



Broughton Fields Primary School

Inspection Report

Unique Reference Number 134072
Local Authority Milton Keynes
Inspection number 282444
Inspection dates 10–11 October 2006
Reporting inspector Charalambos Loizou

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

Type of school	Primary	School address	Milton Road
School category	Community		Broughton
Age range of pupils	4–11		Milton Keynes MK10 9LS
Gender of pupils	Mixed	Telephone number	01908 235994
Number on roll (school)	243	Fax number	01908 235996
Appropriate authority	The governing body	Chair	Mr Roger Boulton
		Headteacher	Mrs Susan Payne
Date of previous school inspection	Not previously inspected		

Age group 4–11	Inspection dates 10–11 October 2006	Inspection number 282444
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Broughton Fields Primary School first opened in September 2004 and this is its first inspection. Since then pupil and staff numbers have been growing. The school is currently of average size compared with most primary schools although its capacity is larger. During this transitional time, the number of pupils joining the school at different times is high, particularly in Years 2 to 6. The headteacher has been in post since the school first opened. The majority of pupils are of White British heritage and a significant proportion come from a diverse range of backgrounds. A small number of pupils are at the early stages of learning English. The proportion of pupils with learning difficulties or disabilities is similar to that of most schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. Good leadership, management and teaching are driving improvements in the school at a rapid rate. The staff work as an effective team, guided by the exceptional, combined leadership of the headteacher and deputy headteacher. Governors provide good support and have been a real asset since the founding of the school, helping to promote its effectiveness to parents and the wider community. Consequently, the school has flourished and the vast majority of parents think highly of what the school offers their children. One typically commented, 'My children enjoy coming to school every day and always come home with a smile, looking forward to the next day'.

The pupils achieve well because the teaching and curriculum are good. This includes good provision in the Foundation Stage where stimulating activities help the children to make good progress and prepares them well for the next stage of their education. Standards by the end of Year 2 and Year 6 are average and improving very well. The pupils make good progress in relation to their wide-ranging starting points. Although standards are improving, fewer pupils reach higher levels in mathematics compared with English and science because of inconsistencies in the way numeracy and problem-solving skills are taught. Consequently, pupils are less confident doing mental calculations independently in mathematics.

Good teaching and very good relationships are having a positive effect on the pupils' outstanding personal development and well-being. Pupils behave very well and come to school regularly and on time, as reflected in above average attendance rates. They treat each other with respect, form strong friendships and show caring attitudes to the environment and the community. They reflect thoughtfully in assemblies on values such as cooperation, kindness, courage and happiness. Pupils learn very well to respect different cultures and religious beliefs and have an excellent understanding of healthy living and environmental conservation.

As the school grows, high numbers of pupils joining during the course of a year makes it difficult to devise accurate targets. Despite this, very good assessment procedures and checking systems are used to set challenging targets and help the pupils to settle into school quickly. Teachers usually provide tasks in lessons that are well matched to the abilities of the pupils. This is highly evident in English and mathematics lessons, but in other subjects, tasks are not always challenging enough for all pupils, which slows their progress.

Pupils feel safe from harm or harassment because they receive outstanding care, guidance and support. The staff are vigilant to pupils' needs, enabling them, including those with learning difficulties and disabilities, to learn and play in a safe and secure learning environment. Pupils endorse this, as one commented, 'I like the way the school makes learning fun and they (the staff) make you want to reach your targets'.

What the school should do to improve further

- Improve the teaching of calculation skills to raise standards in mathematics and to help pupils solve number problems independently.
- Ensure that tasks are well matched to the abilities of the pupils in all lessons, especially those other than English and mathematics.

Achievement and standards

Grade: 2

Standards are average and improving very well. The pupils achieve well in relation to their below average starting points. Children in the Foundation Stage make good progress towards the goals expected for five year olds because lessons are stimulating, enjoyable and challenging.

Up to now, the number of pupils taking national tests in Year 2 has been small so results are analysed with care. Year 6 pupils will be taking national tests for the first time this year and are on course to reach their challenging targets and attain average standards. Standards in Year 1, Year 3 and Year 5 are above average. Teachers' assessments show that, compared with reading, writing and science, a lower proportion of pupils reach higher levels in mathematics. This reflects inconsistencies in the way mental calculation and problem solving skills are taught. Pupils with learning difficulties or disabilities are cared for and supported very well and make good progress as a result of the outstanding care and support they receive.

Personal development and well-being

Grade: 1

The pupils' spiritual, moral, social and cultural development is outstanding. Pupils enjoy all aspects of school and attendance is good. They feel safe and secure and have confidence that any problems they have will be dealt with effectively by the staff. Behaviour is outstanding and pupils respond exceptionally well to the school's high expectations. They have a clear understanding of what is right and wrong. Assemblies and lessons enable them to reflect on values exceptionally well. They develop a very good understanding of cultural diversity through, for example, events and visits such as Black History Month. They carry out responsibilities with care and consideration for others, as a Year 1 pupil remarked, 'A playground buddy would help me if I have trouble'. They contribute effectively to the school community through the pupil councils and support fund-raising for several charities. Pupils have an excellent understanding of how to stay safe and healthy, as demonstrated by one pupil, 'I know that too much salt and sugar are not good for me'. They develop skills and qualities that prepare them well for later life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. In the Foundation Stage children learn about the world and themselves through relevant and stimulating activities. In Years 1 to 6, teachers plan their work meticulously and, in most lessons, provide varied tasks that match the abilities of the pupils. The best lessons make use of a wide range of resources, are fast paced, and comprise challenging and engaging activities. Pupils respond very well, are highly motivated and work hard as a result. Effective use is made of interactive white-boards, tape recorders and computers. These motivate the pupils and focus their learning. For example, Year 2 pupils listened to recorded music in an excellent English lesson. This helped them to form pictures in their minds and think of adjectives that enhanced their writing. In some lessons, and in teachers' planning, particularly in subjects other than English and mathematics, tasks do not challenge all pupils, which limits their progress. Teaching assistants make a strong contribution to pupils' learning and provide effective help for pupils with learning difficulties and disabilities.

Curriculum and other activities

Grade: 2

The curriculum is good and there is a strong focus on improving the pupils' personal and academic development. It builds on the good quality and standards in the Foundation Stage, which provides lively and stimulating activities for Reception children. The school has rightly identified the need to improve the way teachers plan and develop the pupils' mental mathematics and problem-solving skills.

A good variety of clubs, themed weeks and visitors, for example, an artist in residence, enhance the curriculum and meet a wide range of needs and interests. Older pupils develop team-building and social skills through residential visits. The school works closely with local agencies and the community to give pupils a good understanding of environmental and health and safety issues. For example, Year 6 pupils had an animated discussion about the health and safety implications of using mobile phones. Good use is made of information and communication technology (ICT), especially interactive whiteboards, which makes learning practical and fun. Pupils with learning and behavioural difficulties are very well supported within lessons and through a wide range of additional activities with support staff.

Care, guidance and support

Grade: 1

Pupils are extremely well cared for and supported. Procedures to protect them are excellent. Staff and governors undertake very rigorous systematic risk assessments and health and safety checks efficiently. Parents feel welcome and are very pleased with the information they receive about their children's work and progress. Systems

to assess pupils' work are excellent and information is compiled extremely well to analyse and track the progress of pupils and provide challenging targets. Pupils evaluate their own work and believe that their learning targets help them to improve. After one lesson when a Year 5 pupil wrote, 'I know how to use adverbs now', the teacher followed this up with clear targets for further improvement towards the next stage of learning.

Leadership and management

Grade: 2

Leadership and management are good. The school knows itself very well, which is reflected in the high quality of school self-evaluation and the very effective leadership of the headteacher and deputy headteacher. The management of curriculum subjects is expanding and developing well as new staff are appointed. Planning for improvement takes good account of pupils', staff and parents' views. Accurate analyses of pupils' performance and the effective development of teaching have ensured that standards improve quickly.

Governors hold the school to account well. Good systems are in place to ensure they monitor the school's performance. They have successfully promoted the school. Its mission statement, 'learning together', appropriately reflects a modern outlook and willingness to work with parents and the new and growing community the school serves. Indoor and outdoor resources are of high quality and create a positive learning environment. The school's track record of improvement since it first opened shows that it has excellent capacity to continue improving teaching and to raise standards further.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	NA

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

The inspectors were delighted to visit your school recently and I write to thank you for your help and for making us feel very welcome.

Your school provides a good education for you and some aspects are excellent.

We think these are the best things about your school:

- you are very well behaved and try hard in lessons
- your teachers are helping you to do well in lessons and give you lots of opportunities to help other pupils
- you enjoy learning and come to school regularly and on time
- your parents are very happy with the school
- the staff take extremely good care of you and this helps you develop excellent attitudes
- your school is well managed and both the staff and governors have done a great deal to help you settle into your new school.

I have asked your teachers to:

- help you to improve your mathematics work so you can work out problems with more confidence
- make sure that in all lessons you are provided with work that is not too easy and not too hard, but is just right for all of you.

I wish you all the very best.

Yours faithfully

Charalambos Loizou

Lead Inspector