

# Broughton Primary School

## Inspection report

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<b>Unique Reference Number</b>	112407
<b>Local Authority</b>	Cumbria
<b>Inspection number</b>	310883
<b>Inspection dates</b>	31 January –1 February 2008
<b>Reporting inspector</b>	Sheila Mawer

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

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	118
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Nicholas Wilson
<b>Headteacher</b>	Mrs Karen Shankland
<b>Date of previous school inspection</b>	1 July 2004
<b>School address</b>	Moor Road Great Broughton Cockermouth Cumbria CA13 0YT
<b>Telephone number</b>	01900 325993
<b>Fax number</b>	01900 325995

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a small rural school. Most pupils live in the two villages close to the school where socio-economic backgrounds are similar to the national picture. Numbers entitled to free school meals are below average. The proportion of pupils with learning difficulties and/or disabilities is broadly average, although the percentage of pupils with a statement of special educational needs is significantly above average. The vast majority of pupils are of White British heritage with a very small number from minority ethnic groups.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Broughton is a satisfactory and improving school. Pupils' personal development, care and support are outstanding. Achievement is satisfactory and it is getting better as the staffing structure becomes more stable. Standards are broadly average by Year 6 and pupils are making satisfactory progress. The recent focus on 'big writing' is having a positive impact on standards in writing, which is the weakest aspect of pupils' achievement. Teaching is satisfactory, with examples of good teaching across the school. While there are strengths in the teaching, there has been less focus on providing challenging enough work for the more able pupils. This is slowly being addressed but there is still a legacy of underachievement for these pupils.

The school has developed strong partnerships with the local community through the good curriculum. The recent topic on the Victorians to celebrate the school's 125th anniversary gave pupils very good opportunities to meet up with governors and local people in a week of celebrations. Writing as well as information and communication technology (ICT) skills were promoted successfully during this time. ICT is taught well across many subjects and pupils make good progress. There is an excellent programme of visits, visitors and clubs after school. Many tournaments and festivals are held with other schools.

One parent summed up well the outstanding personal development and the care and support pupils receive when she wrote that 'every child is valued and treated as an individual'. Parents are overwhelmingly supportive of the school and appreciate all that it does for their children. Although there are only small numbers of pupils with learning difficulties and/or disabilities they benefit particularly from this very caring ethos. Pupils are polite, they behave very well and are extremely caring and considerate to one another. They thrive on the good opportunities they are given to take extra responsibilities in lessons, at break-times and as members of the school council. Pupils love their lessons and say they feel very happy, safe, fit and healthy. By Year 6 they are mature and more than ready to move on to the next stage of their learning.

Within the satisfactory leadership and management, the headteacher provides clear direction for the school and is strongly committed to its improvement. She is well supported by an enthusiastic staff and hard working governors, who are fully involved in the life and work of the school. Together they have accurately identified most of the areas requiring improvement. Although there is a programme for monitoring the teaching and learning, there is not enough rigour in measuring the impact of improvements against the progress pupils are making.

## Effectiveness of the Foundation Stage

### Grade: 2

Provision in the Foundation Stage is good and children achieve well. The Foundation Stage leader is a model of good practice. She trains staff well and this is leading to higher expectations for the children in their learning. Consequently, the teaching is good and children make good progress in all of the areas of learning. Having begun school with skills that are typical for their age, they mostly reach the goals expected of children of their age by the end of the Reception year. A few children exceed the goals especially in their personal development, and knowledge and understanding of the world. The numbers of children in the Nursery and Reception year are small and because staffing levels are generous, children are well supported. After they start school, children settle quickly in the Nursery, helped by the older Reception children who

introduce them to the routines, and respond well to its stimulating environment. Parents appreciate 'the very good start they are given to their learning'.

Children confidently choose their own activities, share equipment and work independently. The well resourced indoor and outdoor areas provide a wealth of opportunities for imaginative play and this is enriched further with visits and visitors. The focus this term on food is giving children a good understanding of healthy eating, through making and tasting foods such as fruity yoghurts. Most adults are skilled at extending the learning of the children during play sessions. For example, singing games are used to help them learn their letter sounds. In the morning sessions when the Reception children are taught on their own, there is a good focus on teaching the basic skills of language, literacy and number.

### **What the school should do to improve further**

- Raise standards in writing.
- Ensure that work and teachers' expectations fully challenge more able pupils.
- Ensure greater rigour in monitoring and evaluating the teaching and learning.

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 their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards are broadly average by Year 6. Achievement is satisfactory, although children achieve well in the Foundation Stage. Through the rest of the school, pupils make satisfactory progress. Standards at the end of Year 2 are average. Over the past two years, the standards in national assessment tests attained by Year 6 have risen in mathematics and science. In English and specifically in writing, the standards are not high enough and were below average in 2007. The school has introduced a number of strategies to improve writing, including the 'big writing' initiative. Indications are that standards are beginning to rise. More able pupils are not doing as well as they can. In tests in 2007, the proportion reaching the higher Level 5 in all subjects was below average. Although the school is starting to address this underachievement, there is still more to do. Pupils with learning difficulties and/or disabilities make satisfactory progress towards their identified targets.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Pupils thoroughly enjoy school and get on extremely well together. This is reflected in their good attendance and the high take-up of clubs after school. One pupil summed up the views of many when he said, 'Lessons are fun. The teachers make me smile and I'm happy because I'm always learning something new.' Pupils have very positive attitudes and relish the times when work is challenging and they can show initiative. Their behaviour is exemplary. They are proud of the 'golden rules' they have written about how to behave. They say there is hardly any bullying because everyone gets on well together. Relationships are excellent. Most notable is the way that older pupils support younger children in a safe and very supportive environment.

Pupils are fully aware of the importance of eating sensibly and keeping fit. They appreciate being consulted over the choice of snacks and healthy school meals. Packed lunches reflect a very good understanding of a healthy diet. Pupils are skilled at taking on responsibilities in the community. Acting as monitors in the 'writing hut', pupils supervise literacy activities at break-times very responsibly. The school council is very active and propounds pupils' views strongly, for example when they plan games for 'pancake day'. The eco-club has developed close links with the village allotment society. Their excellent personal skills, along with sound basic skills, enable them to be well prepared for the next stage of their learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. During the inspection, some good teaching was observed. Strong relationships with pupils create a positive atmosphere for learning. Pupils are encouraged to be involved in their learning when they share ideas together. In Year 6, this was effectively seen when pupils discussed their ideas on the value of homework. Teachers use ICT to make learning interesting and clarify more difficult ideas. Teaching assistants are skilled at making adaptations to resources to enable pupils with learning difficulties and/or disabilities to have equal opportunities in their learning and to reach their targets.

While most teachers' planning is satisfactory, its quality in planning work for different ability groups is more variable. Expectations are not always high enough for more able pupils and consequently they do not achieve as well as they can. However, the 'big writing' initiative started a few months ago is beginning to challenge all pupils, as well as motivating them to write more creatively. Occasionally, teachers' questioning skills are not effective enough in helping pupils to think hard and answer with considered opinions. Marking is supportive and encouraging and clearly indicates how pupils can improve.

### **Curriculum and other activities**

#### **Grade: 2**

The good curriculum provides outstanding enrichment activities that enhance pupils' learning and personal development. There are good links between subjects and basic skills are being extended. While good provision is made for the gifted and talented pupils, the needs of more able pupils are not fully met.

The school provides an excellent programme of enrichment. There is a wealth of day and residential visits which help to broaden pupils' experiences. The Healthy Schools and Activemark awards acknowledge the school's successes in helping pupils to be healthy and fit. After-school clubs are extensive for such a small school and parents as well as staff willingly give their time to run them. The opportunity to learn French and Spanish gives pupils a good awareness of other cultures. Personal development is promoted well through a strong programme of support. Pupils have regular opportunities to engage with the community, for example by raising funds for charitable causes.

## Care, guidance and support

### Grade: 2

Care, support and guidance are good. This is an extremely caring school with a high level of commitment from staff in promoting pupils' well-being and safety. Staff show pupils great warmth and respect. Pupils in turn feel wholly safe and secure, knowing there is always someone there with whom they can share concerns. The school works closely with parents and children's services to provide good support for all pupils. Procedures for child protection and for safeguarding pupils meet government requirements. Particular attention is paid to risk assessments when planning the many visits made outside school.

The quality of academic guidance is satisfactory and developing well. Systems to monitor progress are used to identify pupils who need more help and this is leading to stronger progress. Targets are set in writing and progress is regularly reviewed. In Year 6, pupils often evaluate their own work; one pupil said, 'This helps us to reflect on how well we're doing and get better'. As yet there is no consistent approach to setting targets in reading and mathematics through the school.

## Leadership and management

### Grade: 3

Leadership and management, including governance, are satisfactory. The school provides a very supportive environment where pupils thrive in their personal development. The headteacher is successful in creating a school that is valued by parents and the community. The legacy of high staff turnover in recent times has resulted in pupils' academic progress being satisfactory. Staffing is now stable and united in starting to address the weaknesses affecting progress. For example, there is a stronger focus on writing and satisfactory improvements have been made in addressing weaknesses from the last inspection. Targets for improvement are more challenging than before. Self-evaluation, whilst mostly accurate in identifying strengths and areas for improvement, has been overgenerous in some aspects of provision. The school is taking action to raise achievement. Leaders do not, however, give sufficient emphasis to the rate of progress different groups are making when they monitor and evaluate the teaching and learning. The governors are increasingly playing a key role in shaping the school's direction and holding it to account. Given the gradual improvements in raising standards and developing a stronger focus for writing, the capacity to improve is satisfactory. The school gives satisfactory value for money.

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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?	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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> 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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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?	3
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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	3
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

1 February 2008

Dear Pupils

Inspection of Broughton Primary School, Cumbria, CA13 0YT

Thank you all for the very kind way you looked after me when I visited your school. I came to find out how well you are learning and enjoying school life. You were all eager to talk to me and I'm sorry that I didn't have time to speak to you all.

Your school, although it is satisfactory at the moment, is improving all the time and has several strengths. In particular, I was impressed with your excellent behaviour and how keen you all are to work hard and do well. I saw lots of examples around the school where you helped one another, like one big family. I'm not surprised that you told me there was hardly any bullying in the school. I enjoyed having lunch with you and know why you all look so fit and healthy, as your school meals are very good. All of you I spoke to and nearly all your parents said how much you valued the help and support you receive in school. I agree that you receive outstanding care and support through the excellent relationships you have with your teachers and other adults in the school.

Those of you in the Nursery and Reception year are doing well in your work because the good teaching helps you to learn. In the rest of the school there are lots of good things about the teaching too. I have asked the school to improve your writing. I know how much you all enjoy the big writing sessions and how hard you work because the learning is fun. Already your writing is getting better. The teachers make sure that you can share in the learning with your friends in lessons through 'paired talk'. You also have lots of opportunities to find out things for yourselves through investigations. You are learning well through lots of visits and excellent after-school clubs, which I know you all enjoy.

Some of you are doing well in your learning but others could do better. In particular, I would like to see those of you who find learning a bit easy to be given work that really makes you think hard. In that way you should make more progress. I have also asked the school to improve how it checks up on teaching and on how well you are learning. Everyone in school, including the governors, wants to help you to improve too and make the school even better. You can help by trying hard to reach your targets. If you find the work is too easy, I am sure the school wouldn't mind if you asked for harder work.

Good luck for the future. I have been given the books for the 125th Anniversary of your school. I shall enjoy reading them and they will remind me of how proud you all are of your school.

Sheila Mawer

Lead Inspector