

Broughton Junior School

Inspection report

Unique Reference Number	110270
Local Authority	Buckinghamshire
Inspection number	356714
Inspection dates	6–7 July 2011
Reporting inspector	Michelle Winter HMI

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	167
Appropriate authority	The governing body
Chair	Sue Allum
Headteacher	Paul Stephens
Date of previous school inspection	8 July 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Teaching and learning were observed in ten lessons and seven teachers were seen. Meetings were held with groups of pupils, members of the governing body and staff. The inspectors observed the school's work and examined documents including safeguarding records, the school development plan, the school's self-evaluation, assessment data used to monitor pupils' performance and attendance information. They also analysed the contents of 105 questionnaire returns from parents and carers as well as those completed by a sample of pupils.

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

- The progress and attainment of more able pupils particularly in English.
- The quality of provision for learners who speak English as an additional language and its impact on their progress and attainment.
- The school's measurable evidence that pupils' understanding of how to stay safe, their behaviour and the extent to which pupils adopt healthy lifestyles have crossed a grade boundary since the last inspection.

Information about the school

This is a smaller than average junior school. The majority of pupils are of White British heritage with just over a quarter from a variety of ethnic minority groups; the largest proportion of these have Pakistani backgrounds. The proportion of pupils with a statement of special educational needs is above average. A smaller than average proportion of pupils are known to be eligible for free school meals.

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

2

Main findings

This is a satisfactory school. It is improving because leaders and managers, including governors, have a precise understanding of what needs to improve. Ambitious and detailed plans to tackle areas of weakness are helping to secure improvements. For example, determined efforts to engage effectively with parents and carers have been successful. Parents and carers demonstrate considerable confidence in the school and the large majority feel the school takes account of their suggestions and concerns.

Pupils are known as individuals and they feel that all are welcomed and included. Staff provide good care of those who may be vulnerable, including pupils with specific medical needs or behaviour difficulties, and teachers ensure they take part fully in lessons. Pupils with special educational needs and/or disabilities make good progress because of the good support and guidance they receive. Most pupils are friendly and confident to talk about their work with staff and visitors. They work and play together happily. Very occasionally their behaviour deteriorates when they are listening for too long in lessons or activities are not engaging enough. Most pupils enjoy school and are enthusiastic to learn. Consequently, attendance is above average.

Attainment in English and mathematics is broadly average. The proportion of pupils reaching the expected Level 4 is at or just above average. However, too few pupils reach the higher Level 5. This represents satisfactory progress from their starting points in Year 3. Progress is variable across year groups and between subjects. The school's recent focus on improving writing has yet to secure consistently good progress in writing.

The good curriculum offers many popular enrichment activities and is adapted to engage the interests and needs of pupils. Effective links are made between subjects, particularly when pupils develop their skills in information and communication technology (ICT) across a range of subjects. Teaching has improved since the last inspection with more that is good, but the school's monitoring procedures have not successfully eradicated the small minority of teaching which is inadequate, or teaching that is no better than satisfactory.

Pupils' spiritual, moral and social development is good. However, their understanding of the cultural diversity in the school and wider community is not fully developed. The strategic appointment of a deputy headteacher has increased the pace of school improvement. Other leaders enthusiastically take responsibility for progress in their areas of responsibility. Success in improving elements of provision, accurate self-evaluation, effective action planning and a strong impetus from leaders underpin the school's good capacity to improve further.

Up to 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.

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What does the school need to do to improve further?

- Improve the quality of teaching and learning so that it is consistently good or better by ensuring that:
 - all teachers have high expectations of what pupils can achieve in lessons
 - work in lessons is matched to pupils' needs, particularly for higher achieving pupils
 - teaching is rigorously monitored and targets for improvement are reviewed regularly.
- Improve the cultural development of pupils by:
 - ensuring that there are opportunities for pupils to understand and celebrate the diversity within and beyond the school
 - making links with schools in contrasting settings in the United Kingdom
 - making good use of global links to further pupils' understanding of how people live and learn in other countries.

Outcomes for individuals and groups of pupils

3

Pupils make good progress in lessons when they are actively engaged in challenging activities and when they are clear about how to improve their work. For example, in one lesson, pupils were successfully applying their previous learning to produce accurate mathematical drawings of rotational symmetry. Progress is slowed in some lessons when activities are not matched well enough to learners' needs and there is not enough challenge for the more able pupils. Pupils sometimes spend too long listening to lengthy teacher explanations rather than engaging in active learning.

Pupils make consistently good progress and achieve well in reading. They apply their well-developed ICT skills in a range of curriculum subjects. School plans to improve teaching in mathematics have been successful in ensuring that more pupils reach the nationally expected standards, but not enough is done to extend the skills of the most able pupils in lessons. Some pupils commented that they spend too long repeating learning rather than moving on. The school's recent focus on developing writing is ensuring that provision is improving, but this has yet to have an impact on improved standards or consistently good progress for all pupils.

Learners with special educational needs and/or disabilities are supported well in lessons and respond well to the school's inclusive approach so they make good progress. Pupils who speak English as an additional language are also well supported in lessons and make satisfactory progress, but there is an inconsistent understanding of their precise needs. Individual and group activities provided for pupils who may be falling behind are evaluated to ensure their effectiveness and, in the main, they successfully accelerate progress.

Pupils understand the difference between right and wrong and apply this to their time in school. This, along with the clear and high expectations of all staff, contributes well to their almost always good behaviour. Staff treat pupils respectfully and pupils respond well so that relationships are mainly positive. Good behaviour at the time of the previous inspection has been maintained. Pupils feel safe in school and have a good understanding

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of unsafe situations as they did when the school was last inspected. For example, older pupils are clear about how to stay safe when using the internet. Pupils adopt healthy lifestyles with enthusiasm and are keen to take part in physical activities in lessons, at play and in after-school clubs. School councillors support active play by organising 'play-stations' at lunchtimes providing play equipment for others. The extent to which pupils adopt healthy lifestyles remains good as it was at time of the previous inspection.

Pupils' understanding of different cultures is not well developed. Pupils have studied a variety of religions but do not apply this knowledge to their immediate school or local environments. Although the school is very welcoming to all, there is not enough understanding or celebration of diversity.

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	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	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

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?

Teaching is broadly satisfactory with some that is good, but a small minority of lessons are inadequate. The best lessons feature good use of assessment information to plan activities which are well matched to pupils' abilities. Here, teachers use their good subject knowledge to provide logical links in learning. This, together with good questioning, ensures pupils achieve well in these lessons. Less effective lessons limit the progress made, particularly for the more able, because activities do not exactly meet their needs. In some lessons pupils spend too long listening to teacher explanations. Targets, marking and feedback to pupils are used well in some classes, but not in all. The widespread use of

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'footsteps to success' is helpful because pupils can measure their own success in lessons against specific criteria.

The imaginative use of visits and visitors enriches the curriculum well. Popular extra-curricular activities provide further opportunities for pupils to extend their interests. Provision for ICT is a strength and is resulting in good outcomes. Pupils say they mainly enjoy their lessons. The curriculum is adapted to meet learners' needs. For example, older pupils were using a secondary school timetable to develop their understanding of time. This provided a real purpose to the activity which helps pupils understand what they are learning and why.

Supportive transition arrangements are in place to support pupils entering the school. Teachers are working effectively with colleagues in the main feeder infant school to ensure that pupils settle well. This collaborative working is now extending to the assessment of pupils on entry to the school. Helpful partnerships with local secondary schools contribute to the good transition arrangements for pupils leaving the school. Pupils are confident that they can discuss their problems with an adult in school, including by asking for help through confidential 'care boxes' which pupils use to request time to talk to a member of staff.

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?

Senior leaders are clear about what needs to improve. They are achieving success in some areas and have appropriate plans for emerging priorities. The monitoring of planning and pupils' work, together with the tracking of pupils' progress, is rigorous and helpful in setting high expectations for all. Lesson observations are less helpful in improving teaching because they do not provide enough frequent or detailed feedback to teachers. Individual teacher's targets are not followed up soon enough to ensure that things have improved quickly.

The Chair of the Governing Body leads an effective and ambitious team of governors who have a precise understanding of the school's strengths and weaknesses. The governing body regularly benchmarks standards against local and national schools and has a well-developed understanding of achievement data. It receives good information from the school and independent sources, including the local authority, and uses this to challenge the school to provide the very best for all pupils. Governors are visible in the school. They listen and act on the concerns of parents and carers.

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The school is a cohesive community and is beginning to form global links. It has yet to form links with schools nationally in contrasting settings to further develop pupils' understanding of the diversity present in the United Kingdom and further afield. The school satisfactorily promotes equal opportunity.

All staff receive appropriate and regular training in the protection of children. The school site is secure and safeguarding policies are reviewed regularly. Parents and carers feel the school takes good care of their children. One parent commented that staff ensure her child is safe at the end of the day when they monitor adults collecting children. There are rigorous checks for those employed to work in the school. However, checks for a very small number of volunteers were not entirely up to date. This was remedied during the inspection.

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	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	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The questionnaires indicate a high level of support and confidence in the school. A small minority of parents and carers made additional comments. Parents and carers were more positive about the progress their children make overall compared to the judgements made by the team of inspectors following observations of learning and evaluation of records of progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broughton Junior 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 105 completed questionnaires by the end of the on-site inspection. In total, there are 167 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	52	47	45	2	2	1	1
The school keeps my child safe	71	68	33	31	1	1	0	0
My school informs me about my child's progress	47	45	55	52	2	2	1	1
My child is making enough progress at this school	42	40	55	52	6	6	1	1
The teaching is good at this school	45	43	55	52	1	1	1	1
The school helps me to support my child's learning	43	41	57	54	1	1	2	2
The school helps my child to have a healthy lifestyle	50	48	52	50	0	0	1	1
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)	44	42	57	54	2	2	1	1
The school meets my child's particular needs	41	39	56	53	4	4	1	1
The school deals effectively with unacceptable behaviour	44	42	50	48	6	6	4	4
The school takes account of my suggestions and concerns	42	40	51	49	7	7	2	2
The school is led and managed effectively	49	47	50	48	2	2	2	2
Overall, I am happy with my child's experience at this school	53	50	48	46	3	3	1	1

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.



8 July 2011

Dear Pupils

Inspection of Broughton Junior School, Aylesbury, HP20 1NQ

Thank you for making us so welcome when I visited your school recently with my colleagues. We certainly enjoyed talking with you and were impressed by your good behaviour in lessons, around the school and in the playground. We know from talking to you and reading your questionnaires that you enjoy being at school and feel safe there. You enjoy having responsibilities in school including helping to recycle materials to make your school greener. The Year 6 pupils told us they enjoyed visiting a chocolate factory during the inspection. We know that you enjoy such visits and the other activities your school organises including after-school clubs.

Your headteacher and his staff take good care of you and make sure that you get along well with each other. Overall, you go to a satisfactory school and make satisfactory progress.

I have asked your headteacher, the staff and governors to try to make your school even better by:

- making sure that more lessons are as good as the very best so that you make at least good progress
- helping you to understand more about the different cultures of pupils and adults in the school and in the wider world.

I hope you will play your part by continuing to work hard and do your best.

I wish you every success in the future.

Yours sincerely

Michelle Winter

Her Majesty's Inspector

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