

Broughton Primary School

Address: Cransley Hill, Broughton, Kettering, Northamptonshire, NN14 1NB

Unique reference number (URN): 121799

Inspection report: 9 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve very well across the school. Published outcomes are consistently above average, and pupils build secure and detailed knowledge over time. They remember key learning and apply it successfully across different subjects.

Pupils develop strong foundations in reading, writing and mathematics. Early reading is a clear strength. Pupils use phonics confidently and read with increasing fluency and understanding. In mathematics, pupils show secure number skills and explain their thinking with growing confidence.

Pupils also achieve well across the wider curriculum. Their work in subjects such as science, history and art shows excellent progress, with accurate use of subject vocabulary and improving skills.

Disadvantaged pupils and pupils with special educational needs and/or disabilities achieve well from their starting points. They benefit from effective support and learn alongside their peers. These pupils make steady progress through the curriculum.

Pupils are extremely well prepared for the next stage of their education.

Attendance and behaviour

Strong standard ●

Leaders give a high priority to attendance. They have clear systems to check attendance every day and act quickly if concerns arise. Disadvantaged pupils and pupils with special educational needs and/or disabilities also attend well. Only a very small number of pupils are persistently absent. Leaders understand the reasons and provide the right support. Leaders work closely with families, using meetings, support plans and external services where needed. These actions help pupils attend more regularly. Leaders remove barriers, including anxiety and medical needs, so pupils can come to school and take part in learning.

Pupils' behaviour is exemplary across the school. Pupils are polite and respectful and show good manners. Classrooms are calm, and pupils focus well on their learning. They follow routines confidently and respond quickly to staff instructions. During social times, pupils play safely and include others. Pupils say bullying is rare and that staff deal with any concerns quickly and fairly. Leaders record and follow up all incidents carefully. Staff support pupils with additional needs to manage their behaviour and emotions. This helps them take part fully in lessons and social times. The school promotes a nurturing and inclusive culture where pupils feel safe and ready to learn.

Curriculum and teaching

Strong standard ●

Leaders have a clear plan for the curriculum and teaching. They make sure the curriculum is broad, ambitious and well organised. Pupils build knowledge and skills step by step from early years to Year 6. Leaders identify the key knowledge and vocabulary pupils need to learn, and staff revisit this often so pupils remember more.

Teaching is effective across the school. It enables pupils to learn the planned curriculum and achieve well. Staff explain learning clearly and demonstrate secure subject knowledge. Early reading is a strength. Staff teach phonics in a consistent way, and pupils use this knowledge well when reading and writing. In mathematics, pupils develop strong number skills and use mathematical vocabulary to explain their ideas.

Staff check pupils' understanding regularly through questioning, discussion and short tasks. These checks help teachers adapt lessons so pupils keep up with their learning. Pupils with special educational needs and/or disabilities access the same curriculum as their peers. Staff provide careful support and adaptations to help them succeed.

Leaders have focused on improving handwriting and mathematical reasoning. Teaching in these areas is improving, especially in younger year groups. Some variation remains in older classes, but leaders' actions are helping to strengthen consistency.

Inclusion

Strong standard 

Leaders meet the needs of all pupils. Staff quickly spot when a pupil needs extra help. Staff assess pupils' needs carefully and remove barriers so that pupils can take part in learning and school life. The school offers a quiet sensory space to help pupils regulate and feel calm.

Disadvantaged pupils receive effective support. Leaders use pupil premium funding to provide extra teaching, emotional support and access to trips and clubs. This support improves pupils' attendance and helps pupils take part in a wide range of enrichment opportunities. Pupils with special educational needs and/or disabilities learn well alongside their peers. Staff adapt lessons so that all pupils can access learning. This support helps pupils build confidence and manage their emotions successfully. The school supports pupils who are known, or have been known, to social care. Staff build secure relationships with these pupils and provide consistent care, support and guidance. Leaders also support pupils facing other challenges, such as low attendance or social and emotional needs. They put in place personalised support and track the impact of this work closely.

The school works proactively with a range of external agencies to seek advice and support for any pupils who need it.

Leadership and governance

Strong standard 

Leaders provide strong and thoughtful leadership. They have a clear understanding of the school's strengths and priorities. They use this knowledge to make the right improvements for pupils. For example, leaders have identified areas of the curriculum to further refine and have started to action this. Leaders check their work carefully and use evidence from lessons, pupils' work and discussions to guide their decisions.

Governance is effective. Governors know the school well and provide both support and challenge. They review important information, including pupils' progress and the impact of funding. They ask clear questions to make sure that leaders focus on the right priorities. Governors meet their statutory duties, including safeguarding and safer recruitment. They complete relevant training and check that systems are working well.

Leaders place a high priority on staff's wellbeing. Staff feel valued, supported and listened to. They work well as a team and show pride in the school. They describe their staff team as 'the Broughton family'. Leaders manage staff's workload carefully and provide support where needed. Continued professional development is a strength. Leaders invest in staff and provide high-quality training. Many staff develop their skills over time and, as a result, take on new roles and responsibilities.

Leaders engage well with parents and the wider community. Parents feel confident in the school and value the support their children receive. Leaders also work with external partners to strengthen provision. This helps ensure that pupils and families receive the support they need.

Personal development and wellbeing

Strong standard ●

Leaders place a strong focus on personal development and wellbeing. They have created a clear and structured programme that supports pupils to grow in confidence, resilience and independence over time. Pupils feel safe, valued and listened to. They enjoy coming to school and speak positively about their experiences. Strong relationships between staff and pupils create a caring and inclusive environment where everyone feels they belong and can succeed.

The personal development programme is broad and carefully planned. Pupils learn about healthy lifestyles, including exercise, diet and dental care, and take part in activities such as the 'daily mile' and whole-school events. Through personal, social and health education lessons and assemblies, pupils learn about relationships, consent and how to stay safe, when both online and offline. A clear relationships education pathway runs from Reception Year to Year 6, helping pupils build knowledge step by step. Pupils revisit key ideas and apply their learning in meaningful ways, such as discussing resilience and wellbeing. They also develop a secure understanding of British values, demonstrating respect, tolerance and fairness in their daily interactions.

Leaders ensure that the personal development programme is inclusive. Pupils with special educational needs and/or disabilities and disadvantaged pupils take part fully in clubs, trips and leadership opportunities. Leaders remove financial barriers so all pupils can access enrichment. Pastoral support is a clear strength. Pupils know who to speak to if they are worried and trust adults to help them. Staff identify concerns quickly and provide targeted support, including emotional check-ins and access to quiet spaces. This high-quality support has a positive impact on pupils' wellbeing and attendance.

The school prepares pupils well for the next stage of education. Pupils move on to many different secondary schools. Leaders provide tailored transition support, including extra visits and close communication with new schools, so all pupils feel confident and ready for the future.

Expected standard

Early years

Expected standard 

Leaders provide clear direction for the early years and have designed a curriculum that supports children to develop secure foundations. Children settle quickly into well-established routines. They feel safe and behave well. They show positive attitudes to learning, sustain concentration and take part confidently in activities, including independent learning.

The curriculum is broad and carefully sequenced. It focuses on the key knowledge and skills that children need to be ready for Year 1. Phonics is taught daily and consistently. Children apply their knowledge when reading and in early writing. Staff place emphasis on communication and language, and children develop confidence in speaking and listening.

Teaching supports children's progress. Staff identify next steps and provide appropriate support. Children with special educational needs and/or disabilities and those who are vulnerable are identified early and fully included. They take part in all areas of learning.

The learning environment is purposeful and engaging. However, the quality of adult interaction is not always consistent. At times, adults do not extend children's thinking during play. Feedback is sometimes too general and does not move learning forward. Handwriting and letter formation could be modelled with more precision.

What it's like to be a pupil at this school

Pupils feel happy, cared for and included. They say adults listen to them and help them quickly if they have worries. Pupils know who their trusted adults are and feel confident to ask for support. They learn how to stay safe, including when online. They understand topics such as consent and risk through assemblies and lessons. This helps pupils to feel safe in school.

Pupils attend regularly and enjoy coming to school. They behave very well. They move calmly around the school and settle quickly in lessons. They show respect to adults and to each other. Pupils use good manners, such as holding doors open and speaking politely. Pupils understand the school's behaviour systems and say staff use them fairly. They say that bullying is rare and that adults deal with concerns quickly. This helps pupils feel secure and ready to learn.

Pupils enjoy their learning. They take part in a broad range of subjects and speak confidently about what they know. They remember key knowledge and use important vocabulary well. Pupils read with confidence and apply their phonics skills accurately. They show growing independence and resilience, especially when tackling new challenges.

Pupils achieve well from their starting points. They build knowledge step by step across subjects such as history, science and art. Pupils with special educational needs and/or disabilities, disadvantaged pupils and pupils known or previously known to social care take part fully in lessons. They receive the support they need to succeed.

Pupils feel that they belong. They describe the school as friendly and welcoming. They value rewards and celebrations, such as assemblies that recognise effort and kindness. Pupils take part in clubs, trips and wider opportunities. These experiences help pupils build confidence, teamwork and pride in their school.

Next steps

- Leaders should strengthen the consistency and quality of adult–child spoken interactions so that practitioners routinely extend children’s language, thinking and vocabulary during independent learning opportunities.
 - Leaders should continue to embed recent curriculum refinements to refine practice further so that the impact on all areas of pupils’ writing is even more secure.
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About this inspection

The chair of the board of governors in this school is Claire Townroe .

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The inspectors confirmed the following information about the school:

The school currently uses one unregistered alternative provision.

Headteacher: Claire Shortt

Lead inspector:

Luella Dhoore, His Majesty's Inspector

Team inspectors:

Shaun Carter, Ofsted Inspector

Rob Della-Spina, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 9 June 2026

School and pupil context

Total pupils

206

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

12.62%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.49%

Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

11.17%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	61%	Above
2024/25 (final)	87%	62%	Above
2023/24 (final)	89%	61%	Above
2022/23 (final)	80%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	90%	74%	Above
2024/25 (final)	93%	75%	Above
2023/24 (final)	89%	74%	Above
2022/23 (final)	87%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	94%	72%	Above
2024/25 (final)	97%	72%	Above
2023/24 (final)	100%	72%	Above
2022/23 (final)	87%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	94%	73%	Above
2024/25 (final)	97%	74%	Above
2023/24 (final)	93%	73%	Above
2022/23 (final)	93%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	46%	Above
2024/25 (final)	83%	47%	Above
2023/24 (final)	67%	46%	Above
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (final)	100%	63%	Above
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	94%	59%	Above
2024/25 (final)	100%	59%	Above
2023/24 (final)	100%	58%	Above
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	60%	Above
2024/25 (final)	83%	61%	Above
2023/24 (final)	67%	59%	Close to average
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	76%	68%	9 pp
2024/25 (final)	83%	69%	14 pp
2023/24 (final)	67%	67%	-1 pp
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	82%	80%	3 pp
2024/25 (final)	100%	81%	19 pp
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	94%	78%	16 pp
2024/25 (final)	100%	78%	22 pp
2023/24 (final)	100%	78%	22 pp
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	76%	80%	-3 pp
2024/25 (final)	83%	81%	3 pp
2023/24 (final)	67%	79%	-13 pp
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.5%	5.2%	Below
2023/24 (3 term)	3.8%	5.5%	Below
2022/23 (3 term)	4.0%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.0%	13.0%	Below
2023/24 (3 term)	5.0%	14.6%	Below
2022/23 (3 term)	2.8%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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