

Inspection of a good school: Broughton Primary School

Cransley Hill, Broughton, Kettering, Northamptonshire NN14 1NB

Inspection dates: 27 and 28 April 2022

Outcome

Broughton Primary School continues to be a good school.

What is it like to attend this school?

This is a welcoming village school. There is a calm and purposeful atmosphere. Parents and carers, staff and pupils value the 'family-like' feel of the school. Pupils work together for 'a happy school, a brighter future'. Staff work in close partnership with parents. They aim to help pupils to be 'honest, kind, helpful [and] gentle, and to work hard'.

Staff know pupils well. They have high expectations for pupils. Pupils say teachers make learning fun but challenging. Relationships between staff and pupils are positive. Pupils with special educational needs and/or disabilities (SEND) are well supported by staff.

Pupils behave well. Bullying is rare. Pupils say they feel safe in school. They are confident that staff are quick to sort out any incidents of poor behaviour and that they do so fairly. Staff provide good-quality pastoral support for pupils, if needed. Pupils know trusted adults they can talk to if they are worried.

Pupils say this is a good school. They relish opportunities which support the development of their character. These include adventure days where they learn life skills, including first aid. They take part in sports competitions and learn about nature in the forest school provision. They take pride in holding positions of responsibility in school.

What does the school do well and what does it need to do better?

The curriculum is broad and ambitious. Curriculum content is coherently sequenced from the early years to Year 6. In subjects such as mathematics, it is clear what teachers want pupils to learn and when. Teachers have a good understanding of what pupils know already. They know what they want pupils to achieve by the time they leave the school. In some subjects, the key knowledge that pupils need to learn and remember is not as clearly identified.

Subject leaders are knowledgeable. They check frequently that the curriculum prepares pupils well for the next stages of their education. Pupils can make connections in their

learning. Topics of learning are linked together. Pupils apply their knowledge and practise their skills in different contexts. For example, pupils in Year 6 develop their geographical mapping skills in art and design lessons. They read 'The adventures of Odysseus' to extend their historical knowledge of ancient Greece.

Leaders prioritise reading. They promote the importance of reading from the early years. Reading for pleasure and information is encouraged. Pupils enjoy choosing books from the school's well-stocked library. They read often. They talk eagerly about their favourite books and authors they admire. Children in the early years learn phonics from their first week in school. Staff receive appropriate training to teach phonics well. The books pupils read are matched to the sounds they know. As they move through the school, pupils become increasingly fluent readers. Pupils who need more help with reading, including those with SEND, receive timely and targeted support. Staff provide extra phonics sessions when needed.

Teachers adapt their teaching strategies to support pupils with SEND. They provide suitable resources to make learning accessible. Extra programmes of support and teaching are provided when necessary. However, leaders do not check exactly the small steps pupils make with the extra support they receive. They cannot be sure that the support is accurately targeted and consistently effective in meeting pupils' needs.

There is a variety of activities, trips and experiences provided for pupils. These opportunities enrich pupils' learning. They can enjoy a range of extra-curricular clubs, including archery, choir and basketball. Pupils are looking forward to residential trips later this term. Year 2 pupils are excited about their upcoming trip to London for the Queen's Jubilee celebrations. The school's ethos encourages pupils to be respectful and polite. They develop independence and learn leadership skills through positions of responsibility.

Staff appreciate the support leaders provide to consider their workload and ensure their welfare. They enjoy working with other members of staff to share ideas and improve their practice.

Most parents are supportive of the school and staff. Typically, they value the way their children are 'supported and encouraged to be the best they can be'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors prioritise safeguarding. They ensure that staff receive appropriate training to keep pupils safe. Staff understand their responsibility to safeguard pupils. They know what to do if they identify that a pupil may be at risk. They promptly report any concerns. Pupils learn how to stay safe. They learn about fire safety and 'stranger danger'. They understand the importance of online safety.

Leaders are persistent in following up concerns. They ensure relevant information is shared appropriately. They provide prompt support for pupils and their families. They work actively with external services when they may be helpful to pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects the key knowledge that pupils must learn and remember is not clearly identified. This makes it difficult for teachers to understand how knowledge needs to build logically. Leaders must ensure that the knowledge pupils need to know is clearly identified and sequenced for all subjects.
- Leaders identify promptly those pupils with SEND who need extra help. Programmes of support are put in place. However, leaders do not measure precisely enough the effectiveness of this support. They cannot be sure that it is having the best possible impact for pupils. Leaders should evaluate thoroughly the effectiveness of any additional help and programmes of support to ensure pupils' needs are met in the best possible way.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in March 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	121799
Local authority	North Northamptonshire
Inspection number	10227877
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair of governing body	Simon Lindley
Headteacher	Claire Shortt
Website	www.broughtonprimaryschool.co.uk
Date of previous inspection	28 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school runs before- and after-school clubs for pupils.
- The school does not use any alternative providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspector met with the headteacher, deputy headteacher, the assistant to the special educational needs coordinator, the school business manager, some subject leaders, several members of staff and groups of pupils. The inspector met with the chair of the governing body and a school improvement partner for the local authority.
- The quality of education was considered through deep dives into mathematics, early reading and physical education. The inspector looked at curriculum plans for these subjects, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector listened to pupils reading.

- The inspector spoke to curriculum leaders and looked at planning and pupils' work for other subjects, such as science, history and art.
- To check the effectiveness of safeguarding, the inspector reviewed the school's policies and procedures, met with the designated safeguarding leaders and spoke with pupils and staff.
- The inspector spoke with some parents at the start of the school day. The responses to Ofsted's questionnaires were taken into account.

Inspection team

Stephanie Innes-Taylor, lead inspector

Her Majesty's Inspector

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