall, the use of questioning is good and encourages children to develop good speaking skills. However, there are times when questions require a limited response and do not allow children to develop their speaking skills well enough.
- For the past three years, the proportion of children attaining a good level of development by the end of Reception has been above average. A good proportion of children exceed the expected standard in the early learning goals. Inspectors noted that the work of the very small number of disadvantaged children is as good as that of others.
- Children's skills are stronger in reading and writing than in mathematics. Leaders have noticed this, and are providing additional opportunities for children to further develop their mathematical skills; as a result, children are making good progress. Leaders are clear about what is required to make sure children make good progress. However, plans for improvement are not sharp enough to enable them to determine how much progress is improving because of actions taken.
- There is a very spacious outdoor area with many interesting activities. This gives children good opportunities to develop their skills and to learn together. For example, children were organising the Christmas mail and delivering it using a tricycle. Children socialise well together and treat each other with respect. There are good opportunities for children to develop their spiritual, moral, social and cultural understanding. Children are keen to learn and make a good contribution to their learning. Their personal development, behaviour and welfare are good.
- Leaders make sure children's learning is recorded clearly and accurately using computer systems. This allows parents to see what their children are learning and to contribute information. Teachers have a comprehensive understanding of children's development and plan tasks that interest and engage the children. Parents spoken to are very positive about the care and education their children are receiving.
- All the appropriate welfare and safeguarding requirements are met in the provision.

School details

Unique reference number	117729
Local authority	North Lincolnshire
Inspection number	10031914

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	344
Appropriate authority	The governing body
Chair	Gail Cameron
Headteacher	Daniel Clayton
Telephone number	01652 655711
Website	www.broughtonprimaryschool.net
Email address	admin.broughtonprimaryschool@northlincs.gov.uk
Date of previous inspection	6 March 2012

Information about this school

- Broughton Primary School was established on 1 September 2014. It was formed by the merger of two schools: Broughton Infant School and Broughton Junior School. When last inspected by Ofsted, both schools were judged to be good.
- The school is larger than the average-sized primary school. It caters for pupils aged 4 to 11 years.
- The proportion of disadvantaged pupils is half the national average. One in eight pupils are disadvantaged.
- The vast majority of pupils are White British. Almost all pupils speak English as their first language.
- The proportion of pupils who have support for SEN and/or disabilities is well below average.
- The proportion of pupils with a statement of special educational needs or an education,

health and care plan is average.

- In the early years, children receive full-time education in Reception.
- The school organises a breakfast club for its pupils. An external provider runs an after-school club for pupils.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.
- A new headteacher was appointed on 8 December 2017 with immediate effect. He is the former associate headteacher and has been leading the school since May 2016. He has appointed several new leaders who took up post in October 2017.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors observed a range of teaching and learning throughout the school. Several observations were undertaken jointly with the headteacher and the deputy headteacher.
- During the two days of the inspection, inspectors spoke with pupils, both individually and in groups, about learning and safety. They also spoke with parents.
- Inspectors reviewed pupils' work in lessons and analysed samples of work in pupils' books.
- Inspectors listened to pupils reading.
- An inspector held a meeting with the chair of the governing body and three other governors. A meeting was held with the school's improvement adviser from the local authority.
- Inspectors also held meetings with senior leaders and other staff.
- Inspectors looked at the school's review of its own performance, its development and improvement plans, a number of school policies and the minutes of meetings of the governing body. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors analysed 99 responses to Ofsted's online questionnaire for parents (Parent View). They also considered 23 responses to the Ofsted staff questionnaire and 37 responses to Ofsted's pupil questionnaire.
- On the second day of the inspection, Year 6 visited an art gallery in Leeds and Year 4 went to a local golf competition.

Inspection team

Jim McGrath, lead inspector	Ofsted Inspector
Lynn Kenworthy	Ofsted Inspector
Marianne Young	Ofsted Inspector

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