

Brant Broughton Church of England and Methodist Primary School

Inspection report

Unique Reference Number	120594
Local Authority	Lincolnshire
Inspection number	358799
Inspection dates	23–24 September 2010
Reporting inspector	Jim Griffin

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	74
Appropriate authority	The governing body
Chair	Debbie Parker
Headteacher	Krysta Parsons
Date of previous school inspection	24 June 2008
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Introduction

This inspection was carried out by two additional inspectors. Four of the five teachers were observed, covering six lessons or parts of lessons. One lesson was jointly observed with the headteacher. The inspectors held discussions with governors, the headteacher and other staff, a group of older pupils and with the school improvement partner. They looked at a range of school documentation, including data showing the progress made by pupils and samples of their work. Questionnaires returned by 21 parents and carers, 37 pupils and 12 members of staff were analysed.

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

- The progress of current year groups and the extent to which the previous, slower progress in mathematics has been addressed.
- The evidence of how pupils' positive personal qualities, including their attitudes to learning impact on their progress.
- The consistency in the quality of teaching and learning.
- The impact of the monitoring work of senior staff on developing consistency in the quality of teaching and learning.

Information about the school

Brant Broughton is a smaller than average sized primary school. Pupils are mostly taught in mixed-age classes. All pupils are of White British heritage. Nearly all pupils live in the local village or surrounding parishes. The proportion of pupils known to be eligible for free school meals is much lower than the national average. The proportion of pupils with special educational needs and/or disabilities is below the national average, with most of these pupils having moderate learning difficulties.

The headteacher has been in post for two years and teaches two days each week. Two of the four other teachers have changed since the previous inspection. The school has the Activemark and Artsmark awards and holds Healthy School status.

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

Inspection judgements

Overall effectiveness: how good is the school?**3****The school's capacity for sustained improvement****3**

Main findings

This is a satisfactory and improving school. Pupils feel safe and valued because staff know the pupils well and provide good levels of care. Relationships throughout the school are good. Pupils are polite, have positive attitudes towards their learning and enjoy coming to school. They are keen to contribute to the school community and take their responsibilities seriously. All this is reflected in their high attendance levels. Parents and carers are positive about what the school provides, with the following comments typifying their views, 'We have always felt it to be a friendly, caring and safe place, that has given our children a good start to their education'.

Children get off to a good start in their learning in Reception, having entered with skills that are generally consistent with those expected for their age. In later years, pupils make satisfactory progress to reach broadly average attainment by the end of Year 6, in writing, mathematics and science. Attainment is above average in reading. The main reason behind the satisfactory progress and average attainment is the satisfactory rather than better teaching. While most lessons contain good features, in too many lessons the measures to ensure pupils make good progress are not sufficiently robust or systematic. There tends to be too much teacher talk and the level of challenge for learners is not always high enough. The use of assessment to inform pupils how well they are doing is not always consistent enough, which is most evident in the quality of marking in mathematics and science. The curriculum is broad and well balanced; the topic-based emphasis across the curriculum creates meaningful links between subjects that add to pupils' enjoyment and interest in lessons. All pupils learn French and there is an excellent range of extra-curricular activities.

The headteacher has established both the consensus and momentum to improve the school's performance. As a result, most of the important improvement priorities are understood by staff. Staff morale and teamwork are good. However, the monitoring of teaching and learning does not yet put enough emphasis on assessing the progress made by pupils. Improvement plans are not always guided by clear targets, so that progress could be more objectively evaluated. The contribution of middle leaders is currently no better than satisfactory overall. The governing body has begun to find a better balance between its support and challenge for the school. The governing body works effectively to ensure the school meets its statutory responsibilities, but the school's promotion of community cohesion does not yet focus sufficiently on diversity within a national context. The school engages well with its local community but pupils do not develop a broad enough understanding of the wider national community. Successful introduction of a robust system to track and review pupils' progress, early signs of improvement in writing and mathematics, and good teamwork indicate the

school has satisfactory capacity to sustain improvement into the future.

What does the school need to do to improve further?

- Raise standards in writing, mathematics and science by ensuring that:
 - the quality of teaching and learning is at least good across the school
 - learning activities are appropriately challenging to meet the needs of all groups of pupils
 - pupils are given clear and regular guidance on what they must do to take the next steps in learning, especially in mathematics and science.
- Improve leadership and management by:
 - ensuring that the monitoring of teaching and learning puts more emphasis on assessing the quality of pupils' learning and progress
 - increasing the contribution of middle leaders.
 - ensuring that priority areas in the school improvement plan include clear targets that form the basis against which progress is evaluated.
- Improve the school's promotion of community cohesion, by:
 - developing a coherent action plan
 - providing more opportunities for pupils to gain an understanding of cultural diversity within a national context.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils' attainment is broadly average in Years 1 to 6. Observations of lessons and other inspection evidence, show that learning in most year groups, although never unsatisfactory, varies according to the quality of teaching and this is reflected in pupils' progress. In all lessons seen, pupils' attitudes to learning were good. They are quick to start work and show good levels of concentration during their individual work. More systematic use of assessment information is beginning to increase pupils' progress but this is not yet a consistent feature in lessons. Evidence from lessons and the school's assessment information shows that pupils with special educational needs and/or disabilities make similar progress to their peers.

Pupils behave well. Pupils say they are safe, they have a good understanding of personal safety and how to avoid risks, whether on the internet or during journeys to and from school. They understand that exercise and a healthy diet are vital to their healthy development. The school council is a useful forum for pupils' views and gives its members a clear understanding of what is involved in being an effective representative. Pupils contribute well to the school and wider community in other ways, for example acting as playground leaders at lunchtime or raising money for charitable causes at

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

home and abroad. Their average standards in basic skills, good attitudes to work and excellent social skills provide a good base for their future economic well-being. Pupils' spiritual, moral and social development are undoubted strengths, but pupils have few opportunities to engage with children, in other parts of the UK, whose cultural backgrounds are different from their own.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

While the quality of teaching and learning is satisfactory overall, there are some recurring strengths in most lessons. Relationships between staff and pupils are good and interactive whiteboards are well used to support learning. For example, in a Year 3/4 lesson the various stages in the process of mummification in Ancient Egypt were vividly illustrated by use of a very well chosen video clip. Teachers have good strategies to involve pupils through questioning, discussions in pairs and by getting pupils to share their understanding with the rest of the class. However, lesson introductions are often too long, thereby reducing pupils' opportunity to learn by practising. While lesson objectives are usually shared with pupils, the expected learning is not always clear to

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

the different groups of learners. Assessment to support learning during lessons is too variable in quality to ensure consistently good learning for all pupils. Sometimes, not enough time is allowed for pupils to work independently before the adult support intervenes. This leaves them unduly reliant on adults. While marking is effective in English, it is more limited and inconsistent in mathematics and science.

The school has developed a topic-based curriculum that makes many meaningful links between subjects. This approach is contributing to improving pupils' writing, for example, as it provides a clearer purpose for writing tasks. There is an excellent range of extra-curricular activities, including sports, music, arts, crafts and quiz clubs. These are well attended. A number of parents and carers commented positively on the impact of these clubs on pupils' development and enjoyment of school.

The good relationships between adults and pupils promote a caring environment where all pupils and their needs are well known. There is good use of outside agencies to provide additional support for pupils experiencing family difficulties. Induction arrangements and transition arrangements to secondary school are well established and effective.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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?

There is a high level of support among staff for the direction the school is taking. Under the headteacher's leadership a robust system to track and review pupils' progress has been introduced. Regular pupil progress meetings based on this information have begun to bring about improvement in writing and mathematics. However, the current evaluation work around lesson observations is not yet rigorous enough to bring about the necessary improvements in teaching to ensure good pupil progress. Some middle leadership roles are being reassigned, following the recent arrival of two teachers. The governing body has become a more influential partner, since the previous inspection. It has a well informed view of the school, aided by regular visits and is becoming increasingly skilled at holding the school to account.

The school has put in place secure arrangements to safeguard the welfare of pupils and to make sure that those working with them are properly vetted. There is a good partnership with parents and carers which is fostered prior to their children starting in Reception. This means most feel well informed and fully involved in their children's education. Good links with local secondary schools contribute to pupils' sporting

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

opportunities and experience of French. Leaders and staff ensure that discrimination of any sort is not tolerated. The school's work to promote community cohesion is satisfactory. While the school has a strong understanding of its immediate community context, not enough opportunities are provided for pupils to gain a meaningful insight into what life is like for others from different religious and cultural backgrounds.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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 equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress in Reception. They enter with knowledge and skills that are at least consistent with those expected for their age. Their personal and social skills are somewhat higher than usually found. By the time they leave, almost all have reached the goals expected nationally and most exceed these levels. The provision is good, centred on good teaching. Staff are adept at using assessments of children's work to plan the next steps in learning and to check on every child's progress. The classroom both inside and outdoors covers all areas of learning through a judicious balance of activities led by adults and those initiated by children. A number of the new parents and carers commented positively on how quickly their children have settled into the well organised and welcoming classroom. All this reflects good leadership and management, where adults work well as a team.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Based on the questionnaire responses and additional written comments, parents and carers are positive about what the school provides. They are particularly positive about the way the school keeps their children safe, helps them to have a healthy lifestyle and prepares them for the future. Their children's enjoyment of school is another very positive feature. Inspectors' findings endorse these positive views. No concerns were raised by parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brant Broughton Church of England and Methodist 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 21 completed questionnaires by the end of the on-site inspection. In total, there are 74 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	71	6	29	0	0	0	0
The school keeps my child safe	19	90	2	10	0	0	0	0
The school informs me about my child's progress	8	38	12	57	0	0	0	0
My child is making enough progress at this school	8	38	12	57	0	0	0	0
The teaching is good at this school	11	52	10	48	0	0	0	0
The school helps me to support my child's learning	8	38	13	62	0	0	0	0
The school helps my child to have a healthy lifestyle	14	67	7	33	0	0	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)	15	71	6	29	0	0	0	0
The school meets my child's particular needs	10	48	10	48	0	0	0	0
The school deals effectively with unacceptable behaviour	6	29	13	62	0	0	0	0
The school takes account of my suggestions and concerns	10	48	10	48	0	0	0	0
The school is led and managed effectively	8	38	13	62	0	0	0	0
Overall, I am happy with my child's experience at this school	13	62	8	38	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



27 September 2010

Dear Pupils

Inspection of Brant Broughton Church of England and Methodist Primary School, Lincoln, LN5 0RP

Thank you for the friendly welcome you gave me and my colleague when we visited your school. We enjoyed talking to you, visiting your classes and looking at your work. You helped us to get to know your school and this letter is to tell you what we found during the inspection. Your school is a satisfactory one. Here is a list of some of the things we liked most.

Your attendance is excellent.

The staff look after you well and you feel safe in school.

You are developing a good understanding of how to stay healthy and happy.

You make a good contribution to the school and the local community.

We were very impressed by the variety of after-school clubs provided for you.

The school and your parents and carers work well together to make the school a better place for you.

The teachers and the governing body want to improve your school and we are trying to help them with this. Here are three things that we want your school to focus on.

Speed up your learning in writing, mathematics and science.

Make sure that the checks done by adults lead to improvements in your learning.

Provide you with more opportunities to learn about the customs and beliefs of a wide range of people in the UK.

Continue to work hard and thereby help the school to go from strength to strength.

Yours sincerely

Jim Griffin

Lead inspector

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