



Broughton Primary School

Inspection Report

Unique Reference Number 121799
LEA Northamptonshire
Inspection number 281105
Inspection dates 2 March 2006 to 3 March 2006
Reporting inspector Alison Cartlidge AI

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

Type of school	Primary	School address	Cransley Hill
School category	Community		Broughton
Age range of pupils	4 to 11		Kettering, Northamptonshire NN14 1NB
Gender of pupils	Mixed	Telephone number	01536 790282
Number on roll	160	Fax number	01536 790205
Appropriate authority	The governing body	Chair of governors	Mr Tony Griffiths
Date of previous inspection	31 January 2000	Headteacher	Mrs Claire Shortt

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Most pupils are of White British heritage, with a few of a minority ethnic heritage. A small number of pupils have English as an additional language. The proportion of pupils with learning difficulties is above average. Attainment on entry to the school varies from year to year, although it is broadly average overall. Pupils come from a wide range of backgrounds. There are more boys than girls in several year groups. Pupil mobility has been high over the last few years because a new school has now been built to serve new housing estates in another village. There have been several recent changes in teaching staff.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school, with strengths in pupils' personal development. The headteacher and deputy headteacher have a clear understanding of comparative strengths and weaknesses in provision, and their evaluation of how well the school is doing matches that of the inspectors. Pupils' academic standards vary from year to year but are average overall. Achievement is satisfactory, though not all pupils make enough progress in writing and mathematics. Recent developments in facilities for the Foundation Stage have made provision satisfactory, and by the end of the Reception Year, most pupils are working within nationally expected levels. Teaching is satisfactory overall. Pupils' differing needs are met well in most lessons, though there are occasions when pupils are not given work that matches their needs closely enough. The school has a good curriculum that takes account of the large numbers of boys in some year groups. A wide range of interesting additional activities contributes well to the pupils' very good attitudes and behaviour. All pupils receive good care and support. Many members of staff, including the headteacher, are relatively new to the school, and all have come together well as an enthusiastic and hard working team. However, there is limited information to show governors and subject leaders what works well and why, and to show that all pupils make enough progress through the school. Nevertheless, the school has followed recommendations made at the time of the last inspection and has the capacity to improve further. The school provides satisfactory value for money.

What the school should do to improve further

- Raise standards in writing and improve the accuracy of pupils' spelling, punctuation and handwriting
- Increase the progress pupils make in mathematics, particularly in the development of problem solving skills
- Improve teaching by ensuring that all teachers provide work that consistently meets pupils' differing needs
- Ensure that governors and subject leaders have clear information that shows how well the school and pupils are doing, so that they can be more involved in monitoring developments and measuring success.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory overall. Standards vary from year to year according to the ability of pupils when they start at the school. In the current Year 6, standards are broadly average in English and mathematics. Standards are above average in science because thorough revision of science topics in Year 6 enables pupils to leave the school with good knowledge.

In the Reception class, pupils make satisfactory progress from their broadly average starting points. By the end of the Reception Year, most pupils are working within nationally expected levels, though there are comparatively few working at higher

levels. Pupils in the current Reception Year are confident and have a good knowledge of numbers.

Whilst national test results in reading, writing and mathematics have been declining at the end of Year 2 over the last few years, year groups vary in ability depending on pupils' differing starting points, and pupils make satisfactory progress overall.

During their time in Years 1 to 6, not all pupils make enough progress in writing and mathematics. New schemes of work to improve their achievement have not been in place long enough to make up for weaknesses in handwriting, spelling, punctuation and mathematical problem solving skills. The achievement of pupils with learning difficulties and those with English as an additional language is similar to that of other pupils. Suitably challenging targets for pupils at the end of Year 6 were met in 2005.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good, attendance is above average and exclusions are rare. Pupils enjoy school and as a result, behaviour is very good in lessons and around the school. Pupils are well-mannered and considerate. They have a good understanding of safe and healthy lifestyles, and play together energetically and responsibly. Playtimes are a happy experience for all, supported by quiet areas and interesting play equipment. In lessons, pupils from the Reception class onwards work hard, respond quickly to instructions and co-operate well with others.

Pupils' spiritual, moral, social and cultural development is good. Pupils have a good understanding of different cultures. They willingly take on duties around the school, for instance as librarians. School Council members are proud of their role and have played a good part in suggesting improvements to the school, such as refurbishment projects. Pupils' fund-raising for charities produces a generous response and raises their awareness of the needs of others. Such activities along with satisfactory basic skills enable pupils to prepare soundly for the future world of work.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory, with good features in most lessons and no unsatisfactory teaching. Lessons are planned thoroughly with clear objectives. Teachers make good use of resources, including interactive whiteboards, to illustrate the main points. For example, in a mathematics lesson in Year 2, the whiteboard was used well to help pupils learn the properties of different geometric shapes. Relationships between adults and pupils are very positive right from when pupils first start school, giving pupils the confidence to explain their thoughts and feelings in discussions. Pupils respond well to the practical activities and challenges such as team competitions. Teaching assistants are good at helping groups of pupils to learn, especially those with learning difficulties. In the best lessons, tasks are adjusted well to give pupils of

different abilities the right level of challenge, although this is not consistent in all lessons. For example, some pupils struggle to keep up when working through some mathematical problems, whilst others are ready to move on to a greater challenge. Occasionally, whole class discussions are too long, leaving pupils limited time for independent work. Teachers' comments when marking work are generally effective in praising success. However, where weaknesses are identified, pupils are not always helped to improve quickly enough, especially in their handwriting, spelling and punctuation.

Curriculum and other activities

Grade: 2

The basic curriculum is good and is extended through a wide range of stimulating experiences. Provision for religious education and for information and communication technology (ICT) has improved well since the previous inspection. However, new initiatives to raise standards in writing and mathematics have not been in place long enough to have had a significant effect. The school has done well in designing some topics to make them more appealing to boys, who considerably outnumber girls in many year groups. The targets for pupils with learning difficulties are clearly focused and link well to work provided in classes. The school is developing the use of the outdoor area for pupils in the Reception class and is finding ways of providing richer opportunities for independent learning within the confines of the small classroom.

The expertise of members of staff and visitors is used well to boost provision for art, drama, French, ICT and music. There are also popular after-school clubs, including several sports, as a result of links with the local secondary school. The gardening club increases pupils' knowledge of healthy living and science well.

Care, guidance and support

Grade: 2

Pupils are given good quality care, guidance and support. New pupils are helped to settle into school routines quickly. Members of staff develop warm relationships with their pupils. Child protection procedures are well understood and vulnerable pupils are welcomed and supported. There are good procedures to involve outside agencies when necessary. Pupils feel safe, and know who to turn to if necessary. The reorganisation of the school day was only brought about after careful consultation with parents to ensure that the best interests of pupils were served.

Assessment procedures give detailed information on progress in English and mathematics. This is used well to identify targets for groups of different ability. However, the information does not allow the progress of pupils to be easily tracked over time to ensure they all make enough progress, though the school has suitable plans to improve its procedures in that respect.

Leadership and management

Grade: 3

The headteacher and deputy headteacher are fairly new in their roles, and lead a committed and hard working team, which provides satisfactory leadership and management overall. Priorities are based on a clear understanding of strengths and weaknesses in standards and provision but as the school recognises, challenges still remain to ensure that progress is good enough in all subjects. The school has successfully dealt with weaknesses found at the time of the last inspection and has a sound capacity to improve further.

The headteacher is very well organised, has had a positive impact on maintaining a calm and orderly school during a time of rapid change and has brought about many improvements to the building and grounds.

There is an accurate understanding of where teaching is best and why, and a good awareness of how it can be improved further. The school has a wealth of information on pupils' progress and this is used well to plan additional support, particularly in booster classes. The way the curriculum has been revised to make it more appealing to boys is a good example of the school's intent to promote equality of opportunity and serve individual needs. However, some developments are fairly recent and have not had time to improve pupils' progress significantly.

School self-evaluation is satisfactory overall. Senior managers have an accurate understanding of school effectiveness and how it can be improved; however information in the school improvement plan does not always show how developments are to be monitored and success is to be measured. Subject leaders are enthusiastic and provide support for colleagues, though they are still developing their confidence and knowledge of standards across the school. Governors are very committed and supportive of the school. However, information about how well the school and groups of pupils are doing academically is not recorded clearly enough to enable them to challenge the school more rigorously. Parents and pupils are given good opportunities to share their views and to contribute to the school's self-evaluation process. The school has a large reserve of money, though this is being spent prudently to maintain staffing levels and improve facilities.

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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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

Thank you for welcoming the inspectors to your school and for showing us your work. You were very polite and friendly.

What we liked most about your school

You gain good knowledge in science

Members of staff help you to learn to behave sensibly

The school provides you with a wide range of interesting activities

Your teachers are kind and caring and look after you well

The headteacher, members of staff and governors are working hard to make the school even better

Your parents and carers are very pleased that you enjoy coming to this school.

What we have asked your school to do now

Help you to improve your handwriting, spelling and punctuation

Make sure that you all learn quickly in mathematics, especially in how to solve problems

Make sure that teachers always use information on how well you are doing to plan suitable work

Provide governors and teachers with the kind of information that will help them more in checking how well you and the school are doing.

We thoroughly enjoyed listening to you and watching you learn. We wish you all well for the future.