

Broughton Church of England School

Inspection report

Unique Reference Number	112287
Local Authority	Cumbria
Inspection number	325568
Inspection dates	22–23 April 2009
Reporting inspector	Gordon Alston

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	56
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Reverend Tony Adams
Headteacher	Mrs Lynda Woodburn
Date of previous school inspection	28 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Keppleway Broughton-in-Furness Cumbria LA20 6BJ
Telephone number	01229 716206

Age group	4–11
Inspection dates	22–23 April 2009
Inspection number	325568

Fax number

01229 716240

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Introduction

The inspection was carried out by one additional inspector.

Description of the school

This is a very small primary school situated in a village and serving a rural community. Significant numbers of pupils are not from the village itself but are transported to school from the surrounding areas. As year groups are small, there are mixed-age classes in Key Stages 1 and 2. The vast majority of pupils are of White British heritage and all speak English as their first language. The percentage of pupils eligible for free school meals is lower than the national average whereas the proportion of pupils with learning difficulties and/or disabilities is similar to that found nationally. The school makes provision for the Early Years Foundation Stage in a mixed Reception/Year1/Year 2 class. The school has recently achieved Healthy Schools and Activemark Awards. The headteacher has been in post for just over a year.

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. Parents' praise for all aspects of the school's work is reflected in their comments: 'I am so pleased about how much the school has improved, all staff have the best interests of children at heart' and 'a good school - a small school with a very big family atmosphere'. The inspector agrees with these views. The impact of the new headteacher is evident in how very successful the school now is in providing a very caring and welcoming ethos. It now promotes excellent personal development and well-being of pupils and good academic achievement. Pupils care very well for one another and feel very safe; older pupils take a particular pride in looking after younger children. Pupils say they thoroughly enjoy school and this is reflected in their very good attendance, excellent behaviour and very positive attitudes to learning.

Pupils of all ages and abilities achieve well, which is a good improvement since the last inspection. Children start the Early Years Foundation Stage with a range of skills expected for their age and leave Year 6 achieving above average standards. Progress is best in reading and mathematics. The school is aware of this and is now focusing on how it can increase pupils' attainment in writing further, especially with regard to more able pupils. Standards at the end of Key Stage 1 have been broadly average, but have risen recently, and are now slightly above average. Work in lessons and in pupils' books, together with the school's own data, confirm that current pupils make good progress.

The good quality of teaching enables pupils to make good progress in their learning. Lessons are well planned and staff take care to ensure that activities are generally suited to pupils' different levels of attainment, particularly in mixed-age classes. Teachers ask probing questions to check pupils' understanding in their learning and there are good opportunities for discussion, particularly through 'talk partners'. Although pupils' work is regularly marked it does not always indicate to them how they can improve. Similarly, pupils have individual targets but their knowledge and understanding of them is variable between classes.

The enjoyment of pupils is partly due to the good curriculum. They learn through many first-hand experiences and topics are enriched with a number of exciting visits and visitors. The outdoor environment is used superbly as a learning opportunity, as well as a recreational area. This contributes to their good levels of spiritual, moral and social development. Pupils make a good contribution to the school and local community through the 'circle time meetings' to discuss pupils' concerns, involvement in the school council and many charitable activities organised by pupils. They are less aware of issues in the wider world. Pupils' understand about how to stay safe and healthy, and have achieved awards in these areas.

Leadership and management are good. The headteacher and subject managers have been relentless in their determination to improve the quality of education and care for pupils through rigorous monitoring and evaluation of the work of the school. A number of governors are new to school but are developing a good understanding of the work of the school and provide a satisfactory level of support and challenge. Community cohesion is promoted well, but global links are not yet fully developed. Issues identified in the previous inspection have been tackled very well and therefore the capacity to improve is good. The school provides good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The Early Years Foundation Stage is well managed so that children's welfare is successfully promoted and their well-being is maintained at all times. As a result, children settle very quickly into the secure and welcoming environment provided for them. They make brisk progress and strengthen their abilities although, by the end of the Reception Year, they remain broadly at levels expected for their age in all of the areas of learning. Several factors contribute to this success including good teaching, an exciting and practical curriculum and a strong emphasis on helping the children to become effective and independent learners. Children's personal, social and emotional development is exceptionally good. They are very good at working together and maintain high levels of concentration. Staff regularly observe the children and record their key successes using this information successfully to plan the next activities. The end result is happy, confident children who are very well prepared for the next stage of their education, helped by a secure grasp of early reading, writing and mathematics.

What the school should do to improve further

- Provide more opportunities for pupils to achieve as well as they should in writing, particularly the more able.
- Refine current systems to help pupils know precisely what steps they need to take to improve their work and enable them to understand how well they have achieved.
- Improve pupils' cultural development and promote community cohesion further by developing more national and global links.

Achievement and standards

Grade: 2

The school's own data show that achievement is good and standards are high. Pupils' progress across the school is more consistent than it was at the time of the last inspection. Because numbers are so small and variable, attainment on entry changes significantly from year to year. Similarly, comparisons of trends and results at the end of Years 2 and 6 are not reliable guides to whole-school performance. Pupils make good progress through Years 1 to 6, and currently standards are slightly above average by the end of Year 2 and above average by the end of Year 6. In national tests, challenging targets are met but, as a result of analysing this data, the school is focusing on raising pupils' standards in writing, particularly those of more able pupils. The school has a number of strategies for improvement in place that it is piloting, such as giving pupils longer periods of time for extended writing. No group is significantly underachieving; pupils with learning difficulties and/or disabilities make good progress because they receive good support. Boys and girls do equally well.

Personal development and well-being

Grade: 1

Pupils' confidence and self-esteem improve rapidly because all staff value them as individuals and listen to their ideas. They quickly develop very positive attitudes to learning because it is made so enjoyable. Their spiritual, moral, and social development is excellent, resulting in pupils who are very friendly towards each other and mix very well together, regardless of age or gender. Cultural development is satisfactory because pupils do not have good enough awareness of lifestyles and differences in the wider world. However, the school is beginning to change

this with links with a school in Burundi. Their ability to organise activities is a strength; for example, pupils used a variety of sources of evidence to find out about minibeasts they had collected in the school grounds from observations, books and internet sites. Moreover, pupils have a very good knowledge of healthy eating and very successfully grow their own vegetables in the gardening club. Pupils quickly become confident enough to work independently and rapidly learn to take turns and share resources. They remain very busy throughout lessons, persevering with tasks and responding positively to encouragement and praise. Excellent relationships, friendships and behaviour ensure school is a great place in which to learn.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Excellent relationships promote pupils' willingness to try hard; a particularly strong feature is the bond of 'working together to do well', firmly established between staff and pupils. Teachers' knowledge of their pupils is very good and as a result, the work provided is mostly well suited to the needs of all abilities. Teachers expect and ensure that pupils work hard and learn at a brisk rate so that they make good progress. All staff support pupils who have additional needs very well. Conscientious teaching assistants play an important role in this. They are encouraged to work independently, and also cooperatively, often with groups of pupils from different year groups. Work is regularly marked but marking does not always help pupils know what to do next to improve or whether they achieved their learning targets.

Curriculum and other activities

Grade: 2

The good curriculum enables pupils to enjoy their education and achieve well. Recent changes have made sure that there is a strong emphasis on developing literacy, numeracy and other basic skills. Staff are working together successfully to explore the ways in which subjects can be linked and this is beginning to enhance pupils' learning and enjoyment of lessons. The well planned personal development programme helps pupils to develop mature attitudes towards healthy lifestyles, their future well-being and relationships with others. The curriculum gives good opportunities for learning through first-hand experiences; for example, in science lessons make full use of the school grounds. Learning is enriched by visitors to school, such as poets, authors and members of public services. A good range of popular after school clubs, such as music and sporting activities, also enrich the curriculum.

Care, guidance and support

Grade: 2

This aspect is good. It has strong features. Pupils say they feel very safe and secure in school and know there is always an adult to turn to with any worries. This is because there is a very caring ethos, safe environment and very good relationships. A typical parental comment, 'We know the school goes out of its way to support our children', is a fine summary of the school's approach. Safeguarding procedures meet national requirements; child protection and all other risk assessments are in place. Pupils with specific extra needs are well supported by skilled staff and outside agencies, ensuring they achieve well. New systems to record pupils' academic progress are regularly monitored and these are beginning to help teachers identify where extra

support or challenge are needed. Pupils say they feel well supported in lessons by adults who reward successes and boost self-esteem. However, although literacy and numeracy targets are in place, not all pupils are secure in understanding how or when they will achieve them.

Leadership and management

Grade: 2

The headteacher provides good leadership and sets a very clear direction for the school. She maintains high expectations of standards and the quality of provision ensuring that there is strength in its capacity to improve. All staff members, governors and parents share the same vision and contribute fully to the school's rising success. The school now lies at the heart of its community. Community cohesion is strong through links between the local and wider community, particularly church and village organisations, and the school is developing a growing awareness of global communities. It ensures that pupils, regardless of age, ability or backgrounds, are able to progress well, both academically and personally. Improvement since the previous inspection has been good. Self-evaluation is rigorous and accurately assesses the school's performance. Governors are new but are developing a clear role in school self-evaluation and holding the school 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?	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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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	1
The extent to which learners adopt safe practices	1
The extent to which 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	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 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

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 eliminated	2
How well does the school contribute to community cohesion?	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	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of Broughton Church of England School, Cumbria, LA20 6BJ

Thank you for making me feel so welcome in your school when I inspected it, and for helping with my questions. I really enjoyed talking to you and found everything that you said very interesting. I particularly enjoyed hearing your views about life at school. I agree with you and your parents on how much your school has improved and you now feel it is a good school.

These are the other main things I found.

- You really do enjoy school, work very hard in your lessons and make good overall progress.
- Your behaviour is excellent and you enthusiastically contribute to the life of your school.
- Teaching is good and the teachers and their assistants work hard to help you to learn, make your lessons interesting, and provide you with lots of activities, especially for sport and music.
- All the staff work well together to take good care of you and keep you safe and healthy. Teaching assistants are particularly good at helping some of you with your personal needs.
- Your headteacher leads the school well. She receives good support from governors and staff. They make sure that you benefit from your time at school.

There are three things that I have asked the school to do to improve further.

- Help all of you to get better at writing, particularly those of you who are more able.
- Ensure that you have more information about how to improve when you are set targets to achieve or when your work is marked.
- Make sure you are well prepared for the wider world in which you live.

You can help to improve your school even more by continuing to work hard. I am sure that you will.

Good wishes for the future,

Yours faithfully

Gordon Alston

Lead inspector