

Inspection of Broughton-in-Amounderness Church of England Primary School

Church Lane, Broughton, Preston, Lancashire PR3 5JB

Inspection dates:	19 and 20 November 2024
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since November 2012. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils describe the school as a fun, friendly and welcoming place to learn. Pupils behave extremely well during lessons and at social times. Pupils benefit from the extremely effective and well-thought-out support that staff provide. The mentor system, where pupils have a trusted adult who is there to guide, and listen, is superbly constructed. Pupils are overwhelmingly happy and safe in school.

The school has high aspirations for pupils' academic success. Pupils achieve well. In the early years, children flourish as they start school. Pupils relish the substantial opportunities to go on trips and visits to counties and cities across the United Kingdom. This enhances and supports pupils' learning across the curriculum. Every part of the school grounds and building are used to enhance learning, from the school's forest to the thatched cottage museum.

Pupils' talents and interests are fostered exceptionally well through a vast array of after-school clubs and enrichment opportunities. Everyone can excel in something, whether that be in sport, music or in a specific curricular subject. Pupils are proud of their recent participation in the mathematics, dance and football competitions.

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

The curriculum is ambitious. It is designed to give pupils the knowledge and skills that they need to succeed in life. The content of the curriculum is carefully ordered from the Nursery class to Year 6. The essential knowledge and vocabulary that pupils must learn is broken down into logical steps, which are understood and delivered well by staff.

In some areas of the curriculum, staff revisit previously taught knowledge with skill and expertise. This leads to pupils becoming experts. For example, pupils are able to talk about a range of artists and of the different mediums of art. However, in one or two subjects, some pupils are less able to recall their previous learning. They do not have enough opportunities to revisit or recap what they have been taught. This makes it more difficult for them to build new learning over time.

Reading is a central feature of the school's curriculum offer. Children in the Nursery class begin by hearing, listening and repeating initial sounds. They join in with nursery rhymes and songs. This flows seamlessly into the more formal teaching of phonics in the Reception class and Year 1. Staff are well trained to deliver the programme effectively. For those pupils who need further support to learn sounds, they receive additional well-tailored phonics sessions. The impact of this is clear with most pupils in Year 2 being confident, fluent readers.

Older pupils are highly articulate about books and authors. For example, they share book reviews with their peers to expand their literature choices. Pupils use expression and detail to recall and re-tell stories they have read previously. Many pupils said that reading 'gives you an insight into someone else's perspective on the world and is the best way to relax and unwind.'

Children in the early years gain a secure knowledge of how to form letters and numbers. However, this strong foundation is not built on well enough in key stages 1 and 2. Staff do not consistently ensure that pupils apply the writing skills of letter formation, spelling and grammar correctly across the wider curriculum. This hinders pupils' writing fluency.

Staff are ably supported by the school to identify and support pupils with any additional needs that they may have. Staff adapt the delivery of the curriculum successfully so that pupils can learn alongside their peers. Pupils with special educational needs and/or disabilities (SEND) achieve well and contribute fully to the life of the school.

Pupils' attitudes to learning are exceptional. They work hard in lessons. They follow adults' instructions promptly and effectively. Their positive attitudes contribute greatly to their successful learning. Pupils collaborate well with one another. This starts in the early years, where children learn about the importance of sharing, working together and supporting each other. For example, children were full of joy at being able to count backwards from 10 to blast off out of the 'rocket'. They were extremely proud of themselves and each other.

The school's offer to enrich pupils' personal development is exceptional. Pupils embrace their various leadership responsibilities. For example, as prefects, school councillors and subject ambassadors. One crucial role is known as 'seeds and gardeners'. This is the Year 5 and Reception buddy system, where older pupils help children in the early years settle well into school life. Pupils make a valuable impact to the life of the school and the wider community.

The school has a deep understanding of its strengths and areas for development. The relative weaknesses in the quality of pupils' education have been identified and work is already underway to bring about improvement. The school engages well with staff to ensure that they are well supported through effective professional development. In addition, the school is acutely aware of the barriers that may prevent some pupils from achieving as much as they should. It has made sure that pupils are helped to overcome any challenging circumstances in their lives.

Staff and governors are incredibly proud to be a part of this inspirational school. Governors are highly committed and fulfil their statutory duties diligently. They make a very positive contribution to the leadership team and the school's capacity to continually improve.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, staff do not ensure that pupils apply their writing skills across the wider curriculum. As a result, inconsistent spelling, grammar and letter formation exists in some pupils' writing. This hampers their writing fluency. The school should ensure that staff enable pupils to build and consolidate their writing skills as they progress through the school.
- In a few subjects, pupils do not have the opportunity to revisit learning from previous units of work. This makes it difficult for pupils to remember what they have been taught. The school should ensure that staff recap the previous learning so that pupils know and remember more over time.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119563
Local authority	Lancashire
Inspection number	10314017
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	344
Appropriate authority	The governing body
Chair of governing body	Richard Latham
Headteacher	Oliver McPhail
Website	www.broughtonprimary.co.uk
Dates of previous inspection	20 and 21 November 2012, under section 5 of the Education Act 2005

Information about this school

- This Church of England school is part of the Diocese of Blackburn. Its last section 48 inspection, for schools of a religious character, took place in June 2018. The next section 48 inspection is due by the end of 2026.
- The school provides a before- and after-school club for pupils.
- The school uses one registered alternative provision for some pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspections are a point-in-time judgement about the quality of a school’s educational provision.
- Inspectors spoke with leaders and with members of staff. The lead inspector held discussions with members of the governing body, including the chair. They also spoke with representatives of the diocese and the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, history, art and design. For each deep dive, they held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils’ work.
- The lead inspector observed pupils from Years 1 to 3 read to a familiar adult.
- Inspectors discussed the curriculum in some other curriculum subjects. They spoke with leaders and pupils. Inspectors reviewed samples of pupils’ work in these curriculum areas.
- Inspectors observed pupils’ behaviour during lessons and around school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- Inspectors reviewed a range of documents, including records of governing body meetings; leaders’ evaluation of the school’s strengths and areas for improvement and documents relating to pupils’ behaviour and attendance.
- Inspectors spoke with groups of pupils about their experiences at school. They considered the views of pupils shared through Ofsted’s online survey for pupils.
- Inspectors spoke with staff about their workload and well-being. They also considered the responses to Ofsted’s online survey for staff.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also spoke with some parents and carers during the inspection.

Inspection team

Sue Dymond, lead inspector

His Majesty’s Inspector

Sharon Cliff

Ofsted Inspector

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Ofsted Inspector

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