

Brant Broughton Church of England and Methodist Primary School

Mill Lane, Brant Broughton, Lincoln, Lincolnshire LN5 0RP

Inspection dates

5–6 June 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a good school

- Since the last inspection, significant staff changes have resulted in some weak teaching. Leaders and governors have now secured stronger teaching, which is driving up standards.
- Pupils behave well. They are respectful of adults and each other. Staff apply the school's behaviour policy consistently.
- The school's well-balanced curriculum provides pupils with opportunities to make links across subjects when appropriate. Pupils are enthusiastic about their learning.
- Pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils are supported well and make strong progress.
- Subject leaders are determined to improve their areas of responsibility. Some are still developing their understanding of how to establish consistency and check improvements.
- Due to weaker teaching in the past, some pupils have not made as much progress as they should. Historically, too few pupils have achieved at the higher standard.
- Some pupils are disadvantaged by persistent absence from school.
- Leaders and governors have established a culture where 'safeguarding pupils is for everyone'. Staff know to whom to report concerns and know how to spot signs of abuse.
- Teachers develop pupils' learning skilfully by effective demonstration and questioning. They are keen to provide pupils with stimulating experiences which enhance learning.
- Staff in the early years have a good understanding of what children can and cannot do. They use questioning and prompts effectively to develop learning.
- Pupils have a good understanding of British values. Teachers promote their spiritual, moral, social and cultural development well.
- Leaders have not coordinated the approach to teaching phonics, writing and mathematics. Occasionally, teachers do not develop pupils' knowledge and skills effectively, including in the early years.
- Teachers do not always address common mistakes. Their expectations of pupils' presentation and handwriting are not always high enough.

Full report

What does the school need to do to improve further?

- Improve outcomes for pupils by ensuring that teachers have high enough expectations of what pupils should be able to achieve, particularly in mathematics.
- Enhance the quality of leadership and management by ensuring that middle leaders have the skills to drive improvement within their subject.
- Improve the quality of teaching, learning and assessment by:
 - establishing a consistent approach to the teaching of mathematics and English which systematically develops pupils' skills and provides sufficient challenge
 - ensuring that the teaching of phonics is systematic and effective
 - teachers addressing common mistakes so that they are not repeated
 - teachers having high expectations of pupils' handwriting and presentation.
- Improve pupils' personal development, behaviour and welfare by:
 - continuing to reduce the proportion of pupils who are persistently absent from school
 - developing pupils' resilience and perseverance to enable them to tackle more challenging tasks.
- Improve the quality of teaching and learning in the early years by ensuring that children's early reading, writing and phonics skills are developed systematically and consistently.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the last inspection, the school has undergone a significant change in staffing. Until recently, the quality of teaching and learning was not consistently strong, which led to a fall in standards. Leaders have established stable teaching from September 2018, which is now driving up standards. Leaders have created a strong team which is determined to provide pupils with high-quality teaching.
- Leaders have reviewed the school's assessment system to ensure that the information it provides is accurate. Leaders use other sources of evidence, such as writing assessments and further reading checks, to verify pupils' attainment. Leaders now have a better understanding of the progress pupils are making across a key stage.
- The leaders of the provision for pupils with SEND and for disadvantaged pupils are highly ambitious for these pupils to achieve their potential. They are passionate about providing the right support for pupils and work hard to understand the cause of barriers to learning. External support is sought when necessary and training is provided for staff to help pupils make the progress of which they are capable.
- Leaders' evaluation of the school's effectiveness is accurate. They have put in place action plans to develop the areas where improvement is needed. For example, leaders recognised that pupils were not making strong enough progress in mathematics. They have sought external advice to help them develop this area of the curriculum.
- The school's curriculum is broad, balanced and stimulating. Wherever possible, teachers make connections to bring learning to life. For example, through the topic of natural disasters, pupils learned about weather formations, volcanoes and life in Pompeii. Visits and visitors are used effectively to enhance and develop learning. The outdoor learning programme helps to develop pupils' social skills.
- The promotion of pupils' spiritual, moral, social and cultural development and the teaching of British values are strengths of the school's work. Through the school's core values, pupils learn about equality and diversity. They learn to appreciate the arts and culture, recreating artwork such as 'Sunflowers' by Van Gogh and listening to the work of the composers included in the BBC 10 pieces collection.
- Leaders have ensured that they use the physical education and sport premium to develop the teaching of sport across the school. Teachers teach alongside qualified sports coaches to develop their own practice. The school takes part in a range of sporting events, competing against other schools locally.
- Subject leaders are keen to improve their area of responsibility and know the areas needing development. However, as some are new to subject leadership, they are still developing their understanding of how to secure consistency in quality across the school and to monitor improvements. Leaders have sought external training and advice to provide additional guidance, in particular for the development of mathematics and phonics.

Governance of the school

- Governors are realistic about the school's strengths and weaknesses. They are aware of the recent challenges the school has faced, caused by turbulence in staffing. They now feel there is a strong team in place, which is moving the school forward.
- Governors know that some pupils have not made enough progress in the past. They are using assessment information carefully to ensure that leaders are improving outcomes for pupils.
- Governors use monitoring visits to check whether leaders are implementing the school's plan for improvement. They acknowledge that, in the past, these visits may not have provided them with the knowledge which would enable them to rigorously challenge leaders to continue improvements in the provision. They now have greater understanding of how to judge the effectiveness of the work of the school.

Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding records are thorough and well managed. Leaders have ensured that information is recorded carefully. Chronological records provide a clear timeline of events. Leaders are quick to seek external involvement when the need arises. Where individual cases do not meet local authority thresholds for involvement, leaders work successfully to establish strong relationships with families to ensure that pupils are well supported and kept safe.
- Leaders ensure that staff receive regular and relevant safeguarding updates. They have developed the culture that 'safeguarding is for everybody', and work with staff to understand that, despite the school being in a rural location, pupils are potentially vulnerable. Staff said they knew what to do if they had a concern about a pupil, and were confident that concerns would be followed up by leaders.
- Governors regularly check the school's procedures for safeguarding pupils. The governor responsible for safeguarding meets regularly with leaders to check that the single central record is compliant and up to date.

Quality of teaching, learning and assessment

Good

- Teachers use the school's assessment system with increasing accuracy to ensure that the tasks they set match the curriculum and pupils' needs. They use demonstration and questioning skilfully when developing pupils' understanding. For example, in a tennis lesson, the teacher developed pupils' skills and provided additional coaching when pupils did not grasp the skill. In mathematics, teachers provided pupils with challenging problem-solving activities. Targeted questions were used effectively to move pupils' learning forward and encourage deeper thinking.
- Pupils with SEND and those who are disadvantaged are well supported. Teachers have a good understanding of the different needs of pupils and, through frequent monitoring, support is updated and adapted to ensure that these pupils make the progress of which they are capable. Additional adults work closely with teachers to

provide the support pupils need. They are skilled, and know when to intervene and when to step back to encourage pupils' independence.

- Teachers develop pupils' reading skills by reading books together as a class, which are linked to the topic currently studied. They use assessment information well to target questions to develop pupils' thinking. During the inspection, Year 1 and 2 pupils were observed using information from a text to predict what might happen next. They used clues to infer meaning and explain what characters were doing and why.
- Once pupils have become independent readers, teachers are ambitious for them to continue to develop their reading skills. In September 2018, teachers introduced a new approach to developing independent reading. Teachers successfully encourage pupils to read books they may not typically choose. Pupils have made strong progress since the introduction of this initiative.
- When developing writing skills, teachers provide pupils with stimuli which help them to develop their ideas. For example, when writing about the experiences of people living in Pompeii, pupils in Years 3 and 4 used effective role play to help them empathise with characters. They then reflected this in their writing. However, the approach to teaching writing is not consistent across the school. In a few instances, teachers' expectations of what pupils should be able to achieve are not high enough. Occasionally, teachers do not always correct pupils' common mistakes, and thus they continue to repeat errors.
- In mathematics, many teachers show strong subject knowledge and pupils are making better progress than they have in the past. However, leaders have not coordinated this good practice to ensure that the school's approach to the teaching of mathematics is consistent. There is no common approach across all year groups. For example, some teachers sometimes use resources which do not develop pupils' learning effectively.
- The teaching of phonics is inconsistent in quality. Teachers use a mixture of approaches, which can confuse pupils. Some of the school's books to support early reading are not compatible with the development of pupils' phonics knowledge. Occasionally, pupils are unable to read them. The lack of consistently good-quality teaching means that some pupils, particularly lower-ability pupils, do not make as much progress as they should.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils learn how to keep themselves safe on the roads and know about stranger danger. Older pupils readily look after younger pupils while at school. They have a good understanding of how to keep themselves safe when using modern technology. Pupils of all ages know to never give personal information to someone online or disclose where they are.
- Pupils enjoy taking part in sporting activities. They know what constitutes a healthy lifestyle and why it is important.

- Through the school's values, children learn the importance of equality and diversity. They celebrate each other's differences and believe that it is these differences that help them to be a strong team.
- Pupils said there are very few incidents of bullying because they work hard to sort out any problems together. They knew the different forms of bullying and say that, if they have a concern, they know adults would quickly resolve any problems.
- Pupils were keen to discuss current affairs and global events. Pupils spoke with confidence about the divisions created by Brexit and the impact of global events on the United Kingdom, such as the recent visit by the President of the United States of America.
- Pupils are aware of significant events in British history, such as the 75th Anniversary of D-Day. They discussed the values associated with being a British citizen, which are embodied in the school's values.
- In lessons, pupils were keen to learn and they generally participated well. They said teachers make their learning fun, particularly when they learn using a topic approach. However, occasionally, when tasks become more challenging, a few pupils did not have the resilience or determination they need to help them persevere and complete tasks.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and well mannered. They are more than willing to share their experiences with others. Pupils of all ages play well together.
- Adults are consistent in their application of the behaviour policy. They have high expectations of pupils' behaviour and they step in or check pupils when there is any low-level unacceptable behaviour.
- There are very few incidents of poor behaviour. When they do occur, adults deal with them effectively. On the rare occasion when a more significant incident happens, leaders ensure that pupils receive the support they need to help them understand their emotions and to manage their behaviour. External help and advice are sought when necessary.
- For the past two years, the proportion of pupils persistently absent from school has been above average. Leaders have worked hard with families to instil the importance of regular school attendance. The school's current attendance information shows that, this year, the proportion of pupils persistently absent has fallen and is now closer to the national average.

Outcomes for pupils

Good

- In 2018, the proportion of pupils achieving at the expected combined standard in reading, writing and mathematics at the end of key stage 2 was similar to the national average. However, a below-average proportion of pupils achieved the higher standard, particularly in reading and mathematics.
- The progress pupils have made in mathematics in key stage 2 has not been strong

enough and, for the past two years, has been well below the national average. Due to some poor teaching in the past, some pupils have not made the progress of which they are capable. This is particularly the case for middle and high prior-attaining pupils.

- In the past, assessment information was not accurate enough to fully identify when pupils were not making as much progress as they should. New systems are providing a better indication of the progress pupils are making. The school's own assessment information shows the vast majority of pupils are now making strong progress and are closing the gaps in their knowledge created as a result of previous weaker teaching.
- In 2018, at key stage 1, the proportions of pupils achieving the expected standard in reading, writing and mathematics were similar to the national averages. More pupils achieved a greater depth of understanding than pupils nationally.
- The proportion of pupils who have achieved the expected standard in the Year 1 national phonics screening check has been increasing year on year and is now similar to the national average. However, as the school's approach is not yet consistent, some pupils are not making as much progress as they should.
- Pupils' workbooks show that teachers are using assessment information to set tasks which effectively develop most pupils' learning. However, occasionally, these tasks are not sharply matched to pupils' needs, which results in a few pupils not making the progress of which they are capable. As the school's approach to teaching writing and mathematics is not yet consistent, teachers are using resources which may not help pupils to achieve their individual targets.

Early years provision

Good

- Leaders have provided early years staff with effective support to enable them to develop their practice. Leaders, teachers and support staff work well together to ensure that they provide children with the best possible learning opportunities.
- Teachers use assessment information well to plan tasks which match children's needs. Most children join the school with skills appropriate for their age. Teachers develop these skills well and children leave the early years very well prepared for key stage 1.
- Teachers develop pupils' knowledge well. They reinforce learning to ensure that skills are embedded. For example, the teacher deliberately made mistakes in her writing, which the children enthusiastically pointed out and corrected. Teachers ensure that children have real-life experiences to draw upon when writing. Before writing descriptions inspired by the 'The Gruffalo's Child' by Julia Donaldson, teachers had made snow in which children played.
- Adults use their knowledge of the early years curriculum and what children have already learned to develop their understanding and to transfer their learning to other areas. For example, an adult encouraged a group of children to recall their knowledge of doubling to help them solve a problem.
- Children are confident and happy to share what they are learning with others. They were keen to take part and listened well to each other. Children listened attentively while watching each other's puppet shows.
- Parents and carers are involved with their children's learning through an online

assessment tool. Parents are encouraged to contribute to children's learning, such as recording how their children use technology while at home. Homework projects develop learning at home. Teachers provide opportunities to develop these further through in-school family sessions during which children and their parents continue with projects they have started at home.

- Leaders visit children in their pre-school setting or at home prior to them starting in the Reception Year. Several sessions help children to become familiar with their surroundings and get to know staff and other children. They complete project tasks before they start school to help teachers understand their likes, dislikes and any additional needs.
- The teaching of phonics is not always strong enough to develop children's early reading and writing skills. Teachers do not have a clear understanding of how they should effectively develop children's phonics knowledge. Occasionally, children are not encouraged to consider that there may be more than one way of making a sound or to apply this to their reading and writing.
- Leaders have ensured that all welfare requirements are met. Safeguarding procedures are robust and children in the early years are safe.

School details

Unique reference number	120594
Local authority	Lincolnshire
Inspection number	10087403

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	The governing body
Chair	Judith Burnett
Headteacher	Elaine Bedford
Telephone number	01400 272 035
Website	www.brant-broughton.lincs.sch.uk
Email address	enquiries@brant-broughton.lincs.sch.uk
Date of previous inspection	31 January–1 February 2013

Information about this school

- This school is smaller than the average-sized primary school.
- This is a Church of England/Methodist school. The last section 48 inspection was carried out in December 2015.
- The headteacher has been in post since January 2016. There has been considerable change in staffing since that time.
- The proportion of pupils with SEND is well below the national average. However, it is increasing.
- The proportion of disadvantaged pupils is well below the national average.

Information about this inspection

- The inspector observed learning in a number of lessons, some of which were observed jointly with the headteacher. They observed the teaching of early reading skills and listened to pupils read. The inspector also talked with pupils about their school and looked at examples of pupils' work in all year groups to gain a view of the impact of teaching over time.
- Meetings were held with the headteacher, senior teacher, subject leaders and teachers. The inspector also spoke with the chair of the governing body and three governors.
- The inspector looked at a range of documents, including: the school's self-evaluation and plans for improvement; the most recent information on pupils' attainment; information relating to health, safety and safeguarding; and the most recent data relating to attendance.
- The inspector considered the range and quality of information provided on the school's website.

Inspection team

Helen Williams, lead inspector

Her Majesty's Inspector

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