

Broughton Primary School

School Lane, Broughton, Stockbridge, Hampshire, SO20 8AN

Inspection dates 6–7 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- The school has improved substantially since the last inspection under the strong leadership of the headteacher so that pupils achieve well.
- The very strong community ethos, developed over many years, means that pupils are happy at school and feel safe.
- Governors check regularly to see that the school is making good progress towards the key priorities for its improvement.
- Pupils behave impeccably most of the time and try very hard to complete their work in lessons.
- Pupils enjoy coming to school because teachers take care to make sure that most lessons are interesting. Their attendance is above average.
- Parents' views of the school are overwhelmingly positive. Their enthusiastic support has helped school leaders create an extremely high-quality outdoor environment.

It is not yet an outstanding school because

- On occasions, lessons are not pitched at the right level so that pupils develop their understanding at a good rate.
- Pupils do not have a clear enough understanding of the steps they must master to reach the next level in their learning.
- Small-group sessions planned to teach pupils how letters and sounds link together (phonics) do not focus sharply on the key points that pupils need to learn, and sometimes move at too slow a pace.

Information about this inspection

- The inspector observed nine lessons, all of which were joint observations with the headteacher. In addition, the inspector made a number of other short visits to lessons, most in partnership with the headteacher.
- Meetings were held with pupils from all classes, two governors, a local authority representative and school staff, including leaders in charge of subjects.
- The inspector took account of the 30 responses to the on-line questionnaire (Parent View) in planning the inspection and spoke to some parents before school.
- The inspector observed the school's work, and looked at a number of documents, including the school's own information on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance and safeguarding records.

Inspection team

Liz Kounnou, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than most primary schools and has four classes.
- The proportion of pupils known to be eligible for the pupil premium is well below average. The pupil premium provides additional funding for looked-after children, pupils known to be eligible for free school meals and pupils who have a parent in the armed services.
- At the time of the inspection, there was one pupil in the school known to be eligible for free school meals.
- Very few pupils are of minority ethnic heritage, and none speak English as an additional language, which is well below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average. This small group mainly have specific disabilities or speech, language and communication needs.
- The school does not use any alternative provision for its pupils off site.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- More than half of the teachers are new to their posts this year.

What does the school need to do to improve further?

- Raise the quality of teaching so that pupils' learning is outstanding by:
 - making better use of what teachers already know about pupils when planning lessons, so that activities are precisely designed and it is clear what each group of pupils is intended to learn
 - making sure that pupils know exactly how to improve their skills in reading, writing and mathematics, and have the chance to assess their own progress
 - increasing the pace of learning in phonics sessions by focusing on the key points that pupils have to learn to understand how letters and sounds link together.

Inspection judgements

The achievement of pupils is good

- In Key Stages 1 and 2, standards are rising at a good rate in reading, writing and mathematics and are broadly average by the time pupils leave the school. Since the last inspection, much has been done to tackle pupils' previous underachievement so that there is a sharp upward trend of improvement. However, standards do not yet fully reflect pupils' capabilities in all year groups.
- Pupils do not all know how to achieve as well as they can because they do not have enough information about the steps they need to master to reach the next level in reading, writing and mathematics.
- Children's language and communication skills are strong when they join the school, and exciting activities in the Early Years Foundation Stage, such as reading recipes and measuring ingredients to mix dough for some gingerbread men, help children to develop their skills well.
- Pupils achieve well and make consistently good progress in reading, writing and mathematics now from Year 1 to Year 6. Pupils are rapidly overcoming previous underachievement in these subjects. Their spelling and punctuation skills are much improved since the last inspection. Nonetheless, the pace of learning is variable in some phonics sessions, because there is not always enough focus on how to link and write the letters and sounds.
- Pupils' handwriting is a particularly strong feature of their success in writing. Time and effort spent making sure that children learn how to write in a joined style in the Reception class pays dividends as they move up through the school. Most write quickly and fluently with ease and confidence.
- Most parents provide exceptionally strong support to help their children develop their reading skills at home. This is a key feature of their good progress. Additional activities provided at school promote a real love of reading for most pupils; for example, the most able pupils work with a community volunteer to read and discuss some extremely demanding literature for their age.
- Pupils often decide how to set out their mathematics work, and what approaches they could use to work out mathematical problems. They are regularly encouraged to explain their thinking, both to the teacher and to their talk partners. As a result, they have a good grasp of mathematics and make good progress. The most able pupils in Years 5 and 6 confidently worked through a series of steps to find a range of solutions to the equation: $b=4+3a$.
- The small amount of pupil premium funding contributes to the cost of a highly skilled support assistant, who provides additional help in classrooms or on a one-to-one basis. This gives very good support for pupils in vulnerable situations. The great majority of eligible pupils make good progress because they feel safe and settled at school.
- The very small group of disabled pupils and those who have special educational needs make good progress. They are supported well. Staff give patient advice and guidance. On occasions, the work pupils are asked to complete is too difficult for them to tackle by themselves, and this slows their progress.

The quality of teaching is good

- Teachers carefully match the activities in their lessons to pupils' interests. They actively involve them in their learning. Pupils in Years 3 and 4 enjoyed comparing the weight of various objects. They worked out for themselves that they needed to adjust the divisions on the charts used to record their findings so that they could accurately represent the range of weights.
- Some activities provide a lot of enjoyment and interest but are not designed well enough to help pupils build on their previous learning.
- At times, learning gets off to a flying start because teachers explain the work quickly and succinctly so that no time is wasted and pupils have plenty of time to write. This is not a consistent feature, however, and on occasions pupils spend too long listening to teachers'

instructions and do not have enough time to write down all their ideas.

- Most teachers provide clear guidance for pupils through their marking. They assess pupils' developing skills regularly, but do not always make full use of what they know about the pupils. Consequently, at times the work is too easy to help the most able move on quickly to the next level, or is too difficult for those who find learning more difficult.
- Teachers expect the best of their pupils and consistently manage behaviour well in lessons, giving plenty of praise and merit points. Many lessons are lively because pupils contribute plenty of ideas, often discussing questions with a partner and reporting their views when asked. A key feature of pupils' good progress is the way that teachers encourage them to explain their ideas to deepen their understanding. In mathematics, teachers allow pupils to record their working out in any way that helps them.
- Care is taken to present pupils' work strikingly in displays all around the school, and to prepare books and resources to a high standard so that pupils want to keep their work neat and tidy. Pupils often work at thought-provoking puzzles and games so that they readily grasp new ideas.
- Teachers value pupils' contributions, so they are confident to ask for help. Teaching assistants give good encouragement and support for the most able and those who find learning more difficult. This focused support tailored to individual needs sees that each group of pupils does well.
- In some phonics groups, the pace of learning is too slow for pupils to make good progress. This is because some of the activities lack a clear focus on linking letters to sounds and pupils spend too much time waiting to take part.

The behaviour and safety of pupils are good

- Pupils are bursting full of ideas and really appreciate the way that teachers listen to them. They show tremendous respect for teachers and try very hard to do their best most of the time. On occasions, the work they are given restricts the development of their independence, so that they follow too many instructions rather than thinking things through for themselves, and this limits their overall achievement, particularly for the most able pupils.
- Pupils told the inspector that 'it is fun at our school because we do loads of different activities.' Pupils in Years 5 and 6 were eager to talk about the visit they made to the local secondary school that morning to learn basketball skills. Others were really looking forward to an afternoon of Chinese activities planned for the following day to learn about Chinese New Year.
- Pupils' behaviour when learning is exceptional. They listen attentively, follow instructions well and politely ask for guidance if they do not understand. When they are outside at breaktimes, they play happily with one another, using the large and small equipment and play areas very sensibly. They respond very well to the trust they are shown; for example, the 'Huff and Puff' monitors in their high-visibility jackets help the younger children understand how to use the equipment. When they blow their whistles, everyone returns the equipment to the storage boxes promptly.
- Pupils develop a strong sense of self-confidence. They show tremendous pride in their achievements during assembly, reading their notes and displaying their slides confidently, or speaking from memory with great confidence.
- Pupils feel very safe at school. They report that behaviour is good. They are adamant that there is no bullying, and believe this is because it is a small school so everyone helps each other. Nonetheless, they are well informed about all forms of bullying; for example, they remember precisely what the police told them about the dangers of cyber bullying. School leaders make sure that pupils have a good grounding in road safety so that when they visit urban areas, they are alert to the dangers of heavy road traffic which they do not experience in the village.

The leadership and management are good

- The headteacher provides very clear guidance and support to make sure that teaching improves and pupils' progress speeds up. Since the last inspection, rigorous systems for checking how well pupils are doing have been introduced and robust targets set to identify where there is room for improvement. The regular checks make sure that all groups do equally well, and action is taken promptly when needed.
- Accurate assessments of the school's effectiveness are undertaken, often to see that new approaches are making a difference for pupils. Training and time have been provided to make sure that leaders in charge of subjects develop their roles and responsibilities appropriately. This is already having a good impact on raising standards in English and mathematics.
- The local authority has supported the school well since the last inspection. Tailored support has assisted the development of teaching in English and mathematics. The headteacher actively seeks the support of the local authority to make sure that there is an external perspective on the rate of improvement.
- Very strong partnerships with parents and the local village community add to the school's success. Parents raise considerable funds to improve the learning environment, and give many hours supporting learning at school and at home. Community members are welcomed into the school and help pupils develop an understanding of the diversity of the local area.
- The community ethos is a strength of the school. Pupils from all walks of life have a very strong sense of belonging, and support one another very well throughout the school day. Adults and pupils do not tolerate discrimination of any kind.
- Topics and subjects are planned carefully so that pupils of all abilities in the small mixed-age classes make good progress as they move through the school. School leaders develop pupils' spiritual, moral, social and cultural awareness through arranging a wide range of extra activities to support pupils' learning. Visits and visitors stimulate pupils' curiosity and develop their understanding of life outside the village; for example, there are exchange visits to France and a link with a school in Uganda.
- **The governance of the school:**
 - Sustained improvement in the quality of information and training for school governors since the last inspection has meant the governing body is well informed about the school's performance compared with that of other schools and about the quality of teaching. Governors check the impact of targets for teachers on a regular basis so that they have enough information to see that only the most successful teachers are rewarded. Robust targets are set for all staff. Aspects of the school's strategic plan are reviewed at every full meeting of the governing body and every committee meeting, giving governors a clear overview of progress. Governors ask searching questions to satisfy themselves that teaching continues to improve at a good rate. There are regular reviews of the allocation and impact of the pupil premium funding. All statutory duties are met, including arrangements for safeguarding. Governors are diligent in checking the school's safeguarding records to see they are accurate and up to date.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	115867
Local authority	Hampshire
Inspection number	405607
Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	76
Appropriate authority	The Governing Body
Chair	Ms Sue Lydeard
Headteacher	Mr Neil Hardy
Date of previous school inspection	5–6 May 2011
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