

# Inspection of a good school: Broughton Primary School

Moor Road, Great Broughton, Cockermouth, Cumbria CA13 0YT

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Inspection dates:

13 November 2019

## Outcome

Broughton Primary School continues to be a good school.

## What is it like to attend this school?

Pupils enjoy coming to school. They find learning interesting and say that everyone is happy and friendly. Pupils are enthusiastic about books and talk with interest about their favourite authors. Leaders' high expectations of pupils run through all aspects of school life. As a result, pupils are articulate, well mannered, cheerful and have ambitious plans for the future. The school's motto, 'ABLE – Achieve, Believe, Learn, Enjoy', is seen in action throughout the school as children strive to do their very best.

Pupils say that bullying is extremely rare and say that, if friends fall out, staff are quick to help them resolve any problems. Pupils told inspectors how important it is to be kind to others, and that, 'We must always think about how it would feel to be in other people's shoes.' Leaders make sure that pupils are taught how to stay safe, both online and in the community.

Pupils achieve well in school, academically and personally. They behave well and are considerate of others. Pupils are well prepared for their next steps and to contribute positively to their community.

## What does the school do well and what does it need to do better?

Leaders and governors ensure that pupils receive a good-quality education. The headteacher and most subject leaders have considered the curriculum carefully. They have identified the key knowledge that they want pupils to know at certain points in their studies. Leaders have planned a curriculum which helps pupils to learn things in a logical order and helps pupils to remember and understand key facts and concepts. Pupils achieve well in reading, writing and mathematics over time.

Teachers check carefully that all pupils cover the national curriculum subjects in sufficient depth, especially when teaching mixed-age classes. They work closely with other small schools locally to share good practice.

Reading is at the heart of this school. Leaders and teachers enthuse pupils with a love of reading which spills out of them when they talk about their favourite books, authors and genre. Phonics is taught right from the beginning when children come in to Nursery and Reception. Pupils get off to a good start in the early years and achieve well by the end of the Reception Year. Although the phonics system is new since the start of the year, staff use it consistently and are well-trained in delivering phonics across early years and key stage 1. Adults choose books carefully to match the sounds pupils are learning. Any pupils who begin to fall behind are identified quickly and supported to catch up.

The curriculum is well planned in many subjects, such as reading, writing, mathematics and physical education (PE). However, in some subjects, changes made to the curriculum are very recent. Leaders have rightly prioritised a detailed programme to ensure that the curriculum is revisited and revised at the appropriate time. Leaders know where the strengths and weaknesses of the curriculum are. They are working apace to ensure that pupils receive the highest quality of learning across the foundation subjects, including art and design technology. Some subject leaders are at the early stages in this journey of curriculum development and subject leadership.

Pupils are taught about respect, tolerance, liberty, rule of law and democracy. They understand what it means to accept others, regardless of differences. Pupils know how important it is to attend school regularly and do not like to miss any school days because they find learning fun.

Pupils enjoy taking on positions of responsibility, such as sports leaders, buddies for younger children or members of the school council. They take part in a wide range of trips and visits, such as trips to local history museums or places of worship. All pupils get the opportunity to take part in several residential experiences during their time in the school. Pupils really value the rewards they receive for their achievements and excellent behaviour. They are proud to be awarded with a 'golden sweatshirt' in celebration assemblies.

Staff are proud to work at the school. They speak positively about the headteacher's approach to improving their workload. Governors are committed and experienced; they hold the headteacher to account and support her in the drive to ensure that pupils achieve well and become active and responsible young people.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Regular training means that staff know what to look out for if pupils are at risk. They also know what to do if they have any concerns about a pupil. Leaders and staff know pupils well. They teach children how to stay safe throughout the school, online and in the wider community.

All appropriate checks are in place prior to staff working with children. Leaders have strong links with external agencies to make sure that pupils get timely help and support if needed.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- The teaching and curriculum planning of some subjects, such as reading, mathematics and PE, are effective. The changes that leaders have made to the curriculum in some foundation subjects are recent and are not yet fully embedded. Leaders need to develop the curriculum of subjects such as art and design technology so that all subjects are taught to the same high standard, and in the same logical manner, as reading, mathematics and PE. The transition statements were used on this inspection to confirm that pupils benefit from a good quality of education.
- Some subject leaders are new to their role. They have not had sufficient time to review the curriculum effectively. Subject leaders need to ensure that the aims of the national curriculum, in particular those aspects relating to pupils' conceptual understanding, are fully embedded within their curriculum plans.

## Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Broughton Primary School to be good on 8–9 January 2015.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	137513
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10086840
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	138
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	Dr Huw Morgan
<b>Headteacher</b>	Mrs Anna Bewsher
<b>Website</b>	<a href="http://www.broughtonprimarysch.co.uk">www.broughtonprimarysch.co.uk</a>
<b>Date of previous inspection</b>	8–9 January 2015

## Information about this school

- The school is a smaller-than-average rural primary school. Some classes are taught in mixed-age groups.
- A new headteacher took up post from the start of this school year. The headteacher was previously deputy headteacher at the school.

## Information about this inspection

- During the inspection, inspectors spoke with pupils, both formally and informally, about their learning and what it was like to be a pupil at this school. We also met with the headteacher, SENCo, middle leaders and a range of staff in the school.
- We met with representatives of the governing body of the school: 3 directors, including the chair of directors.
- We reviewed a range of documentation and scrutinised the checks undertaken on newly appointed staff and other safeguarding information. We also looked at information regarding behaviour and attendance.
- We considered the 43 responses to Ofsted's online survey, Parent View, as well as the parents' comments received via the free-text facility on Parent View. We also spoke with parents in the playground at the beginning of the day. The 12 responses to the

staff questionnaire were also considered.

- During the inspection, we focused deeply on reading, mathematics and PE. We met with subject leaders, visited lessons, met with teaching staff, spoke with pupils and looked at their work. We also visited early years and we heard some children read. We also considered other subjects as part of the inspection.

### **Inspection team**

Helen O'Neill, lead inspector

Her Majesty's Inspector

Erica Sharman

Her Majesty's Inspector

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