

Inspection of a good school: Broughton Fields Primary School

Milton Road, Broughton, Milton Keynes, Buckinghamshire MK10 9LS

Inspection dates:

4 and 5 October 2022

Outcome

Broughton Fields Primary School continues to be a good school.

What is it like to attend this school?

Pupils are kind, courteous and respectful. They are enthusiastic to learn and enjoy coming to school every day. Each morning starts with a warm welcome at the school gate from caring leaders and staff.

The youngest children get off to a flying start. They learn routines quickly and learn how to manage their emotions. Pupils are happy, feeling safe and secure. Pupils are confident about talking to a trusted adult if they are worried. They know that if bullying did occur, staff would deal with it effectively.

Expectations for learning and behaviour are high, and pupils try their very best throughout the school day. Pupils rightly take pride in their achievements. They are confident in sharing their thoughts and points of view, but also listen carefully to others. They know how to embrace and value everyone, as well as themselves. They enjoy the wider range of activities, experiences and clubs on offer. This includes leadership, buddying and other roles that make a positive difference to the life of the school and wider community.

Parents and carers are overwhelmingly supportive of the school. They appreciate the time taken to understand their child as an individual and to help them achieve as well as they can.

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

Leaders are passionate about providing the very best learning opportunities for pupils. They have ensured that the curriculum is broad and ambitious. Leaders have identified the important knowledge and skills that pupils should learn in each subject from the first day they start school. In mathematics and computing, for example, the small steps that build over time are carefully sequenced and considered. Leaders ensure that what pupils learn is relevant and meaningful. Teachers check what pupils know and what they need

reminding of before introducing new learning. Staff act quickly to help pupils who are at risk of falling behind their peers. This is effective and, as a result, pupils achieve well.

Early years staff are adept at promoting children's communication and language. The established phonics programme is well organised and structured. It begins as soon as children start in the Reception Year. Children quickly learn new sounds. Pupils love to visit the attractive and well-stocked book areas and school library. Each day, they enjoy listening to the carefully selected books that well-trained and enthusiastic staff read to them. Most pupils who find reading difficult receive effective help. However, some have limited opportunities to read books that match the sounds that they know. Leaders have plans in place to engage more parents in helpful workshops and activities to support them to promote reading at home.

Pupils with special educational needs and/or disabilities (SEND) are fully included in all aspects of school life. Leaders ensure the early identification of any additional needs a child might have. Leaders support staff effectively so that they know and understand how to best support any pupils with SEND. Tailored support makes sure these pupils have access to the same learning as others and achieve as well as they can. Pupils with more complex needs, including those who have just started school, have well-considered plans in place and receive appropriate support.

There is an unwavering determination, driven by the leaders and shared by staff, that pupils should thrive in their personal as well as academic development. Over many years, leaders have successfully developed a values-based approach to school life and beyond. Pupils learn how to stay healthy both physically and mentally. There are many opportunities for pupils to broaden their experiences and life skills. This includes learning basic first aid, learning how to prepare food safely and organising charity fundraising events. Leaders plan activities that expose pupils to a wide range of future careers. Older pupils take their responsibilities seriously, particularly the friendship they provide to younger pupils.

Staff feel very well looked after and supported by school leaders regarding their workload and well-being. Those who replied to the staff survey are unanimous in their view that they are proud of and enjoy working at this school. Equally, parents spoken to, and those who completed the survey, are overwhelmingly positive. One parent, typical of many, said, 'Staff always go the extra mile so that my child receives the very best care, support and encouragement.'

Governors' commitment to further improve the school is clear. However, governors do not always work together effectively or have the skills they need. This means that they do not have a sufficiently accurate understanding of the education provided for pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a robust safeguarding culture. They have a good knowledge of the pupils, families and local community. This helps them notice if a pupil might be at risk of

harm. Staff have received appropriate training, and they know what signs to be alert to if a child may be at risk. Staff report concerns promptly. Records are comprehensive, including records of checks completed to ensure the suitability of staff. Leaders work with external agencies well to keep pupils safe. They are tenacious in securing the right help for any pupil at risk.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all pupils who are struggling to learn to read are achieving as well as they could. Leaders have correctly identified the next steps for improvement. These pupils need more frequent opportunities to read books that match the sounds they know, supported by expertly trained staff.
- Those with responsibility for governance do not carry out all of their roles as effectively as they could. They do not consistently demonstrate strategic leadership to hold leaders to account. Governors should ensure they develop the skills and knowledge so they can take effective action to rectify this weakness.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2012.

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.

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	134072
Local authority	Milton Keynes
Inspection number	10227792
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	The governing body
Chair of governing body	Sandra Yallop
Headteacher	Nick Hearn
Website	www.broughtonfieldsprimary.org.uk
Date of previous inspection	22 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school runs a breakfast and after-school care club for pupils who attend the school.
- The school is using one registered alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher, the interim deputy headteacher, the deputy headteacher and other senior leaders. The inspector met with a group of governors, including the chair of governors. He also spoke to two governors by phone.
- The inspector held a meeting with a representative from Milton Keynes local authority.
- The inspector carried out deep dives in these subjects: reading, mathematics and computing. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and teaching assistants, spoke

to some pupils about their learning and looked at a sample of pupils' work. The inspector also heard pupils read.

- To inspect safeguarding, the inspector reviewed a wide range of safeguarding documentation, including the school's record of recruitment checks. The inspector met with two of the designated safeguarding leads. The inspector also spoke with pupils and staff.
- The inspector took account of parents' responses to Ofsted Parent View, and parents' written comments. He also spoke to groups of parents on the morning of the second day of inspection.
- The inspector gathered pupils' views each day, including during lesson visits, a tour of the school and informally.
- The inspector met with a range of staff to gather their views about the school and took account of staff's responses to Ofsted's confidential staff questionnaire.

Inspection team

Alan Derry, lead inspector

His Majesty's Inspector

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