

# Inspection of Broughton Primary School

Brigg Road, Broughton, Brigg, Lincolnshire, DN20 0JW

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Inspection dates: 14 and 15 September 2021

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Requires improvement

## **What is it like to attend this school?**

Pupils enjoy attending school. They experience a wide range of activities. Visits to interesting places, like Ironbridge and Robin Hood's Bay, help pupils learn about different places. Visits from artists, and teachers from China develop pupils' interest in culture. Pupils are respectful of others. They are excited about starting school clubs again after recent disruption caused by the Covid-19 (coronavirus) pandemic. Clubs are well attended by all groups of pupils.

There are good relationships between all members of the school community. Pupils would recommend the school to others. They say they feel safe. Leaders place a high priority on the safety of pupils. Pupils know how to stay safe online. They learn about the importance of positive relationships. Behaviour is good. Assemblies celebrate the efforts pupils make as they try and 'reach for the stars'. Pupils recognise the kind acts of others through the school's 'Bucket of Kindness'. Pupils enjoy a calm, welcoming environment around the school.

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

The early years leader has a strong understanding of the new early years curriculum. There are clear systems that help children settle into their new school. Children start to read early in school. Staff have been trained to teach reading. It is clear what sounds pupils should know as they move through the school. Teachers make regular checks to ensure that pupils keep up. Pupils are supported well if they fall behind. Leaders have purchased books that are well matched to pupils' needs.

Plans for reading and writing are well sequenced. However, other subjects are not planned as well. This means that pupils are not able to build on what they know and can do. Subject leaders do not check subjects thoroughly. This means they do not know what needs to improve. For example, pupils do not have enough opportunity to solve problems or reason in mathematics. In lessons, some teachers do not recognise which pupils need support and others who find work too easy. This means that some pupils do not learn as well as they should.

Leaders have started to review curriculum plans. Some subjects, such as geography, have not yet been reviewed. Leaders have not identified the most important things that pupils must know in each subject. This means that pupils could miss vital learning that helps them in future years. Plans for English are well sequenced. In some subjects, leaders have attempted to sequence what pupils learn but these plans are not organised well enough. This means that pupils cannot build on what they know and can do.

Subject leaders do not check how well pupils are doing carefully enough. Leaders have started to use an electronic system to record pupils' achievements. However, they do not check whether this information is accurate. Senior leaders have not supported subject leaders to carry out their roles effectively. Sometimes, checks are

not thorough enough. This means leaders cannot identify exactly what needs to improve.

There are accurate systems to identify pupils who have additional needs. Teachers make regular checks to see how well pupils with special educational needs and/or disabilities (SEND) are doing. They are supported well. Staff work effectively with external agencies to provide pupils with the help they need. The special educational needs coordinator provides staff with appropriate support. Pupils understand that some children have additional needs and they are sensitive to this. Parents are happy with the help their children receive.

Leaders are passionate about the need to develop pupils' character. They promote the need to be resilient and to care for others. Leaders plan opportunities for pupils to learn about the careers they might pursue. Leaders are careful to promote equal opportunities and encourage pupils to raise their aspirations. Leaders take care to consider the workload of staff. Staff members get on well and feel that leaders are approachable.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders place the safeguarding of pupils as a priority. New staff receive detailed information about how to keep pupils safe. Staff know which signs to look for to identify a range of safeguarding concerns. Staff know who to talk to should they have any concerns about pupils' safety. Safeguarding records show that leaders act quickly to ensure pupils get the support they need.

Staff receive regular updates about safeguarding. Governors challenge leaders and check that procedures are being followed. Leaders have been quick to respond to safeguarding issues identified nationally and locally. Pupils and staff recently received training about online safety. Pupils know what to do if they have concerns about the messages they receive or online material.

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

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

- Curriculum plans, including those in mathematics, are not sequenced well enough. Some plans are still under review. Leaders have not considered what pupils must know in each subject carefully enough. Teachers do not consistently help pupils build on what they already know in some subjects. Senior leaders should ensure that curriculum leaders understand how to plan a well-sequenced curriculum. Curriculum leaders should consider what is essential for pupils to know and in what order, so that pupils can deepen their knowledge in each subject.

- Curriculum leaders do not have a good enough understanding of how well pupils are doing in each subject. Leaders rely on assessment information but do not make thorough checks to make sure this is accurate. Pupils do not achieve as well as they should in some subjects. Senior leaders should introduce effective systems to check what pupils have learned. Leaders should support teachers to plan more effective activities that help pupils build on what they know and can do.
- While pupils with SEND are supported effectively, teachers do not notice other pupils who need additional support as quickly or precisely as they could. Teachers often expect pupils to carry out tasks that they find too easy. Pupils say they find learning easy. They want to tackle more difficult activities. Leaders should support staff to plan activities that meet the needs of different pupils. Teachers must act more quickly to adapt tasks to meet pupils' changing needs.

## 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 information from Ofsted Parent View 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 the school and 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>	117729
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	10200657
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	349
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Chris Pope
<b>Headteacher</b>	Daniel Clayton
<b>Website</b>	<a href="http://www.broughtonprimaryschool.net">www.broughtonprimaryschool.net</a>
<b>Date of previous inspection</b>	13 – 14 December 2017, under section 5 of the Education Act 2005

## Information about this school

- This is a larger than average sized primary school
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils who receive support for their special educational needs is lower than the national average. The proportion of pupils who have an education, health and care plan is lower than the national average.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. The lead inspector discussed the impact of the pandemic with school leaders and took that into account in his evaluation.

- The inspectors met with the headteacher, deputy headteacher, senior leaders, SEND coordinator and curriculum leaders. The inspectors met with members of the teaching staff and with teaching support staff. The inspectors met with members of the governing body and the school business manager. The lead inspector spoke to a representative from the local authority.
- The inspectors undertook deep dives into the following subjects: Reading, mathematics, English, art and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors checked documents relating to safeguarding on the school's online recording system. The inspectors looked at safeguarding policies and procedures. The inspectors talked to staff about how they keep pupils safe. The inspectors talked to pupils about how they learn to stay safe.
- The lead inspector observed lunchtime in the dinner hall and talked to children about their views of the school.
- The inspectors met with staff to discuss the training they have received, how leaders support them and how workload is managed.
- The inspectors took account of the 17 responses to Ofsted online questionnaire Parent View, including free text commentaries. The lead inspector considered the 53 responses to Ofsted's questionnaire for pupils and the 21 responses to Ofsted's questionnaire for staff.

## Inspection team

Jaimie Holbrook, lead inspector	Ofsted Inspector
Lynda Florence	Ofsted Inspector
Janet Keefe	Ofsted Inspector

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