



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Broughton Primary School
Broughton Hall Road
Broughton
Flintshire
CH4 0QQ**

Date of inspection: March 2013

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2013: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 17/05/13

Context

Broughton Primary School is in the town of Broughton in the Flintshire local authority. The school opened in September 2011 as the result of the amalgamation of Broughton Infants School and Broughton Junior School. Several community services also use the site. They include a large public library and a youth centre. The school serves an area that is neither economically disadvantaged nor prosperous.

There are 451 pupils aged three to 11 years on roll, including 60 pupils who attend the nursery on a part-time basis. The school has identified around 16% of its pupils as having additional learning needs. Currently, no pupils have a statement of special educational need. Approximately 9% of pupils are entitled to free school meals, which is much lower than the average for both the local authority and Wales.

Nearly all pupils are of white British ethnicity and no pupil speaks English as an additional language. No pupil speaks Welsh at home.

The headteacher took up her role in September 2011. She was previously the headteacher of Broughton Infants School.

This is the school's first inspection.

The individual school budget per pupil for Broughton Primary School in 2012-2013 means that the budget is £2,832 per pupil. The maximum per pupil in the primary schools in Flintshire is £13,748 and the minimum is £2,758. Broughton Primary School is 68th out of the 73 primary schools in Flintshire in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The current performance of the school is good because:

- by the end of key stage 2, many pupils achieve good standards across the curriculum;
- most pupils enjoy their learning and have very good levels of wellbeing;
- the quality of teaching is generally good;
- there is a high level of care, support and guidance provided to pupils; and
- pupils with additional learning needs receive very good support and make significant progress.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher, senior management team and governors know the school very well, have a clear vision and work effectively as a team;
- leaders and managers have been successful in planning strategically and creating very effective systems for amalgamating the two schools;
- the school's management team has high expectations and sets challenging targets for the whole school which have a positive impact on standards and the wellbeing of pupils; and
- the school improvement plan identifies clear priorities and suitable strategies which are implemented well.

Recommendations

R1 Raise standards achieved by more able pupils across the school, particularly in mathematics and writing

R2 Improve standards of Welsh, particularly at key stage 2

R3 Ensure that assessment for learning strategies are implemented across the school consistently

R4 Strengthen the role of the school council

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Throughout the school pupils listen well to one another and to adults. In the Foundation Phase, most pupils are keen to talk about their work and many answer questions by including suitable detail. Many older pupils express their opinions confidently using a well-developed vocabulary. Most pupils concentrate well in teacher-led and independent learning tasks.

By the end of the Foundation Phase, most pupils read at a level appropriate for their age and ability. They use a range of strategies, including phonic skills, to help them decode new and unfamiliar words. In Year 6, many pupils are confident readers. They read with fluency and expression and discuss books they have read and their favourite authors.

Many pupils in the Foundation Phase produce short pieces of writing making good attempts at spelling and using punctuation reasonably accurately. However, more able pupils do not generally write at length or use a varied vocabulary to sustain the reader's interest. By the end of key stage 2, many pupils write at length. They use skills they have learned in English lessons well in written work across the curriculum, for example when producing an interesting diary about their experiences as an evacuee during the second world war. Overall, most pupils' work is well presented with accurate spelling. Many pupils use paragraphs and a range of punctuation appropriately in their work.

Many pupils make good progress in mathematics throughout the school. However, more able pupils do not consistently use and apply their mathematical skills at an appropriate level across the curriculum.

Pupils in the Foundation Phase generally achieve appropriate standards in Welsh. They respond well to simple questions and instructions. In key stage 2, pupils' skills are less well developed. Pupils make good progress in Welsh lessons, but make limited use of Welsh outside of these lessons.

Pupils with additional learning needs make good progress. A majority make significant gains in developing their reading skills as a result of effective intervention programmes.

Many pupils demonstrate a high level of independence. They are beginning to make choices about what they want to learn. A majority of pupils apply thinking and problem-solving skills to new situations, but this is not consistent across the school.

In 2012, teacher assessments at the end of the Foundation Phase show that the proportion of pupils who achieve the expected outcome (outcome 5) is around the average for the family of schools in language, literacy and communication and above the average for personal and social development. Pupil outcomes for the

development of mathematical skills do not compare as favourably. The proportion of pupils gaining the higher-than-expected outcome (outcome 6) is below the family average for language skills and well below for mathematical and personal skill development. The school is the third most challenged in its family.

Compared with schools with similar proportions of pupils entitled to free school meals, the performance of pupils at the end of the Foundation Phase places the school in the upper 50% for language and personal skills and in the lower 50% for mathematical development.

Since 2010, results in English, mathematics and science at the expected level at the end of key stage 2 have improved steadily. The proportion of pupils who attain the expected level (level 4) at the end of key stage 2 is above the family average in all three subjects. The proportion gaining the higher-than-expected level (level 5) is above the family average in English and science, but below the average in mathematics.

Compared with schools with a similar proportion of pupils entitled to free school meals, the performance of pupils places the school in the upper 50% for mathematics and English and the top 25% for science.

Wellbeing: Good

Pupils feel safe in school and have a positive attitude towards and a good understanding of healthy lifestyles. Behaviour is good in classes and around the school. Pupils are polite and respectful and relate well to each other and to the adults in the school.

Many pupils demonstrate a positive attitude to their learning. They engage in tasks well and are able to sustain concentration during lessons. The school has an elected school council which meets regularly and receives good support from a member of staff. Although members of the school council have been involved in promoting initiatives, such as healthy eating and a playground buddy system, their role within the school is at an early stage of development.

Many pupils play an active part within the community, for example by participating in services at the local church and singing with the local male voice choir at the community centre. Pupils' awareness of the world of work and safety issues is promoted effectively by visitors to school, such as the emergency services and representatives from local businesses.

Most pupils arrive at school on time. The school's overall attendance rate has improved slightly over the past three years and is currently around 95%. In 2012, the school's overall attendance rate placed it in the higher 50% when compared with similar schools.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a broad and well-balanced range of learning experiences that meet the needs of all pupils. Throughout the school teachers and support staff work together efficiently to provide a varied programme of stimulating and challenging activities. They use a planning framework that ensures that pupils build on their prior learning. Lessons give pupils the opportunity to apply the skills they have learned. For example, they use research skills to produce their own atlas and investigate habitats.

Provision for the Welsh language is appropriate. In the Foundation Phase, many teachers use Welsh regularly, but this is less well developed at key stage 2. Welsh is used on signs and wall displays extensively to support pupils' learning appropriately. The school provides a suitable range of opportunities for pupils to develop their understanding of Welsh culture and heritage.

There is a good range of opportunities for pupils to learn about the importance of protecting the environment. In lessons and through the work of an enthusiastic eco committee, they learn the importance of conserving water and energy and the value of recycling. The school promotes pupils' understanding of life in other countries well through links with schools in France and Africa. Pupils strengthened their connection with an African school by donating their old items of uniform after adopting a new uniform following the amalgamation of the two previous schools.

Teaching: Good

Teachers and support staff work well together to ensure that pupils make suitable progress in lessons. Many teachers use open-ended questions effectively to encourage pupils to reflect on and to extend their learning. Most lessons proceed at an appropriate pace and teachers plan stimulating activities which engage pupils' interest well. Teachers manage the behaviour of all pupils well in all classes. Most teachers provide appropriate levels of challenge for pupils of different abilities and encourage them to be independent learners.

The school has detailed assessment procedures that provide staff with clear evidence of the standards pupils achieve. Teachers use the recently-introduced tracking system effectively to identify pupils in need of additional support and to provide work at a suitable level for all pupils. A majority of teachers respond effectively to pupils' work and highlight appropriately what they need to do to improve. In a few classes teachers indicate when pupils have achieved their target in a particular piece of work. Assessment for learning strategies are developing appropriately throughout the school. However, teachers do not use these consistently in all classes to allow pupils to evaluate accurately their own work and that of their peers. Reports to parents are clear and detailed. They identify targets for improvement and provide pupils and parents with useful opportunities to respond to them.

Care, support and guidance: Good

The school provides a safe and secure environment for pupils and promotes actively pupils' confidence and self-esteem. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Pupils with additional learning needs are supported very well. There are highly effective arrangements for identifying and supporting pupils with additional need. The school also makes good use of an extensive range of external agencies. There is appropriate emphasis on promoting healthy living through the provision of healthy snacks and frequent opportunities for pupils to be physically active. The regular, morning exercise sessions help pupils to begin the day calmly and to enter lessons with improved concentration ready for learning.

Arrangements for promoting pupils' social, moral, spiritual and cultural development are comprehensive. School rules are clear and pupils understand why they are necessary. The school is a very orderly community. Activities, such as music and dance, promote pupils' cultural development well.

Learning environment: Good

The school promotes a calm and purposeful atmosphere successfully. Pupils develop respect, tolerance and understanding well in their lessons and by following the good examples set by others. All pupils are treated equally, regardless of their gender, background or ability.

There is a comprehensive range of resources of good quality that match pupils' learning needs well. Classrooms are spacious, light and airy. Displays in classrooms and in corridors are bright and colourful. They make a significant contribution towards helping pupils learn and celebrating the good work they do. The large playing fields and playgrounds are complemented by stimulating outdoor learning areas, particularly in the Foundation Phase, which staff use effectively to promote pupils' learning.

Key Question 3: How good are leadership and management?	Good
--	-------------

Leadership: Good

The headteacher has a clear vision for the future development of the school and identifies the school's current needs well. She conveys that vision successfully to the school management team, staff, governors and pupils. Leaders, managers and the governing body have undertaken very effective, strategically planned initiatives in amalgamating the two previous schools successfully.

The school management team sets challenging targets and expectations for the whole school which have a positive impact on standards and the wellbeing of pupils. All members of staff receive valuable opportunities to contribute to aspects of management across the school. They are aware of their roles and responsibilities and work together closely as a team.

Performance management arrangements for both teachers and support staff are effective and reflect the priorities of the school improvement plan.

Governors support the school well. Although the governing body is relatively new following the amalgamation, they have successfully begun to analyse end of key stage data and are aware of the school's priorities and the aspects of pupils' performance requiring improvement. They have suitable committees and effective structures in place to oversee school procedures. These ensure that they meet statutory requirements. They have begun to operate successfully in their role as critical friends.

The school responds very well to national and local priorities and is implementing the Foundation Phase successfully. The school is appropriately involved in partnership working to develop literacy and to improve strategic management. These initiatives have had a positive impact on improving the quality of teaching and raising standards.

Improving quality: Good

The school's self-evaluation processes are robust with a clear focus on raising standards of achievement and the quality of provision for all learners. Leaders and governors use information on pupil performance well and plan effectively to improve under-attaining areas. This has resulted in improving standards.

Most staff play a key role in self-evaluation and their reports identify areas for development clearly. The self-evaluation process draws firmly on direct evidence and includes session observations, scrutiny of pupils' work, a review of planning, analysis of data and progress reports from members of staff who lead on specific areas of learning. The school uses questionnaires effectively to consider the views of parents and pupils. The school's self-evaluation report lists achievements and areas for development appropriately, but it tends to be descriptive rather than evaluative. As a result, the connection with the school improvement plan, in a few instances, is unclear. Priorities listed within the school's improvement plan generally derive firmly from an evaluation of the previous plan and outcomes from the self-evaluation process. There are detailed objectives for each priority with clear, measurable success criteria.

The arrangements for whole-staff performance management are effective and meet the staff's professional training needs. The school participates effectively in a range of professional networks both internally and with other schools and partners. This involvement has a positive impact on pupils' learning, particularly in literacy.

Partnership working: Good

The school has strong and effective partnerships with parents and the local community. The parents' association is active in raising funds for additional equipment and, as a result, has helped to improve the provision for ICT within the school.

Close links with local playgroups and nursery settings help pupils to settle quickly into school. There are good links with local schools that ensure that moderation of pupils' standards and transition arrangements are effective. The school has been proactive in establishing a network of schools that combine to share good practice, for example in developing distributed leadership skills and raising standards in literacy.

Pupils benefit from partnerships with churches, local businesses and members of the community, such as the allotment society. These contribute positively to pupils' wellbeing.

Resource management: Good

The school manages its resources well. It has enough suitably qualified staff to undertake its work effectively and it makes good use of staff expertise, especially in Welsh language and physical education. Support staff make a significant contribution to every aspect of the school's life and work. All staff work well as a team to plan stimulating activities and experiences for pupils and to raise standards.

There are good opportunities for staff to work together and this has a positive impact on the effectiveness of planning, preparation and assessment. There is a close link between staff training and the priorities of the school improvement plan. Newly-qualified teachers receive appropriate support.

The governing body sets the budget and monitors expenditure carefully. It allocates financial resources successfully to priorities identified in the school improvement plan.

In view of the good standards achieved by pupils, the school provides good value for money.

Appendix 1

Commentary on performance data

In the Foundation Phase, around 88% of pupils achieved the expected level (outcome 5) in relation to the development of their language and mathematical and personal skills (the Foundation Phase indicator) in 2012. This is in line with the average for the family and above the average for schools in Wales. Around 98% of pupils achieved the expected level in personal and social development.

The percentage of pupils who achieved the higher-than-expected level (outcome 6) is below the average for the family, but above the average for Wales for language, literacy and communication and personal and social development. However, the percentage of pupils achieving the higher-than-expected level in mathematical development is well below both the family and Wales averages.

When compared with schools in Wales with similar proportions of pupils entitled to free school meals, the school's outcomes place it in the higher 50% for the development of pupils' language, literacy and communication skills and personal and social development, and in the lower 50% for mathematical development.

In key stage 2, the percentage of pupils who achieve the expected level (level 4) or above in English, mathematics and science (the core subject indicator) is above the average for the family and Wales.

In 2012, in relation to schools with a similar proportion of pupils entitled to receive free school meals, the school is in the upper 25% for science and in the upper 50% for English, mathematics and the core subject indicator.

The proportion of pupils who achieve the higher-than-expected level (level 5) in English and science is slightly above the average for the family. Mathematics is below the family average. At the higher level, the school's performance in comparison with schools with a similar proportion of pupils entitled to free school meals places it in the highest 25% in English and science and in the lower 50% in mathematics.

In key stage 2, girls perform slightly better than boys at the expected level in English. At the higher level, boys outperform girls in English, mathematics and science by more than the family average.

Pupils entitled to free school meals generally attain as well as other groups of pupils.

Appendix 2

Stakeholder satisfaction report

Parent questionnaire

Eighty parents or carers completed the questionnaire.

All parents or carers feel that their child was helped to settle in well when he or she started at the school.

Nearly all parents or carers say that:

- staff expect their child to work hard and do his or her best;
- their child is safe at school;
- teaching is good; and
- their child is encouraged to be healthy and take regular exercise.

Most parents or carers say that:

- they are generally satisfied with the school and it is well run;
- their child likes school and is making good progress;
- pupils behave well;
- the school helps their child to become more mature and take on responsibilities;
- staff treat all children fairly and with respect; and
- their child receives appropriate additional support in relation to their needs.

Many parents feel:

- comfortable approaching the school;
- that they understand the school's complaints procedures;
- that their child is well prepared for moving to the next school;
- the homework that is given builds well on what their child learns;
- that they are kept well informed about their child's progress; and
- that the school provides a good range of activities including trips or visits.

The views of these parents and carers are generally in line with the benchmarks for responses from all primary schools inspected in Wales. However, parents were less positive about how well they are informed about their child's progress, how homework builds on what their child learns in school and the range of activities, trips and visits available to pupils.

Pupil questionnaire

One hundred and nine pupils in key stage 2 completed the pupil questionnaire.

All pupils say that:

- they feel safe in school;
- they know what to do and whom to ask if they find their work hard; and
- they have enough books, equipment and computers to do their work.

Nearly all pupils feel that:

- there are lots of chances for regular exercise; and
- teachers and other adults in the school help them to learn.

Most pupils think that:

- the school deals well with any bullying;
- they know whom to talk to if they are worried or upset;
- they are doing well in school and teachers and other adults help them to learn and make progress;
- the school teaches them how to keep healthy; and
- nearly all children behave well at playtime and lunch time.

Many pupils say that:

- other children behave well in class and they can get their work done; and
- homework helps them to understand and improve their work in school.

The views of pupils are generally in line with the benchmarks for responses from all primary schools inspected in Wales. However, pupils are more positive about the behaviour of other children at lunch and play times.

Appendix 3

The inspection team

Jane Rees	Reporting Inspector
Christopher Dolby	Team Inspector
Owen Glyn Roberts	Team Inspector
Peter Howarth	Lay Inspector
Janet Rowlands	Peer Inspector
Susan Davies	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.