

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Broughton Infant School
Broughton Hall Road
Broughton
Chester CH4 0QQ**

School Number: 6642090

Date of Inspection: 02/05/06

by

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10413**

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- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

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- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

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Broughton Infants School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Broughton Infants School took place between 02/05/06 and 04/05/06. An independent team of inspectors, led by Michael John Houston Best undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

"There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups 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 LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	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

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Context

The nature of the provider

1. Broughton Infant School serves an established residential area in the village of Broughton, on the outskirts of Chester and very close to the border with England. The local authority is Flintshire. Pupils come from a mix of privately owned and rented homes. Many parents work in the manufacturing or services industries. About 11 per cent of pupils claim free school meals. This is below the national average but twice as high as at the time of the last inspection in 1999, and this proportion is rising.
2. The school currently caters for 149 full-time boys and girls taught in 6 classes. There are also 43 children attending the nursery on a part-time basis. The school has experienced a significant drop in the number of pupils on roll in recent years as a result of the falling birth-rate but numbers are starting to rise again.
3. When they start in the nursery on a part-time basis on or after their third birthday, children's skills and experiences are slightly below average, particularly in speech and language. Currently two pupils have statements of educational need (SEN), which is average for this size of school. Approximately 18 per cent are identified as needing additional support, which is average but much higher than at the time of the last inspection. One per cent of pupils come from a minority ethnic background and few speak English as an additional language. These proportions are below the national average. No pupil speaks Welsh as their first language.
4. There have been a number of changes in staffing since the last inspection. The present head teacher took over in January 2005. The school's extended and refurbished accommodation shares the same campus as the attached junior school, public library and pre-school group. The local health centre is adjacent to the school.

The school's priorities and targets

5. The school's mission statement is: *'Where we open the door of opportunity to celebrate and nurture the successes of every individual'*. In realising this, the school has a number of aims, including:
 - developing children's full potential, with lively enquiring minds;
 - fostering a warm and friendly atmosphere in which self-esteem and respect for other can develop;
 - promoting good conduct and discipline;
 - helping children to understand the world in which they live;
 - providing all with equal opportunities, responsibilities and rights; and
 - recognising and promoting the partnership between pupils, parents and school.

6. The school's priorities are outlined in a three-year improvement plan. Key targets include:
- raising standards in subjects and key skills
 - further developing the use of assessment information;
 - tracking pupils' performance as they move through the school;
 - sharing good classroom practice in teaching and learning;
 - improving the quality of teachers' planning;
 - developing the roles and responsibilities of subject leaders;
 - developing monitoring procedures, particularly through classroom observations.

Summary

7. Broughton Infant School is a good school with several outstanding features. There is a strong sense of teamwork and drive for improvement. Good quality teaching and a broad curriculum enable pupils to achieve well in a happy and exciting setting. The school's evaluation of its work is honest and accurate. The overall leadership and management are good and the school's care and support of its pupils outstanding. Its use of available resources is good with outstanding features. The school has made good progress since the last inspection and provides good value for money.

Table of grades awarded

Key question	Inspection grade ¹
1. How well do learners achieve?	2
2. How effective are teaching, training and assessment?	2
3. How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4. How well are learners cared for, guided and supported?	1
5. How effective are leadership and strategic management?	2
6. How well do leaders and managers evaluate and improve quality and standards?	2
7. How efficient are leaders and managers in using resources?	1

Subjects and Areas of Learning For Under-fives

8. Pupils' success in attaining agreed learning goals has good features and no important shortcomings. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making very good progress towards the Desirable Outcomes for Children's Learning (the Desirable Outcomes). They respond well to stimulating, vibrant environments and quickly settle into school routines.

Grades for standards in subjects inspected

9. The following tables shows the grades awarded in the subjects identified by Estyn for inspection:

Inspection Area	Key Stage 1
English	2
Welsh second language	3
Mathematics	2
Art	2
Music	2
Physical education	1

¹ See page 3 for grade descriptors.

10. Standards of achievement in the lessons observed in the subjects selected for inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	65%	15%	0%	0%

11. These standards are above the Welsh Assembly government targets.
12. In the 2005 National Curriculum assessments at the end of Key Stage 1, the Core Subject Indicator (CSI²) was above local and national averages. The proportions of pupils achieving Level 2 plus in English and mathematics were above the national and local averages but slightly below national and local averages in science. The proportions of pupils achieving the higher Level 3 in these core subjects were below national and local averages.
13. Throughout the school, pupils' skills in English speaking and listening, reading and writing are good. Pupils' mathematical and information and communications technology (ICT) skills are consistently good throughout the school. Their confidence in using the interactive whiteboard for activities is outstanding. Problem-solving and creative skills are good and this is evident in art and music. Pupils make good use of bilingual skills in Welsh. Their knowledge and understanding of *Y Cwricwlwm Cymreig* has good features and their pride in Wales, its language and culture is evident. However, their skills in Welsh reading and writing are less well developed.
14. The school sets challenging targets for pupils to attain at the end of the key stage 1. The trend in results over time shows improvement. Analysis of the school's predicted results for 2006 show that the proportions of pupils achieving Level 3 has increased significantly and fewer pupils are below Level 2. This is the result of improved use of assessment information and higher expectations of what pupils can achieve. There is no significant difference in performance between boys and girls. The school very successfully adds value to the standards pupils achieve.
15. The progress pupils make in learning is good with no important shortcomings. Pupils successfully acquire new knowledge, develop their ideas, and increase their understanding. Most have a good understanding of what they are doing, but many are less sure about how well they are progressing or what they need to do to improve their work. This is an area the school is working on. The progress pupils make towards fulfilling their potential is good. Those with SEN make good progress towards their targets. They succeed regardless of their social, ethnic or linguistic background.
16. The development of pupils' personal, social and learning skills has good features and no important shortcomings. Pupils' motivation and attitudes to learning are good. They are eager to do well and take a keen interest in their work. Pupils' behaviour is excellent. They act maturely and responsibly. Relationships throughout the school are first-class. Pupils learn with a real

² The core subject indicator is the percentage of pupils attaining at least level 2 in English, mathematics and science in combination.

sense of enjoyment in a calm and orderly atmosphere. Attendance is similar to the national average for primary schools in Wales, and above the local authority average. Unauthorised absence is very low and punctuality is good. There were no exclusions during the previous twelve months.

17. Pupils work productively. Their organisational and lifelong learning skills are developing well. They successfully understand and apply processes involved in problem-solving. Pupils' personal, social, moral and wider development is good. They demonstrate high standards of mutual respect, fairness and honesty, and readily accept responsibility willingly. They listen to and respect the views of others. Pupils show good respect the range of beliefs and cultural traditions within society, and are effectively developing citizenship skills.

The quality of education and training

18. There are good features and no important shortcomings in the way teaching meets pupils' needs and curricular requirements. The overall quality of teaching in both the under-fives and key stage 1 is good. In the lessons observed, the quality of teaching is judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	64%	14%	0%	0%

19. The excellent working relationships between staff and pupils are an outstanding feature of teaching and learning throughout the school. As a result, pupils really enjoy their activities and work, and make good progress. Particular strengths are the support and involvement of pupils with special educational needs (SEN), and the emphasis on all pupils' key skills development. A common thread in the best lessons, in both the under-fives and key stage 1, is the involvement of pupils in discussing and improving their work.
20. Features of teaching that is good with outstanding features are:
- excellent working relationships between staff and pupils;
 - teaching methods that enthral pupils and develop their sense of curiosity;
 - high expectations that provide pupils with a sense of challenge and promote their active involvement in learning;
 - the support for pupils with additional needs.
21. Good features in teaching include:
- a strong and consistent focus on developing pupils' key skills ;
 - effective classroom management that engages pupils' attention and makes good use of support staff, helpers and learning resources;
 - the purposeful use of praise to encourage pupils' sense of responsibility, independence and effort.
22. Where teaching and learning have some shortcomings:
- teachers do not always give pupils sufficient time to discuss their ideas contribute their own assessment of what they have achieved in the lesson;

- the pace of learning is not consistent and there is insufficient time allowed for the concluding part of the lesson (the plenary).
23. The rigour of assessment and its use in planning and improving learning have good features and no important shortcomings. The assessment of children's acquisition of key skills in the under- fives is particularly effective. Staff make good use of a wide range of assessments to gather information about pupils' achievement and progress but do not consistently involve pupils in planning their own progress and improvement. Pupils' end-of-year reports are comprehensive, clear and informative.
 24. There are good features and no important shortcomings in the way in which learning experiences meet pupils' needs and interests. The curriculum is broad and balanced, inclusive and meets all statutory requirements. It makes good provision for tackling social disadvantage, stereotyping and ensuring equality of access for all pupils.
 25. Curriculum planning successfully identifies good opportunities for the development of pupils' basic and key skills in each subject. The improved provision for more able, gifted and talented pupils is helping to raise standards. Extra-curricular activities complement and extend the provided curriculum well, and make a good contribution to pupils' standards and personal development. The school actively promotes pupils' personal development including their spiritual, moral, social and cultural development. It develops pupils' appreciation of other cultures well, particularly their respect for diversity and tolerance. Occasionally, pupils do not have enough time for spiritual reflection.
 26. The school's links and partnerships with parents, the community and local businesses are good with outstanding features. There are very effective links with parents. They appreciate the school's 'open door' and the ready access they have to the head teacher and staff. The Parent and Teacher Association (PTA) organises many social and fund-raising activities that enhance links with the local community. The school enjoys good links with its partner schools and colleges and has very good links with local industry and commerce. These very effectively extend the curriculum and contribute significantly to the educational standards achieved.
 27. The extent to which learning experiences respond to the needs of employers and the wider community has good features and no important shortcomings. The school provides good work-related learning experiences for pupils. Links with a multinational financial group have successfully provided members of staff with IT training and work experience. The school's provision for developing pupils' bilingual skills is good with frequent and regular use of incidental Welsh.
 28. Pupils' environmental awareness and their appreciation of the importance and viability of sustainable development have good features, which outweigh shortcomings. The school effectively helps pupils improve their problem-solving and decision-making skills. The strong focus on basic and key skills is

successfully laying the foundations to support pupils' economic development and wellbeing. The school successfully reflects national priorities for lifelong learning and community regeneration.

29. The quality of care, support and guidance is good with outstanding features. The school provides an extremely high quality of care to all pupils, both academically and emotionally, calling promptly upon the expertise of fellow professionals when needed. It works very well in a close and trusting partnership with parents and carers. They keep up-to-date with events and initiatives through good quality newsletters and documents. Induction and transfer arrangements are of very high quality.
30. The provision for pupils' personal and social education (PSE) has many outstanding qualities. The day-to-day arrangements for the well-being of pupils and staff are thorough. The school monitors attendance and punctuality vigilantly. Action to promote good behaviour and discipline, including anti-bullying procedures, is consistent and effective. Child protection procedures fully meet requirements.
31. The quality of provision for SEN is good with outstanding features. The school is very sensitive to issues of inclusion and very effectively implements comprehensive procedures for the early identification and subsequent monitoring of pupils experiencing difficulties in their learning. The school provides very effective support for pupils whose behaviour could impede their own progress and that of others. Outside professionals work closely with the school to support pupils very effectively.
32. The quality of provision for equal opportunities has good features and no important shortcomings. The school takes good account of the diversity of pupils' backgrounds and acts promptly on this information to provide quality support and guidance. Staff provide good support for pupils learning English as an additional language. The school has a comprehensive and well-implemented policy for promoting good race relations. The school's procedures to ensure that all pupils are free from all forms of harassment and discrimination are excellent. There is good accessibility to the building and grounds for those with physical disabilities.

Leadership and management

33. The clear direction and promotion of high standards provided by leaders and managers have good features and no important shortcomings. The head teacher's excellent leadership and management are at the heart of the school's development and improvement. Her vibrant sense of purpose and high expectations, are successfully engaging all members of the school community. The deputy head teacher provides strong support. There is a strong and enthusiastic team spirit within the staff that is clearly focused on pupils' high achievement. Teachers, support staff and adult helpers work very well as an integrated team to enhance the quality of education for all pupils.

34. Staff with leadership and management roles, have a good understanding of their responsibilities for improving standards and the quality of provision. Subject leaders work well with their colleagues, sharing good practice from their monitoring of pupils' work and teachers' planning, but their monitoring of teaching and learning in classes is at an early stage of development. The whole leadership team most effectively promotes the shared values and norms about learning, behaviour and relationships that are fuelling improvement.
35. The school's aims and values are well reflected in its daily life and work. The school successfully promotes full equality of opportunity, monitors this effectively. It takes good account of national and local priorities, and works closely with its partner providers. Leaders and managers successfully set and meet challenging, but realistic, targets and goals. The school has good procedures for monitoring the performance of individuals and teams. Its arrangements for the appraisal of staff are effective and are helping to improve standards and provision.
36. There are good features and no important shortcomings in the way in which the governors meet their responsibilities. The governing body is well organised and led, and meets all statutory requirements. Governors bring valuable professional experience to their roles. Central to their role as the school's 'critical friend' is their developing role in evaluating the effectiveness and efficiency of the school's work.
37. The school's monitoring and evaluation of its performance has good features and no important shortcomings. The quality of the school's self-evaluation process and its report are good. Procedures draw well on first-hand evidence. Leaders and managers throughout the school are well informed about the areas for which they are responsible. They have a good understanding of the school's strengths and an honest appreciation of its shortcomings, clearly linked to bringing about improvement. The school effectively involves other sections of the school community in its self-evaluation process.
38. The effectiveness of planning for improvement has good features and no important shortcomings. The outcomes of the school's self-evaluation process form a secure basis for the school's priorities for development in the short and medium terms. Improvement plans are of good quality and the targets set are challenging, but achievable. The school successfully demonstrates that its actions have resulted in measurable improvements in standards and provision. It has made good progress in addressing the key issues identified at the time of the last inspection.
39. The adequacy, suitability and use made of staffing, learning resources and accommodation are good with outstanding features. Suitably qualified and experienced teachers, support staff and adult helpers work very well as an integrated team to enhance the quality of education for all pupils. The school administrator provides friendly and efficient support. Staff development is very well organised, focused and evaluated. Training is very closely linked to priorities within the school improvement plan. The school's arrangements for

providing statutory planning, preparation and assessment (PPA) time³ for teachers are good with outstanding features. The school has successfully made this strategy a key component in its drive to raise standards.

40. The school is bright, clean, well maintained and provides a welcoming environment. The quality and extent of accommodation is very good. Well-developed outdoor areas include a woodland area and a peace garden. Very effective use is made of the interactive whiteboards in classrooms for work across all subject areas.
41. The efficiency with which resources are managed to achieve value for money is good with outstanding features. The school makes very effective, efficient and economic use of its resources, particularly the support it receives from local businesses. Budgeting is closely linked to pupils' learning needs and the priorities in the school improvement plan. Budget reserves are well within recommended limits. Very comprehensive financial procedures are in place. The school keeps its use of resources under regular review, and the governing body regularly monitors expenditure and effectiveness.

³ 'Raising standard and tackling workload: a national agreement' – Department for Education and Skills, January 2003

Recommendations

- R1 Raise standards in reading and writing in Welsh.*
- R2 Develop the involvement of pupils in planning their own progress and improvement. *
- R3 Strengthen the work of subject leaders in monitoring teaching, learning and standards in lessons. *

** These are identified as priorities in the current school improvement plan.*

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

42. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
43. There have been significant improvements in standards in the under-fives and key stage 1 since the last inspection. Pupils achieve good standards in their knowledge, understanding and skills. Pupils with SEN achieve good standards because they are identified promptly and well supported. Regardless of their social, ethnic or linguistic backgrounds, pupils achieve well. They progressively acquire new knowledge and skills and increase their understanding about a range of broad issues. The school is successfully raising the achievement of more able pupils.

Grades for standards in subjects inspected

Inspection Area	Grade
English	2
Welsh second language	3
Mathematics	2
Art	2
Music	2
Physical education	1

44. Standards of achievement in the lessons observed in the subjects selected for inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	65%	15%	0%	0%

45. These standards are above the Welsh Assembly government targets.
46. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making very good progress towards the Desirable Outcomes. Children have a wide range of skills and experiences when they start in the nursery. Overall, their attainment on entry is below average. They respond well to stimulating, vibrant environment and quickly settle into school routines. They engage enthusiastically in a wide range of well-planned and carefully organised activities. Children achieve well in the development of their key, personal, social and learning skills. They also make good use of bilingual words and phrases during their daily activities.

47. In the 2005 National Curriculum assessments at the end of Key Stage 1, the Core Subject Indicator (CSI⁴) was above local and national averages. The proportions of pupils achieving Level 2 and above in English and mathematics were above the national and local averages but slightly below national and local averages in science. The proportions of pupils achieving the higher Level 3 in these core subjects were below national and local averages. Compared with similar schools⁵, the CSI is in the top 50 per cent of schools. Results in English and mathematics are in the top 50 per cent of schools and in the top 75 per cent of schools in science.
48. The school very successfully adds value to the standards pupils achieve. Results are rising over time. Analysis of the school's predicted results for 2006, show improvement of the scores achieved in earlier years. The proportions of pupils achieving Level 3 has increased significantly and fewer pupils are below Level 2. This is because the school makes good use of assessment information to build very effectively on the good foundations established in the under-fives, and sets higher expectations of its pupils by the end of Year 2. There is no significant difference in performance between boys and girls.
49. Throughout the school, pupils' speaking and listening skills are good. They listen carefully to adults and other pupils. Pupils speak clearly and use a wide range of vocabulary. Their reading and writing skills are good with some strengths evident in pupils' writing in Year 2, in particular in the work of the more able pupils. Pupils mathematical and information and communications technology skills are consistently good throughout the school. Their confidence in using the interactive whiteboard for activities is outstanding; they respond quickly to questions, using different tools and procedures with knowledge and ease.
50. Pupils' problem-solving and creative skills are well developed and this is evident in art and music. Pupils make good use of bilingual skills in Welsh. They exchange greetings and follow instructions competently. They demonstrate confidence in using their acquired skills as they attempt to converse in Welsh with their teachers and visiting adults. Their knowledge and understanding of *Y Cwricwlwm Cymreig* has good features and their pride in Wales, its language and culture is evident. Their Welsh reading and writing skills have good features which outweigh shortcomings. Pupils do not make enough use of writing for different purposes and some are reluctant to 'have a go' at unfamiliar words and their meaning.
51. The progress pupils make throughout the school has good features and no important shortcomings. Pupils make good progress in acquiring new knowledge, developing their ideas, and increasing their understanding. Most have a good understanding of what they are doing and, sometimes with guidance, apply their prior learning and experience well to new situations. In lessons, pupils are well informed and clear about what they have to do. In

⁴ The core subject indicator is the percentage of pupils attaining at least level 2 in English, mathematics and science in combination.

⁵ Compared with English medium schools with between 8 and 16 per cent free school meals.

discussion, most pupils demonstrate an honest understanding of their particular strengths and weaknesses in their work but many are not aware of their personal targets for improvement. They do not always know what they need to do next in order to improve the quality of their work, and to move on to the next stage of their learning.

52. The progress pupils make toward fulfilling their potential is good. The school identifies and supports pupils with special educational needs from an early stage and they receive the support needed so that they make good progress. The school is particularly successful in helping pupils to make good progress regardless of their social, ethnic or linguistic background. Pupils benefit very well from the individual programmes of support provided by the school and visiting specialists.
53. The development of pupils' personal, social and learning skills has good features and no important shortcomings. Pupils' motivation and attitudes to learning are good, they are eager to do well and take a keen interest in their work and towards school life in general. Levels of concentration often for extended periods, are good. These qualities have a positive affect on the progress they make.
54. Pupils' behaviour is excellent and an outstanding feature. They act maturely and responsibly and relationships throughout the school are first-class. Pupils learn with a real sense of enjoyment in a calm and orderly atmosphere. They exhibit very good social skills, are kind, respectful and confident, and welcome visitors warmly. They understand the need for rules and the consequences if they are broken, and that they have to earn rewards such as the 'behaviour cup' and 'golden time'.
55. Observations of pupils during the inspection confirm pupils' and parents' views that bullying or tension is very rare. Pupils share worries with playground monitors and members of the school council during break time, who find sensible solutions to minor problems. Pupils say that they can readily turn to an adult if their worries are more serious. There were no exclusions during the previous twelve months.
56. Attendance of compulsory school age pupils during the last three terms preceding the inspection is just under 95 per cent which is similar to the national average for primary schools in Wales, and above the local authority average. Nursery attendance averaged 88.3 per cent. Absence is mostly due to illness. Unauthorised absence is very low. Punctuality is good. The school takes full account of the National Assembly for Wales circular 3/99.
57. Pupils work productively, independently or in small groups. Their organisational and lifelong learning skills are developing well and positive relationships help them to become secure and confident in their learning. They understand and apply processes involved in problem-solving and use a variety of strategies to find solutions to challenges.

58. Pupils demonstrate good standards of mutual respect, fairness and honesty. They accept responsibility willingly, for example, as class monitors, and take their duties seriously.
59. Pupils show a good awareness of equal opportunity issues. They understand that everyone should be treated equally and without favouritism, and listen to and respect the views of others. Through their work in religious education, visits and speakers, pupils show good respect for the range of beliefs and cultural traditions within society.
60. Pupils are aware of how lucky they are and raise money to help those that are less fortunate, such as the 21st Century Child. They discuss with visitors the work they do and ways in which communities they represent are supported and cared for. These experiences give them a good grounding in the importance of citizenship.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 2: Good features and no important shortcomings

61. The inspection team agrees with the school's self-evaluation of this key question.
62. There are good features and no important shortcomings in the way teaching meets pupils' needs and curricular requirements. The overall quality of teaching is good in the school. In the lessons observed, the quality of teaching is judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	64%	14%	0%	0%

63. Where teaching is good with outstanding features, excellent working relationships ensure that pupils really enjoy their activities and work, and make good progress. Teachers' high expectations provide pupils with a strong sense of challenge and promote their active involvement in learning. In these lessons, teaching enthral pupils and very successfully develops their sense of curiosity. The support and involvement of pupils with additional needs is also of very high quality.
64. Where teaching is good with no important shortcomings, effective classroom management engages pupils' attention and makes good use of support staff, helpers and learning resources. Teachers employ a good range of teaching methods. Classroom routines are well established and the use of the interactive whiteboards makes a positive contribution to learning. The majority of lessons are well paced and teachers regularly give pupils an indication of the amount of time they have to complete their work. Teachers make their expectations clear and intervene appropriately when needed. Staff motivate pupils well in a variety of challenging activities, through discussions and by sharing good practice.
65. Teachers have good subject knowledge and use this effectively to provide pupils with a greater understanding of key points within the lessons. Their questioning is good and they respond well to pupils' ideas, and their practical and written work. Teacher's planning is good and provides a consistent focus upon developing pupils' key skills. Staff plan together, identifying clear and achievable learning objectives and outcomes. Teachers explain these to all pupils at the start of lessons and in the best practice pupils discuss the outcomes in the plenary sessions with increasing confidence. Teachers make purposeful use of praise to encourage pupils' sense of responsibility, independence and effort.

66. Where good features outweigh shortcomings, the involvement of pupils in discussing and improving their work is less well developed. The middle section of the lesson sometimes goes on too long because pupils do not have the opportunity to re-focus on the purpose of their learning. As a result, the pace slows and the challenge fades. At times, the plenary (closing part) of the lesson is too short. Teachers do not always give pupils sufficient time to discuss their ideas or contribute their own assessment of what they have achieved in the lesson.
67. Teachers treat all pupils equally and successfully challenge stereotypical images and views. They plan well for pupils who require additional support, for example, with reading. The integration of pupils with SEN is often excellent.
68. The planning and teaching of *Y Cwricwlwm Cymreig* is good. Teachers provide regular opportunities for pupils to acquire a wide experience and knowledge of Welsh life and culture. They make good use of incidental Welsh to provide bilingual experiences for pupils across the school.
69. Teachers cater well for the differing learning needs of their pupils. They match work well to each individual's need and builds well on prior learning. Staff provide good support for pupils learning English as an additional language. They successfully promote their higher expectations of what more able pupils can achieve in the majority of lessons across the school. Staff monitor and review pupils' work regularly. Increasingly, they are levelling samples of work against the National Curriculum targets to more effectively track pupils' progress. This good practice is helping to drive up standards of achievement.
70. The rigour of assessment and its use in planning and improving learning have good features and no important shortcomings. The school's procedures for recording, reporting and assessment fully meet statutory requirements. Staff make good use of a wide range of assessments to gather information about pupils' achievement and progress, and they use this information effectively to monitor individuals and groups. The assessment of children's acquisition of key skills in the under- fives is particularly effective.
71. Staff make good use of daily discussions and written comments on work to assess how pupils are progressing and help them improve. Pupils say that they find these comments helpful. However, staff do not sufficiently or consistently involve pupils in planning their own progress and improvement and many pupils are unsure of the real purpose of assessment. This is a priority the school has identified in its improvement plan.
72. Teachers keep parents and carers informed about their children's progress at parents' evenings and through written annual reports. The end-of-year reports are comprehensive, clear and informative. A strength is the way in which teachers identify goals for children to achieve in the next school year in each area of learning (in the under-fives) or subject (in key stage 1). Parents and carers say they appreciate the personal style and helpful detail of the reports.

The school provides pupils and parents with the opportunity to comment on the reports.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings

73. The inspection team does not agree with the school's evaluation of this question. The school graded this question as grade 1. It is still embedding many of the recent and significant improvements to its provision.
74. There are good features and no important shortcomings in the way in which learning experiences meet pupils' needs and interests. The curriculum provided for pupils well reflects the school's aims and mission statement, and complies with all legal requirements. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making very good progress towards the Desirable Outcomes. Religious education follows the requirements of the locally agreed syllabus. The school's programme for personal and social education fully reflects national guidelines. It includes suitable provision for health education and provides sex education in accordance with the governors' agreed policy.
75. The school effectively provides pupils with equal access to a broad and balanced curriculum. Pupils enjoy a range of planned activities and a diversity of experiences, matched appropriately to their stage of development and particular learning needs. The curriculum is very inclusive and the school makes good provision for tackling social disadvantage, stereotyping and ensuring equality of access for all pupils. Those for whom English is an additional language are well supported in all subjects. The curricular provision for pupils with SEN is very good.
76. The provision for pupils' personal and social education (PSE) is a well-established part of the curriculum. The school follows national guidelines. It successfully promotes healthy lifestyles and gives appropriate attention to pupils' sex education, substance misuse and personal safety.
77. Teachers' planning caters well for the different ways in which pupils learn. It successfully identifies good opportunities for the development of pupils' basic and key skills in each subject. Cross curricular links are good. In reviewing schemes of work, subject leaders have improved the challenge provided for more able, gifted and talented pupils. The school has made good progress in these areas since the last inspection.
78. Pupils' interests are well catered for through good quality before- and after-school clubs including, music, football, Latino dancing and a variety of creative workshops. These extra-curricular activities complement and extend the provided curriculum well, and make a good contribution to pupils' standards and personal development. Frequent visits to local places of interest make a

valuable contribution to enhancing the quality of the curriculum, as does the work of visitors who come to the school to share experiences and expertise, for instance in history, music and art.

79. The school actively promotes pupils' personal development including their spiritual, moral, social and cultural development. Regular *Circle Time*⁶ enables pupils to discuss and consider topics in a relaxed open manner. Teachers make good provision for pupils learn to express their feelings, develop empathy for others, and demonstrate an appreciation of their surroundings. Staff successfully encourage pupils to develop their initiative and take responsibility for their actions. The sensible and mature school council is fully involved in making decisions and has been instrumental in influencing how donated funds are spent. It provides a good voice for the rest of the school and keeps staff well informed on issues that are of concern to pupils.
80. The school promotes pupils' appreciation of other cultures well, successfully developing pupils' appreciation and respect for diversity and tolerance. It encourages pupils to develop their curiosity and to reflect on other people's views and beliefs, and on what they see, hear and read in art, music and literature. Although collective worship is well co-ordinated and meets statutory requirements, it sometimes fails to promote sufficient opportunities for pupils to reflect upon, and explore, their own experiences.
81. The school's links and partnerships with parents, the community and local businesses are good with outstanding features. There are very effective links with parents. As part of the inspection process, One hundred and eleven questionnaires were completed by parents. They are extremely positive in their support of the school and the efforts of its staff. The vast majority of their other comments are also very supportive. Parents appreciate the school's 'open door' and the ready access they have to the head teacher and staff. Parent workshops in a variety of subject areas are very well attended and made a significant contribution to home-school links. The 'family learning' programme has been particularly effective in developing links between home and school.
82. Parents and friends make an outstanding contribution to the life and work of the school by supporting school activities, developing school grounds, accompanying pupils on educational visits and in fund-raising for the school. The Parent and Teacher Association (PTA) organises many social and fund-raising activities that involve pupils and enhance links with the local community.
83. The school enjoys good links with its partner schools and colleges. Already established links with the adjoining junior school are developing further, with a number of common policies and practices agreed and implemented. This is making a significant contribution to ensuring pupils' smooth transition from Year 2 to Year 3. Work with the local partnership of schools is successfully supporting the development of assessment procedures and data analysis.

⁶ *Circle time* is when pupils and adults, sitting in a circle, share and discuss issues affecting them individually and as a group.

The school welcomes students undertaking child care and initial teacher training courses. Its partnerships have a favourable impact on standards and the quality of provision.

84. The school has excellent links with local industry and commerce who have provided generous funding, materials and expertise to support a variety of projects to improve the school's provision and strengthen the opportunities provided for pupils. These very effectively extend the curriculum and contribute significantly to the educational standards achieved.
85. The extent to which learning experiences respond to the needs of employers and the wider community has good features and no important shortcomings. The school provides good work-related learning experiences for pupils. Children under five learn about the work of the emergency services from visits and visitors, and develop their understanding of shops and other work places through role play. These experiences are built upon in key stage 1, particularly through the involvement of local businesses in supporting curriculum projects. Links with a multinational financial group have successfully provided members of staff with information technology (IT) training and work experience.
86. The school's provision for developing pupils' bilingual skills is good. Across the school, pupils receive regular encouragement to develop confidence in both Welsh and English. Frequent and regular use of incidental Welsh successfully promotes pupils' development of fluency as they move through the school. Bilingual signs and notices across the school successfully help to develop pupils' bilingual skills. Schemes of work reflect *Y Cwricwlwm Cymreig* across the curriculum and provision is included in teachers' planning. Staff successfully promote pupils' appreciation of Wales as a nation.
87. Pupils' environmental awareness and their appreciation of the importance and viability of sustainable development is a developing feature and simple recycling projects within the school are actively pursued. The school expects to receive their Bronze ECO schools status this year and is about to receive their first 'healthy school' award. The school encourages pupils' good awareness of local projects and initiatives, which cover a much broader range of recyclable materials. The school's lighting and heating are micro-processor controlled to save energy.
88. The school is effectively helping pupils improve their problem-solving and decision-making skills through the work of the school council and in lessons where the consistently strong focus on basic and key skills is successfully laying the foundations to support pupils' economic development and wellbeing.
89. The school's curriculum, with its emphasis on raising achievement, improving transition from one stage of education to the next and emphasis on key skills, successfully reflects national priorities for lifelong learning and community regeneration.

Key Question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features

90. The inspection team agrees with the school's judgement in its self-evaluation for this key question.
91. The quality of care, support and guidance is good with outstanding features. Broughton Infant School is an extremely happy community where all pupils work and play in a safe and secure environment, are valued as individuals and their needs identified early and fully met. The school manages its care arrangements very efficiently, yet sensitively. Pupils confirm that staff are easily accessible, compassionate and listen sympathetically to any worry or problem. They provide an extremely high quality of care to all pupils, both academically and emotionally, calling promptly upon the expertise of fellow professionals when needed. This is an outstanding feature.
92. The school's promotion of its links with parents is good with outstanding features. Staff have a close and trusting partnership with parents, sharing concerns and providing help, guidance and advice. Parents praise the school's informal 'open door' ethos and much appreciate the termly parents' evenings, attendance at which is very high. The school regularly canvasses parents' views informally and formally, and the school council voices the views and opinions of pupils. Parents and carers keep up-to-date with events and initiatives through good quality newsletters. The home/school agreement and the prospectus are high quality and informative documents, which fully meet statutory requirements.
93. The school incorporates information on curriculum, teaching and learning into induction evenings. Parents say these are very informative, well supported and of an extremely high quality. Staff arrange a gradual integration into nursery, if necessary. Pupils transferring into the school during the school year settle in quickly with the assistance of a 'buddy' and are immediately included in all activities.
94. The welfare and safety of all is of extreme importance and day-to-day arrangements for the well-being of pupils and staff are thorough. The school building is safe and secure. Staff know pupils exceedingly well and provide excellent pastoral care. Policies and procedures are of a high quality. Arrangements for pupils who become unwell, injure themselves or with specific medical needs are first-class.
95. The school monitors attendance and punctuality vigilantly, with any unexplained absence followed up immediately. The Educational Social Worker (ESW) intervenes if necessary. Full attendance is recognised and celebrated with certificates. Parents are informed termly of pupils' attendance record and of attendance targets set by the school. They are discouraged from taking holidays in term time. Registration periods are well structured and comply with current requirements

96. Action to promote good behaviour and discipline, including anti-bullying procedures, is consistent and extremely effective. Staff monitor behaviour throughout the day and use good strategies to prevent behaviour issues developing into problems. Playground games have a very positive impact and channel high spirits effectively. Behaviour-related policies are comprehensive working documents.
97. Child protection procedures fully meet requirements and are extremely well documented. A designated child protection officer leads in this area, ensuring all staff and a delegated governor receive training in child protection matters, and are well aware of protocols to follow. First aid qualifications, including EpiPen training, and resources are regularly updated. Risk assessments and fire drills are regularly and thoroughly carried out, and well documented.
98. The quality of provision for additional learning needs is good with outstanding features. There are very good procedures in place for the early identification of pupils with SEN and pupils make good progress. The quality of support provided for pupils and the liaison between staff is very good. The learning support policy provides well co-ordinated and clearly documented provision in accordance with the Code of Practice. Careful consideration is given to the needs of pupils and the school effectively monitors pupils experiencing difficulties in their learning.
99. The school is very sensitive to issues of inclusion and this enables learning support assistants to assist staff in providing good quality support for pupils with special needs and allow them to fully access the curriculum. Strong emphasis is placed on the partnership between home and school in reviewing specific needs, and in enabling pupils to make good progress within a positive and encouraging learning environment.
100. Staff gain very detailed information on pupils from a range of commercially produced materials and teachers' day-to-day assessments. This information is very carefully analysed to ensure the best possible support for pupils. For example, several pupils receive extra reading support through the *Catch Up* programme as a result of careful tracking of their reading progress. Two pupils have statements of (SEN) and receive very effective support from well-qualified learning assistants. The governor with responsibility for SEN is actively involved with reviewing individual education plans (IEPs) and supporting pupils. The educational psychologist and other professionals work closely with the school to support pupils very effectively.
101. The school provides very effective support for pupils whose behaviour could impede their own progress and that of others. The school has agreed strategies to deal with any such incidents. These are, however, rare because staff are alert to the early signs of difficulties and act purposefully to effectively dissipate difficulties. There were no exclusions during the last reporting period.
102. The quality of provision for equal opportunities has good features and no important shortcomings. The school is very sensitive to equal opportunity

issues and meets all statutory requirements. The school takes good account of the diversity of pupils' backgrounds and acts promptly on this information to provide quality support and guidance. It supports pupils with linguistic needs well. All pupils regardless of their background, ability, race or gender have full access to the curriculum and after school clubs. Policies and practices fully promote equality and challenge stereotyping. Boys and girls alike enjoy activities such as Latino dancing and football.

103. The school has a comprehensive and well-implemented policy for promoting good race relations. The school's procedures to ensure that all pupils are free from all forms of harassment and discrimination are excellent. Cultures and religious festivals are recognised and celebrated, ensuring pupils understand diversity and respect the differences, opinions and contribution of others. The school's policy is regularly monitored, and there is appropriate training for staff. There is good access to the building and grounds for those with physical disabilities. The governing body has made a thorough assessment of the accessibility of the building and grounds, and all alterations and improvements take full account of their findings.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 2: Good features and no important shortcomings

104. The inspection team agrees with the school's overall judgement in its self-evaluation for this key question.
105. The clear direction and promotion of high standards provided by leaders and managers have good features and no important shortcomings. The head teacher's excellent leadership and management are at the heart of the school's development and improvement. Highly committed to the school, she aims for each pupil to achieve their best. Her vibrant sense of purpose, and high expectations are successfully engaging all members of the school community. The school's recently implemented arrangements for providing teachers with time for planning, preparation and assessment reflect the head teacher's commitment to providing her staff with the tools they need to do their job effectively.
106. The deputy head teacher provides strong support, particularly through her current work on data analysis and the use of assessment. The whole leadership team most effectively promotes the shared values and norms about learning, behaviour and relationships that are fuelling improvement. There is strong and enthusiastic team spirit within the staff that is clearly focused on success and this inspires the confidence of pupils, governors and parents.
107. Staff with subject leadership and management roles have a good understanding of their responsibilities for improving standards and the quality of provision. The way in which subjects are led and managed has been the recent focus of review, change and development. Staff are settling well in their new and expanded roles, and their individual job descriptions accurately reflect their new responsibilities.
108. The school's aims and values are well suited to the age and abilities of the pupils, and to the school's setting. They are well reflected in its daily life and work. The school systematically reviews its policies, and these are well understood and implemented by staff and governors. The school successfully promotes full equality of opportunity, monitors this effectively, and takes appropriate action when necessary. The management of the provision for pupils with additional learning needs by the special educational needs co-ordinator (SENCo) is very good.
109. The school takes good account of national and local priorities, and works closely with its partner providers. An outstanding feature is the way in which the school has organised and implemented the requirements to provide teaching staff with time for planning, preparation and assessment. The leadership team has put in place very comprehensive and well-resourced arrangements that enable year group teams, including support staff, to work

together. Although only in operation since the beginning of the school year, this is already having a marked impact on the quality of provision and the school's quest for higher standards.

110. Leaders and managers successfully set and meet challenging, but realistic, targets and goals. Based firmly on the school's self-evaluation of its performance, they reflect the priorities identified in improvement planning. At the classroom level, teachers provide pupils with clear objectives in lessons and, in their marking of work, provide good guidance for pupils as to how they can improve. Less developed is the process of agreeing and setting individual targets for pupils to achieve. However, this is a recognised priority for the school. Recent improvements in the analysis of assessment data has been an essential preparation for its development.
111. The school has good procedures for monitoring the performance of individuals and teams. Job descriptions are specific and regularly reviewed. Targets successfully reflect a balance between the needs of individuals and the whole school. They are regularly reviewed, with good support and effective in-service training made available. The school closely monitors improvements in performance, particularly the quality of provision and standards of achievement.
112. The school's arrangements for the appraisal of staff are effective and are having a good impact on the quality of the school's provision. Senior managers' regular monitoring and evaluation of teaching and learning is an important and effective part of this process, and includes classroom observations, scrutiny of pupils' work and teachers' planning, and professional discussions with staff. Induction arrangements for staff new to the school are effective.
113. There are good features and no important shortcomings in the way in which the governors meet their responsibilities. Governors have a clear understanding of their roles and responsibilities. The governing body is well organised and led. It is supportive of the head teacher and staff but also acts as their 'critical friend', holding the school to account for its work. Governors take a full part in shaping the strategic direction of the school. They bring valuable professional experience to their roles, particularly in the work of their committees. Individual governors have been instrumental in helping the school develop strong links with business, industry and the community.
114. The head teacher and staff keep governors well informed about the work of the school through written and oral reports from, including analyses of assessment information. Governors are actively involved in self-evaluation and have a good understanding of appropriately funding the priorities in the school improvement plan. Governors are successfully linking up with subject leaders and have embarked on a programme of classroom visits. They are making increasingly good use of their knowledge and understanding this brings to help inform and guide debates, and arrive at considered decisions. Central to their work, they are successfully developing their role in evaluating

the effectiveness and efficiency of the school's work. The governing body fulfils all statutory requirements.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 2: Good features and no important shortcomings

115. The inspection team agrees with the school's overall judgement in its self-evaluation for this key question.
116. The school's monitoring and evaluation of its performance has good features and no important shortcomings. The quality of the school's self-evaluation process and its report are good. The school analyses its performance through the seven key questions in the Estyn framework for inspection. The inspection team agrees with the school's evaluation report grading for five of the seven key questions. In Key Question 3, the team's judgement is one grade lower, mainly because recent improvements are still being embedded. In Key Question 7, inspection findings indicate that the school has underestimated the impact of its management and use of resources in raising standards, and the team's judgement is one grade higher.
117. Senior leaders and managers are well informed about the areas for which they are responsible. They have a good understanding of the school's strengths and an honest appreciation of its shortcomings, clearly linked to bringing about improvement. Subject leaders work well with their colleagues, sharing good practice from their monitoring of pupils' work and teachers' planning. Subject leaders' monitoring of teaching and learning in classes is less developed but this is a priority in the school's improvement plan, and is being supported by in-service training.
118. The production the school's self-evaluation report using the current Estyn framework has been thorough and purposeful. Staff say that the process has helped them to focus on bringing about improvement and shape their thinking as to the most effective means of achieving this. In discussion with inspectors, subject leaders clearly demonstrated how self-evaluation has enabled them to improve both practice and provision, and raise standards. A good example of this is evident in science where a significantly higher proportion of pupils now work at the higher levels. This is the result of raising teachers' expectations of what pupils can achieve, increasing the demands of the scheme of work, and improving the quality and range of learning resources.
119. As well as involving all staff, the school works hard to involve other sections of the school community in its self-evaluation process. It canvasses the views of parents, both formally and informally, and the school council makes regular contributions. There is effective involvement of the wider community, through consultation with partner schools, specialist support services, community representatives and local businesses. Those involved in the self-evaluation

process demonstrate a secure understanding of how their contributions help to identify priorities and their role in helping to address these.

120. The school's self-evaluation arrangements draw well on first-hand evidence of the quality of teaching and learning, and analyses of the standards pupils achieve. Staff carefully evaluate information gathered from monitoring activities and use it to inform future planning. Staff have agreed and implemented good arrangements for monitoring the school's provision.
121. All subject leaders regularly monitor teachers' planning and pupils' work in their particular area. Currently, senior managers undertake most classroom observations and maintain an overview of planning and assessment. The inclusion of subject leaders in this process is one of the school's priorities for development, supported by in-service training. The school makes effective analyses of assessment information to predict pupils' performance at the end of Year 2. Senior managers have rightly identified this process as the key to driving up standards, particularly to increase the proportion of pupils working at the higher levels. The data gathered, and class teachers' increased use of the information it provides, forms a good basis for developing individual pupils' involvement in setting, and evaluating their progress towards, targets for improving their work.
122. The effectiveness of planning for improvement has good features and no important shortcomings. The outcomes of the school's self-evaluation process form a secure basis for the school's priorities for improvement, and clearly aimed at driving up standards. Improvement plans are accessible to a wide audience and the targets set are challenging, but achievable. Success criteria are tightly focused, time-scales realistic and funding identified. Responsibilities are clearly stated, and the arrangements to monitor progress and evaluate success clear. By setting out its priorities over a three-year period, the school has successfully addressed a good mix of major and minor issues during the first year of the current cycle. This has been particularly important following the change of head teacher and the review of subject leader responsibilities. Draft plans for the second year show that a good balance of between key priorities and maintenance items.
123. The school successfully demonstrates that its actions have resulted in measurable improvements in the standards achieved by pupils and in its provision for teaching and learning. The school has made good progress in addressing the key issues identified at the time of the last inspection.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 1: Good with outstanding features

124. The inspection team does not agree with the school's overall judgement of Grade 2 in its self-evaluation for this key question. Inspection evidence indicates that the school has underestimated the impact of its management and use of resources in improving standards.

125. The adequacy, suitability and use made of staffing, learning resources and accommodation are good with outstanding features. The school is well staffed for the numbers of pupils on roll. Teachers are suitably qualified and provide the school with a wide and effective range of skills and experience. Staff have a very clear understanding of their roles and responsibilities, and are fully involved in whole-school approaches to planning, implementation and monitoring provision. Subject expertise is readily shared and disseminated.
126. Team work is good with outstanding features. Teachers, support staff and adult helpers work very well as an integrated team to enhance the quality of education for all pupils. The work of parents throughout the school is highly valued and effective. The school administrator ensures that daily routines run smoothly and efficiently, enabling teaching staff to focus specifically on their professional roles and responsibilities.
127. Staff development is very well organised, focused and evaluated. Training, in the form of in-service courses, is very closely linked to priorities within the school improvement plan. This is an outstanding feature. There is an extremely strong commitment and enthusiasm from staff for undertaking continuing professional development. Subject leadership and close co-operation between staff are successfully developing as strengths of the school.
128. The school's arrangements for providing statutory planning, preparation and assessment (PPA) time⁷ for teachers are good with outstanding features. The school has made this strategy a key component in its drive to raise standards. Resources have been very effectively used to enable year group teams, including support staff where appropriate, to work together in a dedicated resource base. Staff enthusiastically point to the significant advances they have achieved in improving their planning of the teaching and learning, and in assessing pupils' standards and progress. These improvements are very well illustrated by the increased proportion of pupils working at the higher levels in key stage 1, and the progress being made by children in the under-fives, particularly in the development of key skills.
129. The school is bright, clean, well maintained and provides a welcoming environment. Attractive and imaginative displays of pupils' work enhance the school's interior and reflect of the good quality curriculum provided. The quality and extent of accommodation is very good for the number of pupils on roll and enables the school to meet its aim of providing a broad and balanced curriculum. The under-fives suite is spacious and provides a very stimulating and well-equipped learning environment. Well-developed outdoor areas include a woodland area and garden. More recently, the 'peace garden' provides a stimulating and alternative learning environment.
130. There is a well-equipped library area, which provides good opportunities for shared learning. Computers set aside in a specified area, as well as additional computers in classrooms, are very well utilised to support learning

⁷ 'Raising standard and tackling workload: a national agreement' – Department for Education and Skills, January 2003

across the curriculum. Very effective use is made of the interactive whiteboards in classrooms for work across all subject areas. This is an outstanding feature. The governing body and head teacher review and prioritise resource needs in line with SIP targets and school building maintenance benefits from a priority-planned programme of work.

131. The efficiency with which resources are managed to achieve value for money is good with outstanding features. The school makes very effective, efficient and economic use of its resources, particularly the support it receives from local businesses. Budgeting is closely linked to pupils' learning needs and the priorities in the school improvement plan. The governors maintain a small budget contingency, well within recommended limits, to meet any unforeseen expenditure. There is an effective balance between the responsibilities undertaken by the governors and those delegated to the head teacher and staff.
132. Very comprehensive financial procedures are in place. The school has addressed the recommendations of the most recent audit report. It keeps its use of resources under regular review, and the governing body meticulously monitors expenditure and effectiveness. The school provides good value for money.

Standards achieved in subjects and areas of learning

English

Key Stage 1: Grade 2 – Good features and no important shortcomings

Good Features

133. Standards in speaking and listening are good. Pupils are confident speakers. They express themselves clearly and speak well, particularly when sharing their work with the class. Pupils are eager to respond to questions, and contribute well to class discussions especially during introductory and plenary sessions. By Year 2, pupils speak with accuracy, clarity and purpose, and respond promptly to commands, recite rhymes with enthusiasm and participate in role-play in a lively fashion. They successfully develop their ability to express opinions and ask sensible questions relating to their work. Pupils listen attentively. The majority of pupils understand and follow instructions well.
134. Standards in reading are good overall. Pupils read confidently, both individually and as part of a group. The most competent readers read with good intonation, taking note of punctuation. They recall stories accurately and in sequence, predict sensible outcomes, and give reasons for their ideas. Pupils use a range of strategies to tackle unknown words; their knowledge of phonic strategies is well developed overall.
135. Pupils understand the difference between fact and fiction. They know how books are structured. Year 2 pupils, when researching for information about 'owls', correctly use the context, glossary and index to support their research skills. Most pupils express their likes and dislikes of a selection of stories, and have a developing knowledge of significant children's authors.
136. Standards in writing are good. Pupils organise and present their writing in different ways, helpful to purpose. They write good quality poetry, and their descriptive pieces show imaginative use of language. Year 1 pupils, when writing shape poems based on jungle animals, show a good knowledge of adjectives that enables them to write creatively.
137. Most children have a good understanding of basic punctuation, such as capital letters and full stops, which they use with increasing accuracy. The most effective writers in Year 2 express themselves imaginatively and produce extended pieces of work which are well structured, lively and incorporate a good range of vocabulary.
138. Pupils use their ICT skills effectively to support their work in English. They use listening centres and voice recorders confidently and improve their spelling, handwriting and phonic knowledge through the good use they make of computer programs.

139. The majority of pupils produce written work, which is well presented. Handwriting is of a good standard and pupils effectively use their knowledge of letter sounds and word families to support the development of their spelling.

Shortcomings

140. Some pupils are hesitant in using their phonic knowledge when reading unfamiliar texts.

Welsh second language

Key Stage 1: Grade 3 – Good features outweigh shortcomings

Good Features

141. Pupils make good progress in their speaking and listening as they move through the school. They understand a range of familiar questions and most respond appropriately in simple words or short phrases. They all know simple greetings such as *bore da* and *prynhawn da*.
142. With increasing skill, pupils ask questions to find out information. They recognise and respond to familiar daily commands. Throughout the key stage, pupils sing songs in Welsh with understanding and enthusiasm. Pupils' diction is consistently good.
143. In all classes, pupils have a positive attitude in their response to visitors using Welsh to demonstrate their knowledge. Pupils are familiar with everyday language patterns to describe where they live and how they feel. They use a developing vocabulary to name parts of the body, colours, fruit and simple numbers. They develop language patterns systematically.
144. Pupils enjoy sharing Welsh storybooks with their teachers and they recognise familiar words and phrases. The more able pupils use their knowledge of syllables and phonics to read words effectively and make good efforts to correct themselves. The more able read their own work with good expression and enthusiasm. They talk about their written work enthusiastically.
145. In Year 2, pupils write in short sentences when answering questions about their likes and dislikes. All pupils effectively use the oral skills that they have acquired to complete work sheets to an acceptable standard.

Shortcomings

146. Pupils' use of writing for different purposes is limited. They have a limited grasp of oral patterns and often write one-word answers.
147. A few pupils do not fully understand the text they read and do not attempt to guess at unfamiliar words and their meaning.

Mathematics

Key Stage 1: Grade 2 – Good features and no important shortcomings

Good Features

148. Pupils make good use of mathematical skills as an integral part of classroom activities, such as in shopping. Most use their problem-solving skills well and make good use of data handling skills to record investigations such as favourite food.
149. Pupils use their mathematical language in context and confidently explain and compare their mathematical work. They respond well to questions, using a range of strategies to calculate and show answers. Pupils have a good mental recall of number facts and use these effectively to solve problems.
150. Throughout Key Stage 1, pupils make good use of ICT to interrogate data and improve the quality and presentation of their work. They use a range of programs well to support their basic skills in mathematics, such as in number ordering programs.
151. Year 1 pupils have a good grasp of numbers to hundred. They order numbers to 10 and 20 and understand the concept of 'one more than' and 'one less than'. They know the vocabulary associated with addition and subtraction and record their calculations accurately.
152. Year 2 pupils have a good knowledge and understanding of shape. They recognise and name correctly two- and three-dimensional shapes, and classify them according to mathematical criteria. Pupils understand the concept of time. They successfully sequence the times of different activities in a day and match them to the correct times on a clock. Pupils correctly tell the time on the hour and half-past using an analogue clock. They have a good understanding of measures, and confidently talk and use standard and non-standard units to measure length, mass and capacity.

Shortcomings

153. Some of the more able pupils do not make full use of their knowledge and understanding of number concepts when independently solving problems.

Art

Key Stage 1: Grade 2 – Good features and no important shortcomings

Good Features

154. Pupils demonstrate a keen enthusiasm for art, reflecting the good foundations and experiences provided in the under-fives classes. Their knowledge and

understanding are good, particularly in respect of their recent three-dimensional modelling work with a local Welsh sculptor.

155. Pupils make good use of a wide range of media, including recycled and natural materials. They are familiar with the work of artists from different periods and contexts. In their collage work, Year 1 pupils demonstrate a growing awareness of space, organisation and the combination of different skills, including cutting and sticking, decoration and borders. Through their observational work on African masks and statues, Year 2 pupils are successfully developing their understanding of different cultures.
156. Talking about their own work, pupils speak with confidence about the different techniques they used, for example when using modelling clay or in creating a particular texture. They use subject vocabulary well and are quick to recount which techniques worked for them, and the ones that posed difficulties.
157. Year 1 pupils have a good understanding of pattern. They mix and match paints carefully. They describe different textures accurately as they prepare tiles for printing. In their sketches, pupils are successfully developing their use of line and tone.
158. In Year 2, pupils successfully experiment with pattern, texture and shape as they create their own pictures in the style of a professional illustrator. They refer to illustrations of the artist's work in creating an effective background. Most are well organised and work well independently, successfully discussing their choice of media and the techniques they employ. Pupils make good use of ICT to develop their sketching skills and use of colour and shape.

Shortcomings

159. Pupils do not always sufficiently reflect critically on their own work.

Music

Key Stage 1: Grade 2 – Good features and no important shortcomings

Good Features

160. Pupils sing tunefully from a good range of simple songs. They follow a recorded accompaniment well, singing tunefully and listening carefully to each other. When singing unaccompanied pupils maintain a steady beat and keep broadly in tune. Pupils are successfully developing a sense of performance and occasion.
161. Year 1 pupils carefully select percussion instruments to provide a simple, repeated instrumental accompaniment. Most effectively copy, answer and extend a short rhythmic pattern, using a combination of body percussion and instruments.

162. Year 2 pupils successfully develop their breathing patterns when singing, holding long notes and following the instructions of a conductor. They appreciate the differences between loud and soft, and fast and slow, varying their performance of short phrases accurately.
163. When appraising recorded music, pupils identify and describe changes in mood and speed. They listen attentively and name familiar pieces, and some pick out the various instruments in recorded works.
164. Through visits from professional musicians, pupils have a good knowledge of a range of stringed, woodwind, brass and percussion instruments. Many accurately describe the different ways in which sound is produced and pitch varied.

Shortcomings

165. Pupils do not sufficiently evaluate their ideas in order to improve their compositions, particularly through the use of ICT.

Physical education

Key Stage 1: Grade 1 – Good with outstanding features

Good and outstanding features

166. Pupils throughout the key stage understand the need to warm muscles before vigorous exercise begins. By the end of the key stage, pupils have a very good understanding of the effect of exercise on their bodies and how it helps them to maintain a healthy lifestyle. They prepare for lessons appropriately, adhere to safety matters and take responsibility when using large or small apparatus, taking them out and putting them away efficiently. Pupils' skills in listening, understanding and responding to instructions in both Welsh and English is excellent.
167. Pupils develop a range of movement skills in floor work during gymnastics and practice these with considerable energy. When such skills are transferred to apparatus work, they show good ability to balance the body appropriately. They co-operate well in small groups to create sequences of movements that they perform confidently. The pupils' ability to reflect on their work and suggest ideas for improvement is an outstanding feature across all aspects of physical education.
168. In Year 1 pupils show good progression in gymnastic skills by combining balance and movement, using a good variety of body parts, levels and pathways. Their awareness of space is very good. Instructions are followed accurately showing good understanding of vocabulary related to movement.

169. In games, older pupils send and receive balls, catch and bat using different - sized apparatus with control and accuracy. They can change pace quickly and safely and collaborate well in a team situation.
170. In Year 2, Welsh dancing is approached enthusiastically by all the pupils. They interact well with each other, are sensible and work effectively within the group. They use a very good range of dance steps and moves whilst responding very well to commands in Welsh. Older pupils demonstrate that they can think for themselves, and their movements are creative and precise.
171. Pupils enthusiastically take part in a range of extra-curricular sporting activities, which further develop their skills and enhance their standards of achievement.

Shortcomings

172. There are no shortcomings.

School's response to the inspection

Our school's mission statement, *'Where we open the doors of opportunity to celebrate and nurture the successes of every individual'*, is at the centre of everything we do. The inspection team very much recognised this and the elements that make our school what it is. Indeed the report states, 'that the school's aims values are well reflected in its daily life and work'.

It is pleasing to see that our strong sense of teamwork, and focused leadership and management at all levels were recognised as pivotal in moving the school forward. We have worked hard to improve and develop home/school partnerships, and community and governor links. Indeed, the report states that we have made good progress since the last inspection.

We are delighted by the inspection team's comment on the good quality of teaching and learning, and the fact that the school is a happy place where all pupils are valued and have the opportunity to learn in exciting settings. The skill, dedication and care provided by all staff is an outstanding feature of the school. This, in turn, is reflected in the outstanding behaviour of the pupils.

The report acknowledges the challenging targets that we have set and the inclusive integration and provision for SEN pupils is seen as excellent. This, coupled with the use of ongoing assessment, has been instrumental in our achievement of higher standards. The staff and governors have worked hard to improve the school environment and resources and we are pleased to see this hard work recognised within the report. It acknowledges the good management of resources and budgets, and highlights the outstanding features of this practice.

An action plan will be put into place to address the recommendations in the report, namely raising standards in reading and writing in Welsh, developing pupils' involvement in planning their own progress, and improving and strengthening the work of subject leaders in monitoring teaching, learning and standards in lessons.

These areas were also identified by the school in our recent self-evaluation report and will be included as a major focus in our new School Improvement Plan. During the summer term, staff have been allocated time to go into classes and directly monitor teaching and learning. In addition, the school is working with the local consortium to establish portfolios of levelled work. We are continuing to develop the involvement of pupils in setting their own targets for improvement. The Welsh co-ordinator is working with the Athrawon Bro from the LEA to improve standards in writing and reading in Welsh, and money has been allocated for resources. A copy of the school's action plan in response to the inspection recommendation will be sent to all parents and the governors' annual report to parents will report on the progress we are making.

In conclusion, staff, parents, governors and pupils would like to thank the inspection team for the professional and approachable manner in which they conducted the inspection. The inspection report strongly matches our school self-evaluation report. The areas for improvement identified will prove a useful tool in moving the school forward.

Appendix 1

Basic information about the school

Name of school	Broughton Infants School
School type	Nursery and Primary
Age-range of pupils	3 – 7 years
Address of school	Broughton Hall Road Broughton Chester
Postcode	CH4 0QQ
Telephone number	01244 533752

Head teacher	Mrs Sue Davies
Date of appointment	1 January 2005
Chair of governors	Mr Peter Mills
Registered inspector	Dr Michael Best
Dates of inspection	2 – 4 May 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	22	50	43	54	-	-	-	-	169

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	3	9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	11:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	20
Teacher (fte): class ratio	1.12:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2006	86	95	95
Autumn 2005	89	94	95
Summer 2005	86	94	95

Percentage of pupils entitled to free school meals	11
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:			63	
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	2	11	73	14
		National	0	4	13	63	20
En: reading	Teacher Assessment	School	0	2	11	67	21
		National	0	3	11	63	23
En: writing	Teacher Assessment	School	0	2	14	79	5
		National	0	5	19	66	12
En: speaking and listening	Teacher Assessment	School	0	0	14	67	19
		National	0	4	14	55	26
Mathematics	Teacher Assessment	School	0	3	3	84	10
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	0	10	72	18
		National	0	2	10	65	23

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	87	In Wales	81

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Four inspectors spent nine inspector days in the school. The head teacher was the school's nominee. The team met before the start of the inspection.

Inspectors visited:

- twenty-eight lessons that were observed in whole or in part;
- all classes;
- acts of collective worship; and
- extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began;
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

the school's self-evaluation report;

- one hundred eleven responses to the parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post-inspection meetings with the head teacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Michael Best Registered Inspector	Context, summary and recommendations. Key questions 5 and 6, and contributions to key questions 1, 2 and 7. Provision for the under-fives, art and music.
Susan Sperring Lay Inspector	Key question 4 and contributions to key question 1.
Jeffrey Beecher Team Inspector	Key question 3 and contributions to key question 4. English, physical education and special educational needs.
Carolyn Thomas Team Inspector	Key questions 1 and 2 and contributions to key question 4. Welsh second language and mathematics.
Sue Davies Nominee	Contributing to all key questions.

The contractor was:

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Acknowledgement

The inspection team would like to thank the governors, head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.