



Church Broughton CofE Primary School

Inspection Report

Unique Reference Number 112871
Local Authority DERBYSHIRE
Inspection number 289446
Inspection dates 2–3 October 2006
Reporting inspector Susan Aldridge

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

Type of school	Primary	School address	Main Street
School category	Voluntary controlled		Church Broughton, Church Broughton
Age range of pupils	5–11		Derby, Derbyshire DE65 5AS
Gender of pupils	Mixed	Telephone number	01283585301
Number on roll (school)	95	Fax number	01283585301
Appropriate authority	The governing body	Chair	Mr Alan Watson
		Headteacher	Mrs Margot Davison
Date of previous school inspection	5 October 2001		

Age group	Inspection dates	Inspection number
5–11	2–3 October 2006	289446

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Introduction

The inspection was carried out by an Additional Inspector over two days.

Description of the school

Pupils join this small rural village school with skills and knowledge typical of children nationally. The proportion of pupils eligible for free school meals is below average. There are few pupils from minority ethnic backgrounds and all pupils speak English as their first language. The proportion of pupils with learning difficulties or disabilities is average. At the time of the inspection the headteacher had been at the school for three weeks.

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 that is popular with parents and pupils alike. It provides a good quality of education and owes its success to good leadership, a strong Christian ethos, skilled and hard working staff and governors and pupils who enjoy school and want to learn. It is at the heart of its community and is well supported by parents. Pupils flourish in the school because they are well supported and cared for. The school's self-evaluation is satisfactory. It is accurate, identifies areas for improvement and involves all those that it should, but does not enable the school to measure its success in all respects. The school's improvement plan identifies the most important priorities, but some outcomes are not measurable, and the school cannot be sure when it has been successful. Teaching is good and from average starting points pupils make good progress and achieve well by Year 6. Standards are well above average overall, and exceptionally high in English. There is good support for those with learning difficulties and this ensures that they make good progress, given their capabilities. However, the school is not readily able to show the success of these pupils in achieving their individual targets. When children enter Reception, few have had any experience of Nursery education, but they quickly settle in and are happy in the school. Provision for these children is good, so they make good progress and often exceed nationally expected standards by the end of Reception. By the end of Year 2, standards are a little above average. Pupils in Years 1 and 2 make particularly good progress in reading. They show a love of books and reading and often choose to read rather than play with toys. Reading skills are taught well. Progress in writing in Years 1 and 2 is satisfactory but is an area for the school to improve. Staff have worked hard to improve standards in writing and have been particularly successful in raising standards by Year 6. The school is well able to demonstrate the value that it adds to pupils in Years 3 to 6 using the information that it collects about the levels that pupils reach. This practice is less well developed in Years 1 and 2, where assessments have been recorded for writing, but not for reading or mathematics. Although pupils' progress in mathematics is good, it is not as good as it is in English by the end of Year 6. The current school improvement plan correctly identifies mathematics as a whole school development priority. Pupils' personal development is very good. They enjoy the full range of experiences provided and appreciate the support that they get, the recognition of their achievements and the wealth of activities provided outside lessons. There is good encouragement for pupils to adopt healthy and safe lifestyles. As a result, they are safety conscious and say that they are eating far less junk food than they used to. Pupils enjoy the delicious, well balanced school lunches and lunchboxes frequently include healthy foods. Participation in after-school clubs is good. There are many opportunities for pupils to contribute to the school and their local community. The village May Day is organised and run by friends of the school, and teachers, parents and pupils play a significant part in this. They work well together in groups and teams. Year 5 and 6 pupils greatly enjoyed building a raft on a 'wicked' recent residential school journey. Pupils leave school well prepared for their futures.

What the school should do to improve further

- Improve standards in writing in Key Stage 1. - Ensure that the school improvement plan and pupils' individual education plans include measurable targets and criteria for success. - Record and analyse information about standards that pupils in Years 1 and 2 reach in reading and mathematics so that their progress over time can be tracked.

Achievement and standards

Grade: 2

From average starting points, the most recent results show that children achieve well. Scores at the end of Reception are above local authority averages in all the areas of learning children study, apart from their creative development. Standards in Year 2 have been slightly above average for several years. Fluctuations are attributable to differences in performances between small year groups. Most recently, a high proportion of pupils had learning difficulties in Year 2. Nonetheless, a greater proportion attained Level 3 in reading than did nationally. This represents good progress. However, no pupils reached Level 3 in writing. Pupils' progress is demonstrated well in Years 3 to 6, where progress tracking is well established. The 2005 results were outstanding and in the 2006 tests, standards were exceptionally high in English, above average in science and average in mathematics. Pupils made the most impressive gains in writing.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is very good. Behaviour and attendance are consistently good. Pupils are confident, articulate, fair minded, polite and tolerant of differences. One pupil observed that, 'This is a kind school,' and described how they had helped the new headteacher to settle in by 'encouraging her'. Pupils have a voice through the school council and were involved in the appointment of the headteacher. Their self-esteem is well evident when their day to day achievements are recognised in assemblies and they make good use of periods of quiet reflection to consider words that are helpful or kind, for instance. Pupils are keen helpers and fundraisers. The school recognises that there is scope for extending pupils' enterprise skills and plans to introduce a healthy tuck shop run by pupils.

Quality of provision

Teaching and learning

Grade: 2

Pupils make good progress in lessons because of effective teaching and their positive attitudes to learning. Typically, teachers plan their lessons well using accurate assessments, so that tasks are well matched to pupils' abilities. As a result, pupils are

challenged but also experience success. Lessons are meticulously prepared. Teaching assistants provide valuable support for pupils and work most effectively with teachers. Their contribution helps pupils to progress. Pupils concentrate well when working independently and persevere with tasks. Teachers make satisfactory use of new technology. Interactive whiteboards are used competently but their potential for making learning really exciting is not fully exploited. Teachers involve pupils well in assessing their own and other's work. Pupils are clear about the objectives of lessons and how well they are doing.

Curriculum and other activities

Grade: 2

The curriculum supports pupils' academic and personal development well. The school has introduced French for pupils in Years 3 and 4. All pupils thoroughly enjoyed dressing up and sampling typical food on a recent 'French Day'. A link has been forged with a school that has an ethnically diverse population and through this pupils' cultural awareness is developed well. Numerous additional activities add richness to the curriculum, provided by staff, parents and members of the local community. The range of sporting activities is particularly good. The personal, social and health education programme fosters pupils' personal development well. Additional programmes are provided for pupils with learning difficulties and the improvement plan identifies the need to provide further opportunities for gifted and talented pupils.

Care, guidance and support

Grade: 2

Pupils feel safe in school and parents greatly appreciate the welcome given to new children and the additional support that some older pupils receive. The arrangements for child protection meet requirements. Staff are caring and pupils know that they can turn to them if they have a problem or need help to improve their work. The wide range of support from external agencies is a particular strength. Staff work in an effective partnership with other professionals and parents. Marking of pupils' work is good and helps pupils to improve their work. Older pupils know what their targets are for literacy and numeracy and are developing an awareness of what they need to be able to do to reach certain levels. The incomplete tracking of pupils' progress in Years 1 and 2 weakens the school's capacity to self-evaluate accurately.

Leadership and management

Grade: 2

Leadership is successful in maintaining good standards, creating a strong Christian ethos, effective staff teamwork, good communication with parents and strong community links. The school's aims are met well. The new headteacher has made a good start. She has a clear vision for the school and has begun to identify ways forward and to implement changes. There is now more frequent recognition of pupils' achievements, for instance. She has suitable plans to redraft the improvement plan

and put in place measures so that the school knows when it has reached its targets. Subject leaders carry out the responsibilities they have been given well. They have not yet played a full part in evaluating standards across the school, although a start is being made in science. Governance is good. Governors are skilled, highly supportive and ask probing questions. They have planned carefully to fund improvements in the accommodation. There has been good improvement since the last inspection, and the capacity for further improvement is good.

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	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
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?	2

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	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
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

4 October 2006 Dear Pupils Church Broughton CoFE Primary School, Main Street, Church Broughton, Derbyshire, DE65 5AS Thank you for making me so welcome in school, I really enjoyed my visit. My special thanks go to those who had a late lunch because they met me to talk about school life. I came to see how well you are all getting on and find out whether there are any ways in which the school could improve. Your school is a good one and you make good progress. You are also developing well as young people. I was pleased to see how well you behave and how hard you work in class because these qualities help you to learn faster. Lessons are good. You are so busy that they seem to go very quickly. You are also making healthy choices at school and keeping fit by taking part in lots of sports clubs. You are lucky that so many staff, parents and people in the community give their time to run these clubs and I know that you also contribute to activities in the village. I read your reports and saw the photographs about the residential visit where you did some adventurous things. It was clear that you really enjoyed the activities. Many of you said how much you enjoy school and learning new things too. I noticed that you look out for one another and that staff care for you well. You say that you feel safe in school and that staff will always help if you have a problem. Some of your parents wrote to me to say that they appreciate this too. I think that the school council did a good job in helping to choose a new headteacher as she has some great ideas for making the school even better. You have all helped her to settle in quickly and I am sure that you will do your bit by keeping up the good work. There are three things that your teachers will be working on: - Helping younger pupils to do as well in writing as they do in reading. - Making sure that they measure improvements the school makes. - Keeping track of the progress that is made by younger pupils in reading and mathematics. I wish you all the best in the future. Mrs Sue Aldridge (Lead inspector)