

Broughton-in-Amounderness Church of England Primary School

Inspection report

Unique Reference Number	119563
Local Authority	Lancashire
Inspection number	313341
Inspection date	10 January 2008
Reporting inspector	Dave Byrne

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	232
Appropriate authority	The governing body
Chair	Mr Mike Anson
Headteacher	Mr David Fann (Acting)
Date of previous school inspection	1 March 2004
School address	Church Lane Broughton Preston Lancashire PR3 5JB
Telephone number	01772 862788
Fax number	01772 866145

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Introduction

This was a reduced tariff inspection carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- The achievement of pupils across the school and the impact of the curriculum on learning.
- The involvement of pupils in their own assessment and learning.
- The effectiveness of leaders and managers in monitoring the school's performance so that pupils do as well as they can.

Evidence was gathered from performance data and other school documentation, observations of teaching and learning, the work produced by pupils (including how pupils interact with each other and their response to what is provided for them), parents' questionnaires and discussions with pupils, staff and governors. Other aspects of the school's work were not investigated in detail. The inspector found that almost all of the judgements made in the school's self-evaluation form were justified and these have been included, where appropriate, in this report.

Description of the school

The school is of average size and is set in an area which is much more socially advantaged than most. The proportion of pupils who claim a free school meal is much lower than the national average. A below average proportion of pupils have learning difficulties and/or disabilities. Most pupils are of White British heritage with very few from minority ethnic backgrounds. At the time of the inspection, the school was led by an associate headteacher supported by a well-established senior leadership team.

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 which provides a good quality of education. It has some outstanding features in terms of academic standards in English, mathematics and science, in the quality of care, guidance and support given to pupils and in their levels of personal development and well-being. The school is held in high regard by the community. Very close and productive relationships with parents benefit the pupils' education. Parents are virtually unanimous in their admiration for the school. They quite rightly feel that the school has a family atmosphere in which pupils, 'thrive and are given the confidence to learn and develop both personally and academically'.

Standards are exceptionally high in English, mathematics and science. They have been significantly above the national average in recent years at the end of both key stages. The school met its demanding targets in 2007 and inspection evidence demonstrates that it is likely to do so again in 2008. When children start school in Reception, the large majority have skills that are better than those typical for their age. They are particularly adept at communication, language and literacy and mathematics, have a good knowledge and understanding of the world and possess very good personal and social skills. The school recognises the advanced skills children bring from home and successfully extends them in their time in school. Pupils make good progress across the school. By the end of Year 6, pupils are articulate speakers, very able readers and competent writers. They have a very good knowledge and understanding of mathematics and develop good skills of information and communication technology (ICT). Given their good starting point, children's achievement is good. It could be even better, however, if pupils were given more opportunities to apply their advanced skills in a variety of challenging situations across the curriculum.

The good progress made by pupils is a result of good teaching and a good curriculum. Very positive relationships exist between pupils and staff and high expectations are the norm in terms of effort and behaviour. Pupils love learning because teachers usually make lessons fun. Teachers successfully combine the benefits of whole class teaching with using group work so that the needs of individuals can be successfully met. Some use of specialist teaching, for example in mathematics in upper Key Stage 2, accelerates pupils' learning by exploiting the teacher's very good subject knowledge. The pace and challenge in most lessons mean that learning often zips along enabling the large majority of pupils to achieve their full potential. Teaching assistants work very effectively to support pupils' learning, and contribute strongly to the good progress of pupils with learning difficulties and/or disabilities. Pupils have the potential to develop good skills in evaluating their own learning and acquiring a good knowledge of how they can do even better. This is not yet fully exploited through effective and consistent use of marking across the school. As a result, the rate of learning for some pupils is held back slightly.

Pupils understand the code of conduct. In all that they do, they are polite, friendly and usually wear a smile. They love learning and this is one reason why attendance is so good, coupled with the good support parents provide.

Pupils benefit from excellent levels of pastoral care including rigorous safeguarding procedures, guidance and support. The school is safe and secure. Valuing others is embedded in the school's ethos and pupils develop good levels of spiritual, moral, social and cultural development. Pupils demonstrate a mature understanding of how to treat others. They develop excellent moral and

social skills. These contribute to the pupils' outstanding behaviour which has a positive impact on their academic and personal success. Bullying and incidents of racial abuse are non-existent. The school successfully encourages pupils to develop a sense of social responsibility. Older pupils in Years 5 and 6 have a much valued impact on the lives of younger ones in the Foundation Stage and Year 1. Lunchtimes are a convivial, orderly affair with pupils sitting in family groups being served good food by older pupils. The school council and house system are at the core of the school, developing amongst pupils a good sense of citizenship. Pupils have a very good knowledge and understanding of their Christian culture but only a limited understanding of the richness and diversity of modern society. Pupils are very aware of the choices required to live safe and healthy lives. They are extremely well prepared to get the best out of their next phase of education and beyond.

The school's self-evaluation is generally accurate and demonstrates that the school is not complacent. Despite the lack of a substantive headteacher, strong leadership and management are provided by the senior leadership team, assisted by an excellent associate headteacher. Since the last inspection, the school has made good improvement and the fact that the staff and governors keep a close eye on the school's performance means that the school has a good capacity to improve in future. The governing body is excellent. It benefits from the skilled leadership team which understands the needs of the pupils and the school community. The school gives good value for money.

Effectiveness of the Foundation Stage

Grade: 2

The Foundation Stage is good. Leadership and management are effective. Since the last inspection the provision has been successfully improved. Resources are of a high standard and accommodation is excellent. Good teaching, with excellent teamwork between teachers and support staff, results in children making good progress and being very well cared for. By the end of Reception the vast majority of children exceed the expectations for their age. Given their good starting point, this represents good achievement. Progress is particularly good in communication, language and literacy, mathematical development and knowledge and understanding of the world. Although resources for ICT are much improved, they are not yet used imaginatively enough to support learning.

What the school should do to improve further

- Strengthen the curriculum so that the pupils' advanced skills in literacy, numeracy and ICT are fully exploited and they develop a better knowledge and understanding of the richness and diversity of modern society.
- Improve the quality of marking so that all pupils know how well they are doing and understand what they need to do to improve.

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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?	2
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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	1
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	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	1
The attendance of learners	1
The behaviour of learners	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	1

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.

Annex A

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	1
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

11 January 2008

Dear Pupils

Inspection of Broughton-in-Amounderness Church of England Primary School, Lancashire PR3 5JB

Thank you for the friendly welcome you all gave me when I visited your school. I am writing to inform you about my findings.

I am pleased to tell you that your school gives you a good quality of education and in some ways is outstanding. I was very impressed with your behaviour which is excellent. You told me that you feel safe and that you never feel frightened or fearful of others. This is because you are all so caring to others and keen to help. You take on many responsibilities, such as helping younger ones, serving lunches, being school councillors, house captains and class monitors. I was pleased to learn that you know what you need to do to stay healthy and safe and the importance of avoiding harmful substances. Your love of school was obvious. In lessons you seem to soak up new ideas and facts and work hard.

The school expects a lot of you. This helps you to do well in your work and to improve as you go through the school. Your standards are very high compared with those in many schools but you can do even better. I hope you can work with your teachers to find ways of enabling you to apply your advanced skills in reading, writing and mathematics, as well as in ICT, to all sorts of different subjects. Your teachers are also going to give you better advice about how you can improve your work. These things would help you to do even better.

Most of you are proud and confident people and are very mature. This means that, together with your very high academic standards, you are being given an excellent foundation for the next stages of your education. Although you have a good knowledge and understanding of your Christian culture, your depth of understanding of other cultures could be better and the school is going to think of ways of doing this.

You can look forward to a new headteacher with confidence because your teachers and school governors are doing a great job in making sure you continue to get a really good education. I wish you all luck for your future.

Dave Byrne

Lead inspector