

Inspection of Broughton Community Schools (Infants)

Narbeth Drive, Aylesbury, Buckinghamshire HP20 1NX

Inspection dates: 9 and 10 February 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils and parents value how welcoming the school is. Each morning, staff stand at the classroom door, with a friendly face and a listening ear. They carefully note any concerns of parents and consider what support each pupil might need to make every day successful. Parents of pupils who have complex special educational needs and/or disabilities (SEND) particularly recognise how useful this is in ensuring their children get the appropriate care. Strong and positive relationships mean that pupils trust staff to always look out for them.

Pupils eagerly describe their immense pride in being selected to take home the class mascot, 'Peregrine the Penguin'. They know that this is awarded to pupils who consistently show one of the expected learning behaviours. Because of this, pupils can confidently talk about the importance of being kind and respectful to each other.

Leaders provide a wide range of opportunities that help pupils develop their understanding of the world outside of school. Pupils excitedly recount tales of their afternoons making dens and bird feeders in the forest school provision. They are keen to share the new knowledge and skills they have learned, such as different exercises in yoga or how to rap in Spanish.

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

Leaders are determined that every pupil will make a very strong start to their schooling. This begins in earnest in the early years, where the children come to school each day eager to learn. They do this because the environment has been carefully considered and is engaging and interesting. Activities help children to learn important knowledge that they can build upon in key stage 1. For example, inspectors saw children exploring the different habitats animals live in through considering different substances such as ice and sand. Children then worked together to identify where different animals might live, considering climate and location.

The school's environment fosters a real love of reading. Pupils are very proud of the newly refurbished library, where they can sit and enjoy a good book. Teachers think carefully about the books they choose to explore during lessons. Texts help pupils to develop an understanding of their lives as well as the world around them. Alongside the development of a love of reading, well-trained staff help pupils become confident and fluent readers. Any pupils who may find reading more difficult are given additional, daily sessions to help them catch up quickly.

Leaders have been implementing a new curriculum across the foundation subjects. This means that, in most subjects, the knowledge pupils learn is now carefully ordered. For example, in geography, pupils have developed the vocabulary they need to explain different geographical features about their local area. They then build upon this as they start to consider countries and continents. Leaders are now making the final changes to the curriculum, developing the provision in art and

design and technology. There is also a focus on ensuring teachers carefully check what all pupils, including those with SEND, know and can remember across every subject. This is to ensure that the curriculum can be successfully adapted in order that pupils are ready for the next stage of their education. This approach is not fully embedded.

By working closely with parents, and being curious, staff quickly identify what each pupil needs to be successful. There is a clear process of identifying the needs of pupils, particularly around the support for their social, emotional and mental well-being. As a result, behaviour both in and out of the classroom is good. Pupils know what is expected of them, so they respond well to the requests of their teachers.

There is a strong focus on the personal development of pupils. As one governor described: 'It's about making these little people into whole human beings.' Pupils learn about values such as democracy through voting for the books they might read or through recognition for the positive behaviour of their friends. The 'Pupil Parliament' members engage with the local community to express their views on issues they feel are important. This has included a recent meeting where the 'Pupil Parliament' and Year 2 met with the town's mayor.

Governors provide challenge and support to school leaders as they continue to improve the school. The federation with Broughton Junior School has continued to strengthen the knowledge and skills of the governing body. Governors and leaders keep a close eye on the workload and well-being of staff. Staff value this as well as the time spent working as a whole staff team on enriching the learning for all pupils.

Safeguarding

The arrangements for safeguarding are effective.

The safety and well-being of pupils have the highest priority. Leaders ensure staff receive regular and up-to-date training. This means that all adults are vigilant to any changes in the behaviour of pupils that may indicate a safeguarding concern. They swiftly report these concerns to leaders, who in turn ensure appropriate support is accessed from external agencies.

The personal, social and health education curriculum explores real-life examples that help pupils understand how to stay safe. This is further supported by a strong focus on positive mental health. This includes sessions on yoga and mindfulness that pupils enjoy.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet fully planned and sequenced in a small number of subjects, including art and design and technology. It is clear from leaders' actions that they are in the process of bringing this about. Leaders should now

carefully monitor the full implementation of the curriculum to ensure consistency across the school. For this reason, the transitional arrangements have been applied.

- Assessment within the foundation subjects is not yet in place. As a result, teachers are less confident in accurately checking how pupils' knowledge and understanding in some subjects are developing. This means it is difficult to determine where further support may be required. Leaders should carefully monitor the implementation of assessment processes to ensure that pupils know and remember more across the school's curriculum.
- While the needs of pupils are carefully identified, learning is not always adapted successfully to meet the needs of all pupils with SEND. Leaders should ensure that staff have the knowledge and expertise to adapt the daily curriculum quickly when required. This will help all pupils, including those with SEND, acquire the knowledge they need in readiness for the next stage of their education. For this reason, the transitional arrangements have been applied.

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

Unique reference number	110284
Local authority	Buckinghamshire
Inspection number	10212241
Type of school	Infant
School category	Maintained
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	175
Appropriate authority	The governing body
Chair of governing body	Sue Allum
Headteacher	Charlie Reed (Executive Headteacher)
Website	www.broughtoninfant.bucks.sch.uk
Date of previous inspection	1 May 2019, under section 8 of the Education Act 2005

Information about this school

- There have been significant changes in the leadership of the school since the last inspection. The executive headteacher became the substantive headteacher in 2020. He is also the executive headteacher of Broughton Junior School.
- The school federated with Broughton Junior School in January 2021. A single governing body oversees both schools.

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 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, staff and pupils. They also spoke with representatives from the board of governors, including the chair. An inspector also spoke with a representative from the local authority.

- The inspection team carried out deep dives in these subjects: early reading, mathematics, physical education and geography. They discussed the curriculum with subject leaders, teachers and pupils, visited lessons and looked at samples of pupils' work.
- Inspectors considered the 47 responses to the Ofsted Parent View questionnaire, including 33 free-text comments. They also took account of the responses to the confidential staff survey and gathered the views of both staff and pupils throughout the inspection.
- To evaluate the effectiveness of safeguarding, inspectors viewed the school's website and policies, met with the designated safeguarding leads, spoke with pupils and staff, checked school records of safeguarding checks carried out on adults working at the school and spoke with governors.

Inspection team

Aimee Floyd, lead inspector

Her Majesty's Inspector

Clare Wilkins

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
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