



Broughton Infant School

Inspection Report

Unique Reference Number 117729
LEA North Lincolnshire
Inspection number 280140
Inspection dates 14 March 2006 to 15 March 2006
Reporting inspector Mr Eric Jackson

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Infant	School address	Brigg Road
School category	Community		Broughton
Age range of pupils	3 to 7		Brigg, DN20 0JW
Gender of pupils	Mixed	Telephone number	01652 652551
Number on roll	184	Fax number	01652 657147
Appropriate authority	The governing body	Chair of governors	Mr Martin Allcock
Date of previous inspection	1 October 2000	Headteacher	Mrs Brenda Orr

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Children's attainment at entry is broadly average. The number of children with learning difficulties and/or disabilities is below average, but the number with a statement of their needs is well above average. Almost all the children are white British, and none learn English as an additional language. There are a small number of Traveller children. Eligibility for free school meals is below average, as is the number who join or leave during the school year. The school had Beacon status from 1998 to 2005, and has a number of awards for the quality of its work. It has active links with a kindergarten in China.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The inspection confirms the school's view that this is a good school with some outstanding features. It continues to give good value for money. It deserves its high reputation locally because it cares for and supports all children well, including those with severe learning difficulties and/or disabilities. Parents say that they trust it unreservedly with their children, including parents of Traveller children. The staff have maintained the school's strengths from the last inspection, and improved the provision well in information and communication technology (ICT). Leadership and management are good, firmly based on the headteacher's continued excellent leadership. The recent opening of a nursery next to the reception classes in a well-adapted Foundation Stage unit exemplifies the school's forward-thinking and skilled management, and the good work of governors. Good overall provision, including the Foundation Stage, leads to good achievement and above average standards in the core areas of reading, writing, mathematics, science and ICT by the end of Year 2. Teaching and learning are outstanding in the Year 2 classes. Outstanding behaviour and very good attitudes to learning typify children's excellent personal development. However, progress slows occasionally in reception and Year 1, because here the staff direct children's learning too narrowly. The children say that the school is 'wonderful' and that they very much enjoy their time here. Children are safe, learn to live healthily, make a good contribution to the school and local community, and learn skills that will be useful in later working life. The school has begun to adapt its curriculum to link learning more effectively between subjects. This is timely as teaching is still too defined by subject boundaries. There are outstanding transfer arrangements for seven-year-olds to the junior school.

not applicable

What the school should do to improve further

- Improve children's achievement further in all subjects by implementing the plan to link learning more effectively across the curriculum, in line with recent national guidance.
- Provide a broader range of opportunities for children in Year 1 and reception allowing them to direct their own learning more often.

Achievement and standards

Grade: 2

Children make good progress from their broadly average starting points. They achieve well to reach above average standards in tests in reading, writing and mathematics by the end of Year 2. Children with learning difficulties and/or disabilities are well-supported to make good progress towards the targets set for them. A parent of a statemented child wrote, 'My child has made much better progress than we ever expected.' In 2005, there was a dip in standards in reading and writing, but results in mathematics were still high. The present Year 2 are on track to achieve the school's usual high levels. They are making excellent progress currently in response to

outstanding teaching. Children also do well in science and ICT. In history, using lap-top computers, Year 2 children wrote graphic, 'eye-witness' accounts of the Great Fire of London. They showed a wide range of imaginative language for their age. Children in the Foundation Stage make good progress. They are on track to achieve, and a significant number to exceed, the goals expected by the time they enter Year 1, particularly in their knowledge and understanding of the world.

Personal development and well-being

Grade: 1

Children's personal development and well-being are outstanding. Their excellent behaviour and enthusiasm for learning are exemplified by the high level of choral speaking achieved by children in Years 1 and 2. Children's spiritual, moral and social development is excellent. In assembly, a reception child was so awed by the headteacher's graphic illustration of friendship that she began to clap, a response immediately taken up by the whole school. Cultural development is good. The relationships between all members of the school and parents are excellent. The staff treat the children with great respect so that they develop real self-confidence. Children say they really enjoy school and their response in lessons illustrates this well. When given responsibility, such as acting as playground 'buddies', children rise to the school's high expectations superbly. Children benefit by learning very well how to keep themselves safe, and how to adopt healthy lifestyles. They even monitor each other's packed lunches! They make good contributions to the school and local community, and develop good skills that prepare them well for their future education and working lives. Attendance is good.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall, and outstanding in Year 2. The staff work well together as a team, sharing skills, ideas and plans. This teamwork, built on excellent relationships at all levels, including support staff, promotes mainly good progress in children's learning, particularly in the core subjects. However, progress in reception and Year 1 sometimes slows when the teacher talks for too long, or when the learning tasks are too tightly structured to allow children to respond in their own way. The staff organise interesting lessons and learning environments that engage the children well. They respond by concentrating on the tasks given and behaving outstandingly well in lessons and around the school. In the Foundation Stage, well organised settings promote learning across all the 'areas of learning'. The nursery staff have made a good start in ensuring that these young children have a good range of activities to help them improve their skills and abilities. In Year 2, teaching and learning are always at least good, and often excellent. Both those with learning difficulties and those who are gifted or talented are challenged at the right level to spur their learning. This is

because teachers use good systems to assess what children know and can do, and to give them accurate targets for further progress.

Curriculum and other activities

Grade: 2

The curriculum is good for the Foundation Stage and Years 1 and 2, and meets all statutory requirements. A concentration on core subjects leads to good achievement. Very good developments in ICT have significantly increased the skills of staff and children. Most of the teaching of core subjects is in the morning in fairly long sessions. Occasionally, by following a set pattern too rigidly, these lessons lose the impetus of learning. However, a good focus on physical development, and on enrichment through clubs, visits and visitors, brings a range of skills. Parents offer good help, particularly with reading. Excellent initiatives have been taken to widen children's understanding, notably by links with a school in China, and by a staff visit to the Isle of Coll to enhance work in geography. The school's plan to revise its curriculum is appropriate, as there are not enough links between and across subjects to bring different areas of children's learning together.

Care, guidance and support

Grade: 2

Parents strongly agree that children are well cared for and supported. Those with learning difficulties and/or disabilities receive good care, guidance and support, often from dedicated support staff. One child said, 'If you get your work wrong, the teachers help you get it right.' This good practice is evident in all lessons and in children's marked work. Parents say that the staff are very approachable, so that any concerns they may have are quickly sorted out. One parent described how, after visiting many schools, she chose this one to meet her child's special needs, as it stood out as an inclusive and welcoming place. Since then it has exceeded her hopes in the support, care and education it has provided. All statutory health, safety and care provisions are strongly in place, including those for child protection.

Leadership and management

Grade: 2

Leadership and management are good, and the headteacher provides excellent direction for the school's work. She is well-supported by other key staff and the governing body, who have trust and confidence in her decisions. The school has maintained its high standards since the last inspection. It has good procedures to assess how well it is doing, based on outcomes for the children. From the monitoring and evaluation of these outcomes, it draws up effective improvement plans. The current plan identifies and addresses the key areas well, including issues confirmed by the inspection, such as needed improvements to the curriculum. Parents are consulted regularly for their views, and kept well-informed of what is happening in the school. Improvements required by the last inspection, such as in ICT, have been carried out. Although good

developments have taken place in the Foundation Stage, children in reception and Year 1 do not have enough opportunity to direct their own learning. The school runs very smoothly, and staff training focuses directly on maintaining or raising standards and the overall quality of education. It continues to provide good value for money, and is well-placed to continue to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Mrs Brenda Orr

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17 March 2006

Dear Children

Mrs Lock and I want to thank you very much for looking after us when we visited your school. You know that our job is to check how well Broughton Infants looks after you and helps you to learn. By the time you are in Year 2, most of you have done well, and made good strides in reading, writing and mathematics. You are pretty good with lap-top computers as well! I wanted to play with all those new games and toys in the nursery.

You and your parents told us that you have a lovely school where you are looked after well. We agree with you. We think that the staff make sure that you are safe, and that you learn all the things you should. You help by behaving very well and trying really hard with your work. One of you told us, 'We have rules to follow to help us to be nice.' That certainly helps you to look after one another very well. I like those yellow caps and the Friendship Post: if I felt lonely, I know someone would help me.

We have asked the staff to help you to learn even better by joining some parts of your learning together more strongly, like reading, writing, geography and history, for example. We have also asked them to let some of you younger ones try your own ideas out more in lessons. We think that this will make learning more exciting, and make your school even better.

You can help by doing what you do best: being confident, behaving very well, and trying hard to do your best in everything. Those of you who took part in the choral- speaking festival show how good you are when you do these things.

With best wishes for now and the future.

Yours sincerely

Mr Eric Jackson Mrs Joan Lock

(Lead Inspector)(Additional Inspector)