

Broughton Infant School

Inspection report

Unique Reference Number	117729
Local Authority	North Lincolnshire
Inspection number	326671
Inspection dates	6–7 May 2009
Reporting inspector	Mr Brian Dower

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	181

Government funded early education provision for children aged 3 to the end of the Early Years Foundation Stage	0
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Appropriate authority	The governing body
Chair	Mrs Gail Cameron
Headteacher	Mrs Barbara Needham
Date of previous school inspection	March 2006

School address	Brigg Road Broughton Brigg DN20 0JW
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Introduction

This pilot inspection was carried out by two additional inspectors. The inspectors visited eight lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at documents, including assessment and monitoring records, the development plan and 45 parental questionnaire returns.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress pupils were making in their work and personal development
- the extent to which learning activities met the needs of all groups of pupils
- the monitoring of progress and the advice pupils received on how to improve
- the use of challenging targets to bring about improvements.

Information about the school

The school serves a relatively advantaged area in terms of its social characteristics. Pupils are mostly of White British heritage. The proportion of pupils eligible for free school meals is well below average, as is that of pupils from minority ethnic backgrounds. Few pupils join or leave the school at times other than the start or end of an academic year. The percentage of pupils with special educational needs, including statements, is average. There is a maintained Nursery which offers part-time placements in the autumn term and then full-time from January.

Childcare is provided on the school site by a private organisation. The club currently takes children from three years of age and also offers care to children aged eight years to 12 years. The club is open five days a week from 15.30 to 17.45 during term time only. The provision is registered with Ofsted and there is a separate report available.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

Main findings

Broughton Infants is a good school.

The standards pupils attain by the end of Year 2 are average. The progress they make and their levels of achievement are good. In some areas of development, such as their creativity and their understanding of the world around them, children are at the expected level when they join the school. However, their social, mathematical, communication, language and literacy skills are less well developed than normally seen. They make rapid improvements in the Early Years Foundation Stage, particularly in their personal development and well-being. In all year groups, pupils with learning difficulties and/or disabilities make good progress and achieve well. The gains in learning pupils are making now in their writing and in aspects of mathematics such as counting and problem solving are more rapid than this time last year. As a result, they are well placed to exceed expectations in those areas of learning in the forthcoming Year 2 assessments. The challenge facing the school is to accelerate the pace of learning in other areas of English and mathematics, such as the speaking and listening skills of some pupils and the ability of many to subtract and calculate.

Children in the Early Years Foundation Stage and pupils in Years 1 and 2 enjoy school and say they feel safe and secure. Attendance rates are above average and many pupils participate in clubs and activities outside of lessons. Behaviour is good. A small number of pupils, mainly boys, have difficulty adjusting to school routines but, because they are managed sympathetically and effectively, they make the same good progress as others. The school is fortunate to have extensive playing fields and play areas where pupils take plenty of exercise at breaks and lunch times. These free activities are very well supervised by teachers and teaching assistants. Pupils eat nutritious meals at lunch times and have access to fresh drinking water during the day. Pupils have responsibilities as classroom monitors, librarians and dinner servers and the older ones act as playground friends to the younger children and welcome visitors and parents to the school. All are involved in local community activities. They fund-raise for children's charities and there are close links with the church. Pupils' work is displayed at the annual Broughton Show and their creative projects are on display at the local Art for All Exhibition. The school has links with a kindergarten in China. The good progress pupils make in their personal development means that they are well placed to make the most of their education when they move to the junior school. The gains pupils make in their social, moral and spiritual development

are good. Their cultural development is satisfactory. They understand that there are different religions in Britain but their awareness of ethnic and cultural diversity in the country at large is limited.

The gains children make in their work and personal development in the Early Years Foundation Stage result from good teaching and learning. Although teaching and learning are good overall in Years 1 and 2, inconsistencies in practice were seen during the course of the inspection. Occasionally, the pace of learning slowed and insufficient time was given for pupils to reflect on and talk about what they had done. Questions were not always directed at the more reticent pupils to engage them fully. Opportunities were then missed to promote to the full pupils' speaking and listening skills. However, the strengths seen in lessons outweighed these areas for development. Learning activities are structured by different levels of difficulty to meet the needs of all pupils. Teachers and teaching assistants monitor learning well, and are alert to those who struggle and quick to provide support. The quality of pupils' writing is monitored closely and regularly, and good and often outstanding marking encourages and points out the way to improvement. Teachers make good use of assessments to spot areas of weaknesses and adapt lesson planning to address them. This was seen in the provision of more challenging problem solving activities in lessons which have done much to speed the rate of learning in this aspect of mathematics. The procedures to spread such good practice widely are not yet fully developed.

The curriculum is good. The full range of subjects is taught and there is good provision to broaden pupils' experiences through extra-curricular activities. These are well attended and enjoyed. Good progress has been made since the previous inspection in developing the links between subjects to give coherence to pupils' learning. Opportunities for the use of information and communication technology (ICT) are extensive and give the young children and pupils an experience of independent working. Practical learning activities are provided but opportunities for investigative and experimental work in science are limited.

This is an inclusive school where all groups of pupils, whether gifted and talented, vulnerable or with learning difficulties and/or disabilities, receive the care and support they need to develop as individuals and progress academically. Good use is made of outside agencies for help in this work. The procedures the school has in place to ensure pupils' safety and well-being are well established and effective. Leadership, management and governance are good. The focus of the school's work is on driving up standards and promoting pupils' personal development, and good use is made of challenging performance targets to achieve this. There are good links with parents and carers so that school and home work closely for the care and education of all pupils. There have been improvements since the previous inspection and the school's capacity to build on what has already been achieved is good. Resources are managed well and the school gives good value for money.

What does the school need to do to improve further?

- Quicken the pace of learning across all areas of English and mathematics to match the good progress now seen in pupils' writing, counting and problem solving in Years 1 and 2.
- Share good practice in teaching and learning to accelerate progress in all lessons in Key Stage 1 by:
 - planning time for pupils to think and talk more about their experiences and what they have learnt
 - extending opportunities for them to engage fully in whole class discussions.

Outcomes for individuals and groups of pupils

2

Pupils make good progress and achieve well because they are keen to learn and enjoy school. Most listen carefully to what the teacher and others are saying and can concentrate for extended periods. A few have limited concentration so the school provides them with many short and varied learning activities to keep them engaged. Most pupils are able to express their thoughts and feelings clearly and show respect for the sentiments and views of others. A small number of pupils struggle to express themselves fluently because they are hesitant and have difficulty in forming sentences. They receive additional help in speaking by working with a teaching assistant in a small group. Opportunities to foster confidence and fluency are missed when pupils are not given the chance to talk to the whole class about what they have done in that group. All pupils work and play well together, sharing ideas in group activities in the classroom and participating in games outside. They enjoy practical activities and the school is looking to improve pupils' investigative skills through more experimental work in science.

Boys and girls are progressing equally well in their academic and personal development. The school has done much to encourage boys in their learning by providing them with subject matter which will interest them. The result is seen in the improvements they have made in their writing. Pupils with learning difficulties and/or disabilities receive good support and progress at the same rate as others. A small number of pupils find it difficult to behave well. This is managed sensitively and effectively to allow them to integrate and progress well and not disrupt the learning of others.

Pupils' personal development is good because they have the skills and personal qualities necessary to make the most of the opportunities the school affords. This is particularly apparent in their social development, their sense of right and wrong and their understanding of the consequences of their actions. They show concern for others and work well together. They can talk about different religions but their understanding of the diversity of society beyond the boundaries of their local community is limited.

These are the grades for pupils' outcomes

Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
How well do pupils achieve and enjoy their learning?	2
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	2
Pupils' attendance ¹	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	2

How effective is the provision?

Teaching and the curriculum are good. Information and communication technology is used well as a teaching and learning aid and teachers adapt learning activities to meet the needs of all pupils. Their success in making learning coherent and cross-curricular links clear was seen in a Year 2 science lesson on the subject of staying healthy. Pupils used information and communication technology to plan an investigation into exercise and fitness. They discussed a video clip on the subject and then measured the impact on their pulse rate of jumping on the spot and skipping. This lesson furthered their understanding of the way the human body works and how to stay healthy. In addition, it developed their computer skills, promoted independent learning as well as collaborative working, and called for measuring skills and the ability to record the results.

In the best lessons, pupils are given time to think and talk about their learning and experiences. In a Year 2 religious education lesson, pupils were learning about symbols and how they are used to mark important events in life. They had to concentrate on a lit candle and how that might symbolise their own energy and spark of life. This stretched their imagination. The school accepts that procedures for sharing such good practice need to be improved.

Over the last two years there have been significant improvements in the accuracy of teachers' assessments of pupils' work. These are now used well to monitor their progress and to plan learning activities which match their ability and needs. Good care, guidance and support ensure that all groups of pupils, including those with learning difficulties and/or disabilities, make good progress.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

These are the grades for the quality of provision

The quality of teaching	2
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school is well led and managed. Governance is good. Expectations are high. Parents and carers appreciate all that the school does and work closely with teachers and teaching assistants to support their children in their academic and personal development. The senior leadership team and other leaders and managers are committed to improving provision, raising standards and promoting pupils' well-being and personal development. This drive is shared by all who work in the school. Governors are well informed. They monitor what is going on and are closely involved in forward planning. Good use is made of performance targets to raise standards. Self-assessment is accurate but the evidence to support such judgements is not always marshalled clearly and communicated confidently to the wider public to show just how well the school is doing.

Procedures for child protection, health and safety and risk assessments comply with government requirements. Policies are reviewed on a regular basis. All staff have received safeguarding training. On a routine day-to-day level, the school is mindful of pupils' safety at all times.

Leaders have a good understanding of the context in which it works and adapt care, support and curriculum provision to develop pupils' understanding of community cohesion. Visits out of school, for example, centre on the cultural and social life of the immediate and wider communities and their history, and environmental issues. In addition, there are many visitors from different walks of life who talk to the pupils on a regular basis. The school's contribution to that sense of community is therefore good. There have been significant improvements since the previous inspection in curriculum planning and independent learning, demonstrating the school's good capacity to raise the bar further.

These are the grades for leadership and management

The effectiveness of leadership and management in communicating ambition and driving improvement	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2

The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children's development when they start in the Nursery is below what is normally expected. This is particularly apparent in their social, communication and mathematical skills. They make good progress and by the end of the Reception Year are working at broadly average levels. Such good progress arises from the school's effective induction procedures which ensure that children settle quickly and soon feel safe and secure in a protective and caring environment. They then have the confidence to explore all that the classrooms and outside play areas have to offer and they learn to share and take account of others' feelings. It is at this stage that very good relationships are forged with parents and carers to support children in their learning. The curriculum is good and offers an appropriate balance between adult-led and child-selected learning activities. Very good use is made of the extensive grounds to allow children to undertake supervised independent activities. Trips out allow them to understand the wider community around them. Children's personal development is good.

The school is quick to identify special social, emotional or learning needs when children join the school and put in place effective care and support plans to address them. This can involve outside agencies and specialist support from teaching assistants. The result is that all groups of children make good progress in developing the confidence and skills they need for the future. Children know that good behaviour is important and that being naughty can affect the happiness of others. As a result, behaviour is good and children know that help is always there to resolve difficulties. They follow routines and respond well to instructions. Teaching is good. It is lively and engaging and based on accurate assessments of where children are in their development and what experiences they need to move on. Good leadership and management are focused on nurturing and supporting children to give them the self-assurance to explore and learn for themselves and skills to make the most of the next stage in their education.

Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2
Overall effectiveness of the Early Years Foundation Stage	2

Views of parents and carers

In their responses to the questionnaire, the overwhelming majority of parents expressed their appreciation of the good care and support their children receive and the regular information they receive about their development. One parent of a Year 1 pupil encapsulates the responses received from many. 'I am very satisfied and very happy with Broughton Infants School. The staff are approachable, friendly and yet always professional.' Several parents of the children in the Nursery and Reception Years commented on how quickly they settled and gained in confidence.

Ofsted invited all the registered parents and carers of pupils registered at Broughton Infant School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspection team received 45 completed questionnaires. In total, there are 135 parents and carers registered at the school.

	Always	Most of the time	Occasionally	Never
Overall, I am happy with my child's experience at this school	39	6		

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

Common terminology used by inspectors

- Attainment:** the standard of the pupils' work shown by test and examination results and in lessons.
- Progress:** the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
- Achievement:** the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
- Capacity to improve:** the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
- Leadership and management:** the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



8 May 2009

Dear Pupils

Inspection of Broughton Infant School, North Lincolnshire, DN20 0JW

Thank you for making us so welcome when we visited your school. I am writing to you to tell you what we thought about your school and the way you work. Please would the older pupils help the younger children to read what we have written?

We think that you go to a good school and that you make good progress. This is because you behave well and get on together. You play together as friends at breaks and lunch time and you work hard in class. You told us that you feel safe and secure in school and that there is always someone to turn to if you need help. You enjoy your lessons and like the clubs and the trips out of school.

The older pupils help the younger children and you think about those less fortunate than yourselves and raise money for charity. Your teachers and the teaching assistants work hard to support you and provide you with interesting work to do. That work covers many subjects and you understand that they link together. You also use the local community around your school to find out things and become involved in village life.

To help make things even better, we have asked that:

- there be more opportunities for you to discuss your work so you can learn by listening and talking
- you be given help and support to make the same good progress in all your work as you are in your writing, counting and problem solving.

Thank you again for talking to us about your school. We enjoyed our visit and only wish we had had more time to see all the interesting things you do.

Our best wishes to you all.

Yours sincerely

Brian Dower
Additional inspector

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