

Broughton Primary School

Inspection report

Unique Reference Number	115867
Local Authority	Hampshire
Inspection number	357833
Inspection dates	5–6 May 2011
Reporting inspector	Edward Wheatley

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	The governing body
Chair	Sue Lideard
Headteacher	Neil Hardy
Date of previous school inspection	6 May 2008
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors, who saw seven lessons taught by four teachers. Meetings were held with staff, members of the governing body, and pupils. Inspectors observed the school's work and looked at documentation about pupils' progress, policies, particularly those for safeguarding, as well as school development planning and evidence of self-evaluation. They considered 65 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Is teaching challenging enough to ensure pupils of all abilities make good enough progress?
- Are leaders at all levels accurately identifying areas for improvement and acting on them with urgency to promote better progress by pupils?
- Is provision in Reception effective enough to ensure that children make good progress?

Information about the school

Broughton Primary is a small school and pupils come from almost entirely White British heritage. There is one Reception class for children in the Early Years Foundation Stage. All pupils speak English as their first language. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils with special educational needs and/or disabilities is broadly average. The school has Healthy Schools and Activemark status. The headteacher took up post in January 2011. There is a privately managed nursery on the same site which is inspected separately.

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

Broughton Primary is a satisfactory school. It is improving and has many good and some excellent features. In particular, the school provides excellent care, guidance and support underpinned by exceptionally close relationships between the school and homes. Parents and carers are pleased with the school. One parent or carer wrote, 'The school has a wonderful attitude. It is friendly and happy, with a fantastic team spirit throughout all of the classes.' Several parents and carers praised recent improvements at the school and commented favourably on the school's communications with homes. Parents' and carers' engagement with the school and support for its activities are excellent.

Pupils' attainment is above average but varies from year to year and is generally rising. ♦ Pupils' speaking and writing skills are good, especially in the way they express imaginative ideas and explain their understanding. However, sometimes spelling and punctuation are inaccurate, and work is untidy. In the present Year 6 attainment in mathematics is above average but trails a little behind attainment in English. This is because a minority of pupils do not practise basic numeracy skills enough to ensure their competence and confidence with calculations. The school is starting to address this and the first signs of improvement are evident. Pupils of all abilities make satisfactory progress from their starting points, and occasionally their progress is good. Progress is improving. Children in Reception make good progress from their starting points.

Satisfactory and sometimes good teaching contributes to improving progress. Lessons are interesting with work mostly matched to pupils' learning needs. However, despite improvements, assessment data are not used consistently to identify the strengths and weaknesses of pupils and then plan activities to ensure work is challenging and meets the needs of individual pupils. Relationships between adults and pupils are very good and pupils are confident learners. Nevertheless, occasionally, pupils' attention wanders and adults do not always deal with this quickly enough, so learning slows. Pupils generally have a good grasp of how well they are doing, and what the next steps in learning are. This is supported by detailed marking that provides clear information about progress and how pupils can improve their work. The curriculum provides a wide range of activities to promote pupils' enthusiasm for learning and is well supported by links with other schools and external organisations. While extensive literacy activities in most subjects promote pupils' writing effectively, there are fewer numeracy activities to support pupils' mathematical skills in the same way.

Pupils enjoy school. Their attendance is above average, they behave well and they say that rare bullying incidents are dealt with well. As a result, pupils feel safe in school, and are very considerate towards each other and ready to help other pupils. They take on responsibilities willingly, especially in school. The great majority have a good understanding of the importance of physical exercise and healthy eating.

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◆ The effectiveness of leaders and managers is satisfactory overall. The headteacher provides extremely good direction for the school's improvement and has accurately identified the school's strengths and weaknesses, especially the limitations in pupils' progress. Other leaders are at the early stages of gaining the skills they need to drive improvements but they are fully supportive of the school's priorities for development. Good foundations for improvement have been laid but, despite the urgency with which they are being implemented, it is too soon to evaluate their impact. However, rising attainment and the beginning of improvements in pupils' mathematical skills demonstrate the school's capacity for improvement is satisfactory. The governing body is very supportive, well informed and has set the headteacher and school challenging targets.

What does the school need to do to improve further?

- Raise attainment by making sure that pupils:
 - spell and punctuate their work accurately
 - take pride in producing neat, well-presented work
 - gain competence and confidence with basic calculation skills
 - have opportunities in all subjects to consolidate their numeracy skills.
- Improve the quality of teaching so that:
 - assessment data are used consistently to identify the needs of different pupils to ensure work is always challenging in order to accelerate their rates of progress
 - pupils' concentration on learning is maintained.

Outcomes for individuals and groups of pupils

3

Children usually start school with skills that are in line with expectations for their age. This varies from year to year because of the very small numbers in each year group. Consequently, this has an impact on the school's data. For example, in 2010, Year 6, pupils' attainment was above average whereas in the previous two years it was broadly average. Currently, attainment in Year 6 is also above average. In conversation and writing, pupils express their ideas well. They use complex sentences that include adjectives and connectives effectively. They write imaginatively and convincingly in different styles. For example, in a lesson focused on imagery and alliteration, pupils in Years 5 and 6 wrote poetry using the style of well-known poets as models. They explained the features of each other's poems well, illustrating their understanding of technical features of writing successfully. Nonetheless, throughout the school, misspelling of frequently used words, punctuation errors and untidy or messy work sometimes spoil otherwise good writing. In mathematics, pupils show good problem-solving skills and tackle problems enthusiastically. However, occasionally, where they need to calculate answers, weaknesses in the basic processes of dividing and multiplying, and working out percentages, limit their attainment in mathematics. While pupils' progress is satisfactory overall, it is improving and is sometimes good. For example, in an English lesson on writing instructions on how to mummify a body, pupils made good progress because they were fascinated by the subject matter, used a wide range of resources about the Egyptians, used their imaginations well, and evaluated their own and other pupils' work.

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Pupils with special educational needs and/or disabilities make good and sometimes better progress. Their progress is particularly good where they work independently and receive sensitive support.

◆ Pupils are enthusiastic learners. They make significant contributions to school life. For example, the school council suggests which charities are supported and how the school grounds can be improved. 'Ambassadors' show round visitors, help run the library, and organise play activities. Other pupils support local sports teams and are involved in entertaining senior citizens. The Healthy Schools and Activemark status indicate the high level of participation in physical activities and healthy eating. Pupils' spiritual, moral, social and cultural development is good and they have an improving understanding of the values and beliefs of different cultures in modern Britain. Along with above average levels of attainment and attendance, pupils are prepared well for the next stage of their education.

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	2
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	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

In most lessons, work is matched soundly to pupils' learning needs. In the best lessons, assessment data are used effectively to plan work that challenges pupils and helps them make good progress. For example, in a numeracy lesson on estimating and rounding up, pupils were grouped according to their specific numeracy weaknesses so that precise support could be provided. This worked well, and pupils' learning about estimating was

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good, and weaknesses in basic numeracy were effectively dealt with. This practice is improving but is not fully established in all classes, and in these instances, learning is slower. Very good relationships are effective in ensuring pupils are fully involved in learning. However, occasionally, pupils lose concentration, and adults do not immediately deal with this.

The curriculum is organised well and improvements are leading to an increase in the rate at which pupils learn. The school has good links with other schools to enhance its provision in sports, French, information and communication technology (ICT) and to support gifted and talented pupils. Provision for ICT is improving fast under new leadership. The range of visits and visitors is good and enriches pupils' experience, especially in art. The range of out-of-school activities is very good. For example, the school provides sword dancing, origami, chess, dodgeball, football, netball, and the level of participation by pupils is high.

◆ While there are currently no pupils or families whose challenging circumstances make them vulnerable, the school has an excellent network of support services it can call on if needed. Support for pupils with special educational needs and/or disabilities is very good, based on excellent links with parents and carers, and provision of specialist resources to support those pupils' specific learning difficulties. The school provides excellent attention to ensuring pupils are treated as individuals, and it responds to any concerns swiftly and effectively. Pupils and parents are extremely confident that they will be supported and helped effectively. The school maintains high attendance levels by close monitoring of absence and dealing with issues immediately they arise. Links with other schools and homes ensure pupils settle into school well and transfer to secondary school smoothly. The programme of visits, and individual discussions with pupils and parents and carers is extensive and is highly valued by pupils, families and staff at the secondary school.

◆◆ Parents and carers are extremely well informed about their children's progress and have ready access to staff when they require further information. The before-school club provides extremely good care, and a wide range of well-organised practical activities.

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	1

How effective are leadership and management?

The headteacher is ambitious to raise academic success to at least the same level as the personal development of pupils. He has initiated professional development for all leaders to ensure they have the necessary skills to evaluate the school's effectiveness and to implement improvements where needed. For example, improved use of assessment to

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identify the needs of different pupils is starting to show in improving pupils' progress. The governing body is fully involved in planning school improvement and actively seeks to improve its monitoring and evaluation skills in order to further support the school. Links with other schools to promote professional development are good. Parents and carers are committed to promoting pupils' learning. They run the before-school club and the library, organise all sports activities transport, provide many out-of-school clubs and football coaching, and recently hosted a farm visit for Reception children. They raise considerable funds for the school. The school seeks parents' and carers' views and acts on their suggestions where possible. The school promotes community cohesion well, especially at the school and international levels, and works well to increase links locally and nationally. The impact of its work is evident in pupils' respect for different cultures and values.

◆ Safeguarding procedures are fully met. The school works hard to ensure policies are sufficiently detailed and up to date, and takes account of parents' and carers' and pupils' views. Promotion of equal opportunities is satisfactory, taking into pupils' satisfactory and improving progress. Procedures to eliminate all forms of discrimination are effective and well-established.

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	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress and, by the time they enter Year 1, their skills exceed expectations. The great majority speak and write well. For example, children explained features of a farm accurately, based on a recent visit and on a model farm in the classroom. They described the appearance and feel of real fruit and vegetables compared with toy ones, using a wide range of adjectives, and complex sentences. They count and add simple numbers well. They make good progress in developing independent learning skills, and play and work with other children well. Provision is good. The range of activities

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that children can choose to do is carefully planned to meet their needs, both inside and outside. Adults skilfully encourage children to talk or write and to make choices about what they do. Activities encourage children to investigate and evaluate what they find out. For example, children compared how far they could blow water across a flat surface, and then discussed why it went as far as it did. Children are extremely well cared for and looked after, with exceptionally good links with homes and the nursery school. Leadership and management are good and clearly focused on improving provision. For example, improvements to the outside area are planned and new resources and facilities are ordered.

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

More than three quarters of parents and carers responded to the questionnaire, and almost all were entirely positive. A very small minority of parents and carers feel their children are not taught well enough, or make enough progress. Inspectors noted that occasionally this was the case, but that teaching and progress are both improving. A further small minority of parents and carers feel that they do not receive enough feedback about their children's progress. However, inspectors found during this inspection that information about progress is good, and that there are many opportunities for parents and carers to approach teachers for further information if they wish.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broughton 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 65 completed questionnaires by the end of the on-site inspection. In total, there are 80 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	57	27	42	1	2	0	0
The school keeps my child safe	40	62	24	37	1	2	0	0
My school informs me about my child's progress	31	48	31	48	2	3	0	0
My child is making enough progress at this school	22	34	38	58	5	8	0	0
The teaching is good at this school	27	42	33	51	2	3	0	0
The school helps me to support my child's learning	25	38	37	57	1	2	0	0
The school helps my child to have a healthy lifestyle	29	45	36	55	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)	29	45	34	52	0	0	0	0
The school meets my child's particular needs	25	38	35	54	4	6	0	0
The school deals effectively with unacceptable behaviour	23	35	39	60	2	3	0	0
The school takes account of my suggestions and concerns	25	38	33	51	3	5	0	0
The school is led and managed effectively	33	51	32	49	0	0	0	0
Overall, I am happy with my child's experience at this school	35	54	28	43	1	2	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



9 May 2011

Dear Pupils

Inspection of Broughton Primary School, Broughton SO20 8AN

Thank you for the welcome you gave us when we visited you. You gave us a lot of useful information. We judged that you go to a satisfactory and improving school. You make satisfactory progress, and your progress is improving. The following things are particular strengths of the school:

- Some teaching is good and the school provides a wide range of activities to make sure you enjoy learning.
- The headteacher, staff and governing body work hard to make sure your progress improves at a quicker rate.
- You feel safe in school and you are looked after exceptionally well. The school works extremely closely with your families to provide the best care it can.
- The school works exceptionally well with your parents and carers to help you learn.
- You behave well, are considerate to each other and other people.
- Many of you have responsibilities in school, and carry them out well.
- You take part in lots of physical activities and eat healthily.

In order for the school to be even better, we have asked your teachers to:

- Help you to spell and punctuate your work accurately, produce neat work, improve your calculation skills, and make sure you have opportunities in all subjects to practise your numeracy.
- Make sure work is always challenging enough and that you concentrate on what you are supposed to be doing.

All of you can help by making sure you are careful with spelling and punctuation, write neatly, practise your calculating, and make sure you concentrate on the work you are doing.

Yours sincerely

Ted Wheatley Lead inspector

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