Inspection of a good school: Broughton Primary School

School Lane, Broughton, Stockbridge, Hampshire SO20 8AN

Inspection date: 24 January 2023

Outcome

Broughton Primary School continues to be a good school.

What is it like to attend this school?

Leaders and governors have high aspirations for every pupil in this small, caring school which sits at the heart of the community. Parents appreciate the time staff take to get to know every pupil. Relationships between staff and pupils are strong and nurturing.

Pupils enjoy learning. They work hard and behave well. Teachers quickly refocus any pupils who lose concentration. Pupils feel safe and happy. They are kind and respectful to both adults and their peers. Pupils trust the staff. They know they can go to them with any problem, such as bullying, and it will be dealt with immediately.

From the moment pupils start school, they learn the school's four values which encompass resilience, respect, courage and responsibility. For example, Year 6 pupils take their role as 'spreading sunshine' playground monitors very seriously. They enjoy rewarding pupils for showing kindness and respect to others. Furthermore, pupils are proud to earn merit tokens for their house team. For instance, when they are a 'have a go hero or heroine' with their learning.

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

Leaders have developed a well-sequenced and ambitious curriculum which meets the needs of all pupils in the mixed-age classes. Leaders have thought carefully about what they want pupils from early years to Year 6 to know and remember. For example, in mathematics, Reception children practise different ways to count every day and this is built on in key stage 1 as pupils start to learn multiplication tables.

Teachers are well trained and have good subject knowledge. They design activities that enable pupils to revisit previous learning before moving on to the next part of the curriculum. Teachers adapt learning skilfully to enable pupils with special educational needs and/or disabilities (SEND) to study the same curriculum as their peers. Teachers

check pupils' understanding throughout their lessons. This enables teachers to identify any misconceptions quickly. Teachers provide pupils with clear feedback. As a result, pupils' work is of high quality. Pupils talk about their learning enthusiastically. They are able to explain how previous learning is helping them with their current task.

Pupils behave well in lessons and try their best. Children in the Reception Year listen and follow instructions as eagerly as pupils in the other year groups. Pupils are polite and well mannered towards adults and their peers. They concentrate in lessons and have positive attitudes to learning.

Pupils learn to read quickly. Leaders have introduced a new approach to the teaching of phonics. Staff teach phonics expertly and follow the scheme well. Children start to learn phonics right from the moment they start school. Children in Reception use the sounds they know to read and write words confidently. Teachers carry out assessments regularly, and any pupil who falls behind is given support to keep up. Pupils love reading and want to read well. They enjoy listening to adults read to them. Leaders have ensured that all classes have high-quality texts to study and to read for pleasure.

Leaders have established clear systems to identify pupils with SEND. The special educational needs coordinator (SENCo) works closely with parents and other agencies to ensure that pupils with SEND are supported effectively and achieve well. Any gaps in learning are quickly identified and pupils are given the help they need to keep up.

Leaders ensure that pupils develop as future citizens through understanding the importance of respect, rights and responsibility. Pupils enjoy a variety of opportunities to take on responsibilities. For instance, being leader of the charity committee. Pupils learn about different religions and cultures. They visit several places of worship and hold an interfaith week. Pupils know that every individual is unique. Similarities and differences are to be respected. Year 6 pupils can explain maturely that discrimination of any kind is wrong. As one pupil voiced, 'no one should be bullied because of their religion, gender or race'. However, pupils are not as confident in being able to discuss what a heathy relationship looks like and the importance of respecting their bodies.

Leaders and governors are aware of the many roles staff have in a small school. They are sensitive to teachers' workload. Staff appreciate the recent change in feedback policy. They are proud to be part of the school and fully support the high aspirations of leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding. Staff know pupils and families well. Leaders ensure all staff receive regular safeguarding updates. As a result, they are well trained to spot any signs that pupils may not be safe. All staff follow clear procedures to report any concerns about pupils. Leaders make referrals to the local authority as necessary and ensure they follow up any actions. Governors make regular checks on safeguarding procedures. Pupils know how to keep themselves safe, particularly when they are using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The relationships education curriculum is not yet fully in place. Leaders have not yet identified and sequenced all of the key content that teachers need to teach. As a result, pupils' knowledge is not as deep as it could be. Leaders should ensure that they complete the curriculum so that all staff know and understand what they need to teach.

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 second ungraded inspection since we judged the school to be good in February 2013.

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	115867
Local authority	Hampshire
Inspection number	10256436
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	93
Appropriate authority	The governing body
Chair of governing body	Derek Smith
Headteacher	Lucy Macey
Website	www.broughton.hants.sch.uk
Date of previous inspection	3 October 2017, under section 8 of the Education Act 2005

Information about this school

- Broughton Primary School federated with West Tytherley Primary School in July 2021.
- The school does not currently use alternative provision.

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 inspectors met with the headteacher, the teaching, learning and curriculum strategic leader and the SENCo. The lead inspector spoke to the chair of governors remotely and met with three other governors.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning. Inspectors also looked at curriculum documentation for music and history.
- The lead inspector listened to pupils in Years 1 and 3 read to an adult.

- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding. Inspectors also talked to staff about their safeguarding training and spoke to pupils about the support they have in understanding how to keep safe.
- Inspectors met with different groups of pupils to seek their views of the school.
- The inspectors met with the headteacher and staff to discuss the wider development of pupils, behaviour, well-being and workload.
- Inspectors took account of parents' responses to the online survey, Ofsted Parent View, and parents' free-text comments.

Inspection team

Becky Greenhalgh, lead inspector	Ofsted Inspector
Cathy Davies	Ofsted Inspector

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