

Broughton Junior School

Inspection report

Unique Reference Number	110270
Local Authority	Buckinghamshire
Inspection number	310245
Inspection dates	8–9 July 2008
Reporting inspector	Alan Jarvis

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	208
Appropriate authority	The governing body
Chair	Mrs S Allum
Headteacher	Mr P Stephens
Date of previous school inspection	15 March 2004
School address	Broughton Avenue Aylesbury HP20 1NQ
Telephone number	01296 423 276
Fax number	01296 431 761

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Pupils come to school from a wide range of social and cultural backgrounds. The large majority of pupils are of White British heritage. Other pupils come from a variety of ethnic groups, the largest of which have Pakistani backgrounds. The proportion of pupils who need support for their behavioural, language or physical needs is a little above average but none has a statement of special educational need.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Broughton Junior School provides its pupils with a satisfactory education. After a number of years in which pupils' progress and standards varied widely, pupils are making satisfactory progress in all year groups. Behaviour was also poor, but it is now good and pupils learn in a calm and orderly atmosphere. Attendance is also much improved. Pupils in Year 6 rightly say, 'Our school has got better year by year'.

Good personal care and strong enrichment of the basic curriculum has enabled the school to be particularly successful in sustaining pupils' good personal development. Pupils have a good sense of fair play and look after each other well. They enjoy taking on new things and are keen to learn. Pupils feel safe in school. They have a good understanding of the benefits of regular exercise and healthy eating. They do their bit by acting as 'Road Safety Officers', helping others to develop street awareness. Exclusions, bullying and racist incidents are rare.

The school and parents were concerned that in 2007 results of national tests fell dramatically. The downturn highlighted that the school did not have a clear enough idea of how well pupils were progressing. This meant some pupils had not received the additional support they should have done. Poor behaviour from some pupils had affected the learning of others. Quick and effective action was put in place to remedy these weaknesses and, consequently, standards are much improved this year. The current pupils in Year 6 are on course to reach broadly average standards, although those in English are stronger than in mathematics and science. This represents satisfactory progress from pupils' starting points in Year 3. Most pupils are making at least satisfactory progress, but data shows it is stronger in those classes where teaching is best.

Although some good teaching was observed during the inspection, teaching overall is satisfactory. This is the key reason why pupils do not make overall progress that is any better than satisfactory. Teachers have good information on how well their pupils are progressing. However, not all teachers use this well enough to plan work for individuals that really challenges them. Pupils are starting to be more involved in assessing their own progress. This is working well in some classes but pupils do not take charge of this as much as they might. The targets given to pupils and marking vary in quality but are improving.

Parents have conflicting views of the school. Many think well of the school, recognise the improvements that have taken place and value their contact with class teachers. However, despite frequent newsletters, some feel that the school does not work closely enough with them. Typically, they say, 'The school could be more parent friendly', 'There is a lack of one to one communication' and 'Problems take time to sort out'. The school agrees they must address these perceptions with real urgency.

Although satisfactory, the capacity of leaders and managers at all levels to quicken change and further improve teaching and academic guidance is not yet strong enough to ensure pupils make consistently good progress in all years. This is because some of their work has lacked rigour. However, more stable staffing, the introduction of a better system for tracking pupils' progress and monitoring teaching more closely are proving beneficial. The budget is now on a stable footing and no longer constrains developments. The school benefits from an effective and supportive governing body that robustly holds the school to account.

What the school should do to improve further

- Match work better to the needs of pupils of differing ability so that they are set consistently challenging work and make faster progress.
- Bring more rigour into the work of leaders and managers to sharpen their impact on provision and standards.
- Involve pupils more in assessing their own progress against their targets and ensure that marking gives them a better clear idea of how they can improve.
- Strengthen links with parents and remedy the lack of confidence in the school felt by some parents.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

Achievement and standards

Grade: 3

Standards fell significantly in 2007 and many pupils did not make the progress they should have done. Some factors were particular to this year group. For example, they had experienced too many changes of teacher in their time in school and a number of pupils with behavioural needs meant that relationships were generally troubled. The system then in place to track pupils' progress had deficiencies. Not enough support was provided for those pupils who needed it because the budget was very tight. The current pupils in Year 6 have benefited from relatively stable teaching over the past four years. In addition, the introduction of a more accurate system for tracking their progress and improved numbers of teaching assistants have ensured that standards are on course to be broadly average. This continues the underlying rise in standards since the last inspection. Boys and girls achieve equally well regardless of their ethnicity or additional learning needs.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils have a clear view of right and wrong and a good understanding of how people live in other countries. They proudly say, 'Boys and girls behave well in our school and when occasionally someone is a bit naughty it is sorted out quickly and quietly'. At play time they organise their own games and make sure no one is left out. Pupils enjoy serving on the school council, being a 'buddy' or 'monitor' and organising the school sale. They take pride in their house teams, being team captain, and earning team points. Pupils enjoy taking part in community events such as raising funds for charity and inter school performances. Their satisfactory standards and good group working skills adequately prepares them for secondary school.

Quality of provision

Teaching and learning

Grade: 3

Pupils say 'We like our lessons because there is always something new to do and we all work well together'. Teachers plan lessons carefully and ensure pupils are clear about what they are expected to learn. Behaviour management is consistently good. Lively and enthusiastic teaching

in some lessons is supported by taxing questions that help pupils think hard and stretch their understanding. Some teachers introduce a real life context such as encouraging pupils to work out the costs of running a fairground, which adds zest and relevance to learning. However, the good information teachers have on each pupil is not used consistently to ensure learning is always challenging for individuals. Teachers often use the same learning objective for the whole class with only minor modifications targeted at pupils of different ability. Consequently, pupils make satisfactory rather than good progress.

Curriculum and other activities

Grade: 3

Enjoyable visits to the local swimming pool, a 'Mathematics Masterclass' and a range of well attended clubs add richness to the curriculum. The school is justifiably proud of its music provision. A flourishing choir and African drumming group put on public performances that enable pupils to develop self-confidence as well as musical skills. An effective personal and social education programme helps pupils identify targets for their personal development. Improved planning in English, mathematics and science has ensured that learning is better matched to pupils' capabilities. Provision for information and communication technology (ICT) is much improved but pupils do not make enough use of their ICT skills in learning across the curriculum.

Care, guidance and support

Grade: 3

Pupils say they feel safe because 'Teachers look after us well'. New pupils settle quickly into the school helped by the support from those in Year 6. The school draws well on support from outside agencies to give extra help when needed. Systems have been established to show pupils what they need to learn. However, teachers do not use these 'Must, could and should' targets consistently. Consequently, some pupils are unsure of their improvement targets. Pupils are starting to assess their own and other pupils' work but most do not reflect on their learning on a regular basis. In the best examples of marking, teachers write constructive comments as well as points for improvement.

Leadership and management

Grade: 3

The clearing of a large deficit budget, more stable staffing and targeted training and support in the past year have helped improve the capacity of leaders and managers. The budget now allows a deputy headteacher to join the leadership team from September, which will bring new expertise to the team. The monitoring of teaching and pupils' progress is much improved. However, insufficient attention is given to ensuring that all teaching is as good as the best in the school. Middle leaders have clear action plans that target the right areas for improvement. However, not all are involved as well as they might in analysing data, or in monitoring teaching and learning, to ensure further improvements in provision and progress. Good governance has been central to many of the initiatives that the school has introduced to secure a steady improvement in its performance. Governors challenge the school very well and hold it fully held to account for its performance.

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Annex A

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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	3

Achievement and standards

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

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

17 July 2008

Dear Pupils

Inspection of Broughton Junior School, Aylesbury, HP20 1NQ

As you know, the inspectors visited your school recently to find out how well you were doing. We enjoyed seeing you work in lessons and talking to you. We would particularly like to thank the school council who were so helpful to us, and the African drummers, guitarists and saxophone player for their splendid music.

The report says that yours is a satisfactory school. As the pupils in Year 6 rightly say, 'Our school has got better year by year'. Most importantly, you have played your part in helping behaviour improve and ensuring there is a calm and orderly atmosphere in the school. Well done! Your behaviour is now good. You feel safe in school and are considerate to each other and the adults who work in the school.

The school has improved the way it tracks how well you are making progress in each year. As a result, the teachers now have a clear idea of how well you are doing and use this information to make your lessons interesting. At present, the teaching is satisfactory and most of you are improving at a steady rate through the school. This means that most of you reach at least level 4 in the national tests in Year 6, which is what is normally expected. The challenge now for you and your teachers is to quicken this progress so that you do even better in the future.

In order to achieve this I have asked your headteacher, teachers and governors to look at these four things to improve the school further.

- Tailor the teaching so that it really challenges you to work hard.
- Ensure the senior leaders and teachers who look after a subject help you make faster progress.
- Improve marking so you have a clearer idea of how you can improve and give you more opportunities to assess how well you are meeting your targets.
- Work more closely with your parents so that they are kept well informed about how well you are doing and any problems are quickly sorted out.

You can really help by continuing to behave well and working at the more challenging tasks we hope will be set for you. I hope Broughton Junior achieves its goal of becoming a good school.

Yours sincerely,

Dr. Alan Jarvis

Lead Inspector