

# Broughton Fields Primary School

## Inspection report

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<b>Unique Reference Number</b>	134072
<b>Local Authority</b>	Milton Keynes
<b>Inspection number</b>	341429
<b>Inspection dates</b>	1–2 February 2010
<b>Reporting inspector</b>	Nina Bee

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	406
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Corlett
<b>Headteacher</b>	Susan Payne
<b>Date of previous school inspection</b>	0 October 2006
<b>School address</b>	Milton Road Broughton Milton Keynes MK10 9LS
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## Introduction

This inspection was carried out by four additional inspectors. The time spent looking at learning was approximately nine hours. The inspectors observed 18 lessons and saw a total of 16 teachers. Meetings were held with staff, governors and pupils. A small number of parents were spoken to during the inspection. The inspectors observed the school's work and looked at policies, internal and external monitoring evidence, academic performance data, teachers' planning and safeguarding documentation. There were 96 parental questionnaires analysed, 100 from pupils and 39 from staff.

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

- whether the school's evaluation of teaching being good could be substantiated
- if higher-attaining pupils were sufficiently challenged
- how effective the senior and middle leaders and managers have been in improving achievement and attainment
- whether the high inward mobility affects attainment and achievement.

## Information about the school

Broughton Fields primary has been steadily growing in numbers since it opened in September 2004. The school is bigger than most primary schools and has almost reached its full capacity. The number of staff has increased year-on-year and the headteacher has been in post since the school opened. The number of pupils who enter at times other than the beginning of the school year is high, particularly in Years 3 to 6. Approximately half of the pupils are from White British families and the remainder come from a number of different ethnic backgrounds, the main one being from Black African heritage. A few pupils are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is above average. The Early Years Foundation Stage consists of two Reception classes.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This happy, friendly school provides a satisfactory education for its pupils. Pupils are well cared for because their individual needs are known by all staff. Pupils with specific needs are particularly well supported, especially by the learning mentors and the inclusion manager. Older pupils confidently say that if they have a problem they can always find an adult to talk to. They say that they feel safe in school. Pupils have great confidence in their teachers. They talk enthusiastically about what they have learnt about road safety and internet safety. As a result, the school turns out sensible and polite young people, by the time they leave in Year 6. Almost all parents agree that pupils are well looked after and cared for. Pupils' spiritual, social, moral and cultural development is good. Behaviour is good and pupils from many different backgrounds get on well with each other. During well-planned assemblies, they learn about different values such as the importance of being kind and understanding the needs of others. Pupils speak enthusiastically about their recent international day where they learnt about many different places in the world. Personal, social and health education is promoted well in the curriculum. Consequently, pupils learn lots about the need to keep themselves healthy by eating a sensible diet and taking regular exercise. A good range of extra-curricular activities support the physical education programme and pupils say they enjoy these enormously.

Standards at the end of Year 2 and Year 6 have been low for the last three years and have been affected by a high number of pupils who entered Years 3 to 6 at times other than the beginning of the school year, many of whom having previously underachieved. In addition, some year groups have an above average number of pupils with special educational needs and/or disabilities who often do not reach average standards. The school's focus on improving attainment is beginning to impact on progress and attainment at the end of Year 2. The current Year 2 pupils are on target to attain average standards. Standards are improving and school data shows that pupils are making good progress in reading. This improvement has yet to impact on attainment and progress at the end of Year 6 and supports the judgement that pupils' achievement is satisfactory overall. School data shows that pupils, including those who join the school in Years 3 to 6, make satisfactory progress in relation to their starting points. Although a minority of teaching is good, in Years 1 to 6, too much is only satisfactory. Even though pupils usually are well aware of their targets for English, mathematics and science, activities are not always matched accurately to the needs of all pupils. Higher-attaining pupils are not always sufficiently challenged. A few parents feel that their children are not making enough progress. The quality of teachers' marking varies throughout the school. It does not consistently inform pupils what they need to do to move to the next

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step of learning and rarely links to the targets pupils are given. Lower-attaining pupils are not always given clear guidance to develop basic spelling skills or improve their letter formation.

The headteacher, the senior staff and the effective governing body have a realistic understanding of the school's strengths and weaknesses and priorities for development. The monitoring of teaching, particularly by the subject leaders through looking at pupils' work, is not rigorous enough. Issues from the previous inspection have been addressed and good provision in Reception has been maintained. The school links well with external agencies to support pupils with special educational needs and/or disabilities and those at the early stages of learning English. These successes, along with sound self-evaluation, indicate that the school has satisfactory capacity to improve.

**What does the school need to do to improve further?**

- Ensure that the quality of teaching is always good in Years 1 to 6 by:
  - checking that activities in all subjects accurately match the different abilities and needs of all pupils, especially the more able
  - making sure that when teachers mark pupils' work it is not only supportive but also informs them what is needed to move on to the next step of learning
  - linking marking more closely to the targets pupils are given in English, mathematics and science
  - developing the monitoring roles of the subject leaders so that they regularly analyse pupils' work and are able to identify strengths and areas for development, in the way their subjects are taught throughout the school.

**Outcomes for individuals and groups of pupils****3**

Pupils say they enjoy coming to school and are keen and eager learners. Achievement is satisfactory. Learning needs are soundly identified and so pupils with special educational needs and/or disabilities learn and make progress as well as their classmates. The few pupils who are at the early stages of learning English as an additional language make satisfactory progress because their needs are clearly identified and they are sensitively supported. Pupils who are new to the school say they quickly settle in because everyone is friendly. Their progress is satisfactory, in relation to their starting points. Learning slows down when activities are not challenging enough for higher-attaining pupils and when lower-attaining pupils are not given enough guidance to complete tasks and move onto the next level of learning. At times, pupils' learning is affected by these relative weaknesses in teaching. A few pupils, from all of the different groups, make good progress. In a literacy lesson in Year 3, for example, activities were accurately matched to pupils' needs and pupils' responses demonstrated increasing understanding of the purpose of the different parts in a story. Pupils were clear about what they were learning and there were good opportunities for them to assess each other's work. As a result, learning was good.

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Pupils make a satisfactory contribution to the community. They proudly take on jobs such as playground buddies or being a member of the school council. Pupils have contributed to the development of the school garden and designed the area around the pond. The school council are currently working on improving the playground equipment. Older pupils talk enthusiastically about raising funds for national charities. Attendance is average.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Relationships between adults and the pupils are very good. Consequently, pupils are keen and eager to learn. Teachers do not always check if pupils understand what they are being taught. Pupils are then confused and learning is not as rapid as it should be. In good lessons, questioning is effective and initial answers are probed so that pupils' thinking is consolidated and extended. However, in less successful lessons, opportunities are missed to extend learning. Teachers' marking does not always give enough clear guidance to move learning forward and enable pupils to reach their targets. The satisfactory curriculum is enriched well with a good range of activities which support

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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learning in many subject areas. They particularly support music, drama and physical education. Provision for information and communication technology (ICT) is satisfactory but teachers miss opportunities to use ICT to support other subjects across the curriculum. Pupils are well cared for and looked after. As a result, they develop good personal and social skills but their academic skills are not as strong. The before- and after-school club provides very well for pupils. Activities are well linked to what pupils do during school time and pupils thoroughly enjoy all that is on offer. Good partnerships with other schools enable pupils to have a smooth transition when they move on.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher leads the school well. She has a good idea of the school's strengths and what is needed to improve it further. She and her senior leaders along with the rest of her team, including the governors, are ambitious and committed to improvement. They are particularly successful in their focus on the pastoral care for pupils and linking with others in the community to support and enrich the curriculum. Tracking pupils' progress and making sure that good quality intervention strategies aid the rate of progress that pupils make is also an important part of their work. Personalised programmes are developed and results show that pupils are beginning to make good progress. Initiatives such as these are making an impact at both key stages, but this is less marked in Key Stage 2. The monitoring role of the senior and middle leaders is satisfactory but not rigorous enough. As a result, they do not have a clear enough picture of the quality of teaching and learning in each class and what weaknesses need to be addressed. The governors are well informed and so are able to support and challenge the school effectively and this has been instrumental in supporting recent improvements. The school is beginning to implement an effective strategy to promote community cohesion but this is at an early stage of development. The school's promotion of equality of opportunity is satisfactory overall. At the time of the inspection, safeguarding arrangements were good.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3

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<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

The children in Reception learn in a happy and safe environment. All adults work effectively together. Sessions are well organised and run smoothly because adults are well briefed on children's individual needs. As a result, children develop good attitudes to learning and enjoy all that is on offer. The current Reception children entered with skill levels below those expected for their age. School data, for the current Year 1, shows that children generally reached average standards by the end of Reception and achieved well. With the good teaching in Reception, the current cohort is on course to reach similar levels of attainment.

Parents are very pleased with how well informed they are and how quickly and happily their children settle into school. Children get on well with each other and the adults who help them work and play. Behaviour is good and at times outstanding. Children are well supported as they take part in adult-focused activities and those which they choose for themselves. For example, learning was good as children enthusiastically worked outside as they learnt about how plants grow. The teacher gave clear instructions and explanations as she expertly questioned the children to reinforce and extend their learning. Others worked with good independence as they used pens and pencils to make marks on paper. The love of books and basic reading skills are well taught. As a result, children enjoy listening to stories and confidently identify text and begin to read simple words. Adults keep clear records on how children are progressing. However, when children start to make marks on paper and begin to write, there is not enough clear evidence, either in folders or books, of the progress they are making.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
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 of the Early Years Foundation Stage	2

## Views of parents and carers

Almost all parents agree that their children enjoy school and that the school keeps them safe. The large majority are happy with the experience that their children receive at Broughton Fields. A few parents do not agree that the school deals effectively with unacceptable behaviour, however, no disruptive or unacceptable behaviour was seen during the inspection. Teachers have high expectations of pupils' standards of behaviour in lessons and behaviour was judged to be good. The school has clear systems on how to manage challenging behaviour. A small minority of parents feel that: their children are not making sufficient progress; the school is not meeting their children's particular needs; and they are not sufficiently informed about children's progress. Inspection evidence suggests that progress does slow down when activities are not always well matched to pupils' abilities and needs. Parents are satisfactorily informed about the progress pupils make.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broughton Fields Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 96 completed questionnaires by the end of the on-site inspection. In total, there are 406 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	56	40	42	1	1	1	1
The school keeps my child safe	63	66	31	32	1	1	0	0
The school informs me about my child's progress	33	34	49	51	11	11	0	0
My child is making enough progress at this school	36	38	41	43	12	13	1	1
The teaching is good at this school	44	46	43	45	5	5	0	0
The school helps me to support my child's learning	40	42	46	48	6	6	0	0
The school helps my child to have a healthy lifestyle	37	39	52	54	6	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	35	50	52	3	3	0	0
The school meets my child's particular needs	33	34	50	52	10	10	1	1
The school deals effectively with unacceptable behaviour	35	36	39	41	16	17	2	2
The school takes account of my suggestions and concerns	30	31	51	53	5	5	1	1
The school is led and managed effectively	49	51	37	39	6	6	0	0
Overall, I am happy with my child's experience at this school	49	51	40	42	5	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



3 February 2010

Dear Pupils

Inspection of Broughton Fields Primary School, Broughton, MK10 9LS

Thank you for making us so welcome and being so polite and friendly when we came to visit your school. Special thanks for those who had meetings with us and explained all the interesting things you do and what you think of the school. You go to a satisfactory school. That means that some things are good and some things need to be improved.

These are the main things we found out about your school.

- Reception children get off to a good start because they are taught well.
- Teaching is satisfactory in Years 1 to 6.
- By the time you leave, in Year 6, standards are below those of others of your age but you make satisfactory progress.
- The teachers prepare a good range of out-of-school clubs which you say you really enjoy.
- You are all well cared for and looked after.
- The way the school is led and managed is satisfactory.
- The school links well with people outside the school to make learning more fun. When members of the local police force come into school you learn lots about how to keep yourself safe.
- You know a lot about the importance of eating healthily and the need to take regular exercise.

We have asked the school to improve a few aspects.

- Check that teaching is always good by making sure that activities are carefully planned so that you all learn well and make good progress.
- Make sure that when teachers mark your work they show you what you need to do to improve and reach your targets for literacy, numeracy and science.
- Check that the teachers, with responsibilities for subjects, look carefully at your books, to see the amount of progress you are making and what is needed to allow you to make more progress.

You too can help by continuing to always work hard.

Yours sincerely

Nina Bee

Lead inspector

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