

Inspection of a good school: Broughton CofE Primary and Nursery School

Kepplewray, Broughton-in-Furness, Cumbria LA20 6BJ

Inspection date: 22 March 2023

Outcome

Broughton CofE Primary and Nursery School continues to be a good school.

What is it like to attend this school?

Pupils enjoy attending this friendly, welcoming school. They are polite and respectful to one another. Pupils are enthusiastic about their learning. One pupil told the inspector that 'teachers make the lessons interesting; you really want to learn'.

Pupils behave and achieve well. This is because they have responded positively to the high expectations of behaviour and achievement that leaders have put in place. Pupils work hard in class and conduct themselves sensibly throughout the school. They are enthused by the rewards that they receive for their efforts.

Leaders ensure that the extensive school grounds are utilised effectively. Pupils are able to take part in activities such as rock climbing, canoeing and archery. Older pupils take their responsibilities seriously. Their favourite job is taking Obie, the school dog, for his daily walk.

Staff and pupils enjoy strong relationships with each other. Teachers listen and deal with any worries that pupils may have. Pupils said that bullying and incidents of misbehaviour are rare. Any such incidents are handled well by staff. This helps pupils to feel happy and safe in school.

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

Leaders have recently developed a curriculum that helps pupils to build on their knowledge. They have ensured that the curriculum is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND).

Leaders can explain how their subject builds on pupils learning year on year. However, they have not yet made clear how the learning that children receive in the early years is successfully built upon in Year 1. This leads to children being less well prepared for their learning as they enter key stage 1.

In lessons, staff teach the intended curriculum. They explain new content clearly.

Teachers check pupils' understanding and deal with any misconceptions effectively. Pupils are given the opportunity to recap their learning. This is helping pupils to know and remember more. Leaders have used local links well to make learning more meaningful. For instance, pupils in year 6 spoke knowledgeably about the impact of World War II on the nearby Barrow Docklands.

Children in the early years quickly settle into the school day. They are taught the importance of listening carefully to their teachers. Children persevere with tasks and do not just give up. Across the school, pupils display positive attitudes to their learning. This allows lessons to take place free from interruption.

Leaders prioritise reading. All pupils are read to daily, including the two-year-old children in the Nursery class. Nursery children listen to different sounds and rhymes. These activities help to prepare them for their phonics learning in Reception.

Leaders have recently introduced a new phonics programme at the school. Staff have been trained to ensure the curriculum is consistently delivered well. They quickly identify and support any pupil who is not keeping up with the programme. This is helping children and younger pupils develop into confident, fluent readers. Older pupils enjoy listening to their teachers read to them. One pupil said. 'It helps me picture exactly what is happening, as though it was a movie.'

Pupils have a good understanding of the importance of equality and tolerance in society. However, their understanding of communities with different faiths and cultures is limited. This is because there are not enough meaningful opportunities for pupils to gain the knowledge that they need to develop this understanding. This can lead to pupils being less well prepared for life in modern Britain.

Staff support pupils with SEND effectively. Leaders have recently introduced systems to ensure that pupils with SEND are quickly and accurately identified. Leaders ensure that high-quality external support is put in place wherever required. Consequently, pupils with SEND achieve well.

Governors share leaders' increased ambitions for the school. They are now equipped with the information that will enable them to effectively support and challenge leaders to realise these ambitions. Staff value the actions taken by governors and leaders to support their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive regular safeguarding training. This enables staff to identify any pupils who may be at risk of harm or neglect. Staff understand the reporting procedures and the importance of reports being made in a timely fashion. Leaders work closely with a range of external agencies to secure the appropriate support for any vulnerable pupils and their families.

Pupils understand how to keep themselves safe. Through the curriculum, they learn different aspects of keeping safe, such as the importance of online safety and stranger danger.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some areas of the curriculum, leaders are not clear about what children in the early years need to learn by the end of Reception. Consequently, this learning is not being built on as effectively as it should be. This means that children are not as well prepared for their learning in Year 1. Leaders should ensure that they are clear about the curriculum content in Reception class so that they can better prepare children for the next stage of their education.
- Pupils understanding of communities with different faiths and cultures is not as developed as it needs to be. Leaders should ensure that more meaningful opportunities are available to help pupils deepen their understanding in this area. This will help ensure pupils are better prepared for life in modern Britain.

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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good on 26 and 27 September 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.

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	112287
Local authority	Cumbria
Inspection number	10241972
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	135
Appropriate authority	The governing body
Chair of governing body	Nicholas Taylor
Headteacher	Anthony Costa
Website	www.broughton-furness.cumbria.sch.uk
Date of previous inspection	26 and 27 September 2017, under section 8 of the Education Act 2005

Information about this school

- This is a voluntary controlled Church of England primary school. The school had its most recent section 48 inspection, for schools of a religious character, in February 2020.
- Since the previous inspection, a new headteacher has been appointed.
- The governing body manages the before- and after-school provision.
- Leaders do not make any use of alternative provision.
- The school has provision for two-year-olds.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in early reading, mathematics and history. This involved visiting lessons with subject leaders, discussing the subject curriculums, talking to pupils and teachers and looking at pupils' work. An inspector also observed

pupils reading to a familiar adult.

- An inspector also held discussions with the leaders of other subjects.
- Inspectors observed pupils' behaviour at playtime, lunchtime and during lessons. Pupils also talked to inspectors about their views of their school.
- Inspectors spoke to parents at the end of the school day and considered the responses to Ofsted Parent View. Inspectors also reviewed the responses to Ofsted's pupil and staff questionnaires.
- Inspectors held meetings with the headteacher, senior leaders and five governors, including the chair of governors. An inspector also spoke with a local authority representative and a representative of the diocese.
- Inspectors checked leaders' safeguarding procedures. They viewed a range of safeguarding documentation and discussed how incidents are managed and recorded.

Inspection team

John Tomlinson, lead inspector

Ofsted Inspector

Wendy Tracey

Ofsted Inspector

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