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17 February 2023

Daniel Clayton  
Headteacher  
Broughton Primary School  
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Dear Mr Clayton

### **Requires improvement monitoring inspection of Broughton Primary School**

This letter sets out the findings from the monitoring inspection of your school that took place on 24 January 2023, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and took place because the school has received two successive judgements of requires improvement at its previous graded (section 5) inspections.

During the inspection, I discussed with you and other senior leaders the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I also held meetings with subject leaders, visited lessons and spoke to pupils and staff. I scrutinised documents relating to the curriculum and the school's single central record of the checks undertaken on adults who work in the school. I have considered all this in coming to my judgement.

**Broughton Primary School continues to require improvement. Leaders have made progress to improve the school, but more work is necessary for the school to become good.**

The school should take further action to:

- ensure that the knowledge pupils should learn in the early years is clearly identified and sequenced across the Reception Year.

## **Main findings**

The areas for improvement identified at the previous inspection are being addressed. You are working with other senior and subject leaders to systematically address the right priorities in the right order. Comprehensive action plans set out the actions needed to bring about the necessary improvements to the quality of education. You and your team have made progress in improving mathematics, the wider curriculum and the way in which subject leaders monitor and evaluate the implementation of the curriculum.

Central to the school's improvements has been the development of leadership capacity. Governors have restructured the senior leadership team. An assistant headteacher was appointed in January 2022. The restructure of the senior leadership team has enabled senior leaders to work with subject leaders to develop their knowledge of how to lead their subjects. Subject leaders have participated in additional training and visited other schools to help them understand how to design and implement an effective curriculum.

Since the last inspection, leaders have adopted a new curriculum for mathematics. Leaders have clearly identified the knowledge that pupils should learn and the order in which they should learn it. Leaders have provided training for staff to ensure that this curriculum is well taught. Teachers ensure that pupils' knowledge now builds on what they already know. Staff have had training to help them to understand the importance of revisiting previously taught content to help pupils to remember what they are being taught. Strategies such as 'flashback 4' and 'true or false' reasoning questions are now used commonly by teachers in lessons. This is beginning to improve pupils' achievement in mathematics.

Leaders are continuing to strengthen the curriculum in key stage 1 and key stage 2 for subjects such as history and art. This is providing greater clarity for teachers about the specific knowledge that pupils should learn and how this connects with what pupils already know. However, subject leaders have not paid close enough attention to the curriculum in the early years. Leaders have not identified or sequenced the knowledge that children in the Reception Year should learn for some areas of learning, such as understanding the world. This means the curriculum in the early years does not prepare children as well as it could for subsequent learning in key stage 1 and key stage 2.

Subject leaders now regularly visit lessons to check on the implementation of their subject curriculums. When something is identified as a development point, subject leaders now work with staff to address it and check that the required changes have been made. This has resulted in the strengthening of the curriculum for most subjects in the school, and as a result, pupils' achievement is beginning to improve.

Systems have been established to make sure that pupils have remembered what leaders intend in reading, writing and mathematics. Teachers have had training to help them understand how to make accurate checks of what pupils know and can remember. Teachers use this information to ensure that lessons match pupils' stage in learning. Leaders interpret the information they have about the gaps in pupils' knowledge and use

this to plan additional support for individual pupils to help them to catch up. Systems to check what pupils have remembered in subjects in the wider curriculum are still at the early stages of development. This is as a key focus for development work for this academic year.

In January 2022, the local authority issued a warning notice to the school and added two additional members to the governing body to strengthen governance. Four further governors have joined the governing body since the last inspection. New governors have completed training to help them to undertake their roles. The local authority has provided training for the governing body to improve how it holds leaders to account. Governors have a clear understanding of the areas that school leaders are working on. Governors undertake regular visits to triangulate what leaders tell them and ensure that school leaders' actions are improving the quality of education.

Teachers spoken to feel that the school is improving. They are grateful for the wealth of professional development opportunities that have been provided for them and can see the impact of this to improve the school. Subject leaders are given the time they need to improve their subjects. Staff feel that leaders are considerate of their workload and well-being.

I am copying this letter to the chair of the governing body, the Department for Education's regional director and the director of children's services for North Lincolnshire. This letter will be published on the Ofsted reports website.

Yours sincerely

Tim Scargill-Knight  
**His Majesty's Inspector**