



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

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

Date of inspection: July 2019

by

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

About Broughton Primary School

Broughton Primary School is in the town of Broughton in the Flintshire local authority. The school has 550 pupils between the ages of 3 and 11, including 76 part-time pupils in the nursery. The school population has increased by around 100 pupils since the last inspection. There are 22 classes at the school including three part time nursery classes. There are 22 full-time teachers at the school.

The average proportion of pupils eligible for free school meals over the last three years is around 13%. This is below the national average of 19%. English is the home language for nearly all pupils. The school has identified around 13% of pupils as having additional learning needs, which is below the national average of 21%.

The headteacher took up her post in September 2013. The school was last inspected in March 2013.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

The school benefits from strong and innovative leadership and there is a clear vision and strategic direction for developing the school. This is based on providing high quality education to ensure that all pupils and staff are supported and challenged to be the best they can be. A culture of improvement permeates the school, and continuous review and planning for improvement are at the heart of its ethos. Governors make a valuable contribution to the life of the school.

Teachers provide a stimulating and rich practical curriculum for pupils, which engages nearly all pupils' interest very successfully. The strengths of planning are the consistency in which all teachers build skilfully on previous work to ensure continuity and progression in pupils' independent learning skills as they move through the school. One of the school's outstanding features is the level of consistency in practice across all classes.

During their time at the school, nearly all pupils make very strong progress and apply their literacy, numeracy and information and communication technology (ICT) skills highly successfully in a range of different creative and integrated activities. By the end of key stage 2, most pupils' attainment at least corresponds with what is expected, and around half of the pupils regularly exceed this.

Nearly all pupils' standards of wellbeing, behaviour and attitudes to learning are exemplary. The strength of working relationships between pupils and staff is an excellent feature of the school's work. Respect and courtesy are valued between pupils, and between children and adults, within a caring and supportive environment.

Inspection area	Judgement
Standards	Excellent
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Excellent
Care, support and guidance	Excellent
Leadership and management	Excellent

Recommendations

R1 Continue to improve the standards of Welsh across the school

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Estyn will invite the school to prepare a case study on its work in relation to pupils' involvement in planning their own learning, for dissemination on Estyn's website.

Main findings

Standards: Excellent

During their time at the school, nearly all pupils, including those with additional learning needs, make very strong progress in their literacy, numeracy and information and communication technology (ICT) skills. Nearly all pupils apply these skills very confidently and successfully in a range of different creative and integrated activities. Nearly all pupils develop as conscientious and confident learners with very high levels of independent working skills. This is a notable strength across the school.

Nearly all pupils have excellent oracy skills. In the foundation phase they listen carefully and express their opinions maturely, for example when discussing how to organise their toy museum. By the end of the phase, most speak enthusiastically in a wide range of contexts. Across key stage 2, nearly all pupils speak with a very good level of accuracy, express an opinion and ask thoughtful questions. For example, they use specific language when discussing their topic work on climate change, diversity in sport and their experience of the entrepreneurial task 'Fiver Challenge'. By the end of key stage 2, a strong and consistent feature is the way in which many pupils use sophisticated language naturally and spontaneously in all areas of learning.

Most pupils' reading skills across the school are developing very well. Most develop early reading skills quickly and gain confidence while enjoying rich activities. They have sound phonic skills when reading unfamiliar words. They name favourite authors and describe personal preferences in books giving valid reasons for their choice. By Year 2, most pupils read with confidence and fluency. Most pupils in key stage 2 read with fluency, varying the tone of their voice and taking the part of characters effectively. They show a very positive attitude to reading. They have a very good understanding of ideas and events in their books and use higher order reading skills, such as skimming and scanning, confidently when searching for information.

In the foundation phase, most pupils make very good progress in developing their writing skills. By Year 2, writing is often organised, imaginative and clear. They use the main features of different forms of writing appropriately and begin to adapt their writing for different readers, for example when writing an explanation of how a 'humming spinning toy' works and a letter of invitation to their Toy Museum. In key stage 2, most pupils use a wide range of genres very confidently and plan and improve their work thoroughly to produce extended pieces of writing of high quality. Many write highly imaginative pieces making excellent use of language to create effect.

Most pupils across the school have positive attitudes to learning Welsh. Many pupils in the foundation phase make good progress in developing their oral skills. They use a suitable range of familiar greetings and phrases correctly. As pupils move through the school, many make appropriate progress in developing their Welsh oral skills and they use an increasing vocabulary. Most respond positively to instructions and display good understanding of Welsh used by teachers in Welsh lessons. As they grow in confidence, many pupils are beginning to use their skills well in less formal situations around the school.

Most pupils develop extremely effective numeracy skills. In the foundation phase, nearly all pupils are able to solve number problems confidently and recall simple number facts quickly, by applying what they have learnt previously in new situations. Notable examples are the skilful way in which pupils find the cost of admission charges to their toy museum and calculate the correct change to give. They use measuring equipment accurately, for example when estimating and measuring the amount of water soaked up by a sponge. By the end of key stage 2, nearly all pupils use the four number operations confidently to solve complex problems, including those that require the use of fractions and decimals. They show a strong understanding of how to calculate percentages. They use their mathematical skills across the curriculum in real-life situations very well, for example when working out the cost of rebuilding and furnishing their house following bomb damage, as part of their topic on the Second World War.

Across the school, nearly all pupils have very strong ICT skills. In the foundation phase, pupils are confident using ICT equipment, apps and programs. From an early age, they access and navigate online activities successfully, for example when creating their own animations. Most pupils save their work independently and change the colour and size of the font when. For example, they write emails to Pirate Pete. Many pupils' data handling skills are developing well.

In key stage 2, nearly all pupils use a wide range of programs and applications exceptionally well to enhance their work. They use their skills to communicate and present information in a variety of interesting ways. In lower key stage 2, pupils send emails to Chester Zoo to share their opinion on whether or not animals should be kept in captivity, and create their own website based on the class theme of Brazil. Most older pupils use information they have gathered to create and interrogate a database skilfully and to handle information about different countries of the world. They use spreadsheets to manage a budget successfully, for example when costing plans for the school.

Wellbeing and attitudes to learning: Excellent

Nearly all pupils behave very well in lessons and during break time. From a very early age they support each other exceptionally well. They are extremely polite towards their peers, staff and visitors. Positive interaction and strong levels of co-operation between pupils of all ages, during work and play, are a strong feature of the school.

Working relationships between pupils and staff are warm and trusting, and this helps nearly all pupils to feel safe and valued. They are confident that the school responds promptly to any concerns they may have. Pupils' understanding of keeping safe online is a particular strength. Older pupils talk maturely about the impact that digital content can have and how images and information can be altered. They are very aware of the dangers of sharing information online and the e-cadets have produced useful advice for parents regarding photo taking at school events.

Nearly all pupils show exceptional pride when talking about their school and the wider community. They are very willing to support the local community by taking part in a variety of special occasions. For example, most pupils in key stage 2 have a very strong understanding of mental and emotional health issues due to their special

relationship with the local Dementia care home, which they visit regularly to share their work with the patients. As a result, nearly all pupils have a very good awareness of other people's needs.

Nearly all pupils have very positive attitudes towards learning. Nearly all pupils approach their work enthusiastically and carry out tasks sensibly, often without the direct guidance of the teacher. They are proud of their work and this is reflected in the high standard of presentation in their books. Nearly all pupils develop exceptionally well as independent learners from an early age and respond very well to the caring and inclusive ethos that is an integral and highly effective part of the school's life. Across the school, nearly all pupils take regular advantage of opportunities to voice an opinion about what they learn. They are always willing to try new things and work diligently for extended periods when completing their activities.

A particularly strong feature is the way all pupils across the school plan jointly with the teachers and identify what they would like to learn about various topics. This provides valuable opportunities for them to influence what they learn and engages their interest and curiosity towards learning skilfully and strengthens their commitment to their work.

Most pupils have a sound understanding of their leadership roles within the school and take full advantage of the numerous opportunities to express their views on important aspects to influence the school's life and work. They do so through a wide variety of very effective committees, such as the pupil voice council, eco committee, healthy school's group, digital leaders, e-cadets and the Criw Cymraeg. For example, the pupils' voice council has influenced policy decisions based on the Children's Rights guidance to produce a children's version of the school's anti-bullying policy. Regular 'Go Green Fridays', organised by the eco-committee, raise pupils' awareness of sustainability and global warming very successfully.

Most pupils as they move through the school develop an increasing understanding of what they need to do to improve their work. A particularly notable feature is the quality of self and peer assessment by the end of key stage 2. They colour code the good features and areas that the writer could consider improving. The comments and advice show a great deal of understanding of what a good piece of work should look like. This contributes positively towards supporting and improving each other's learning.

Nearly all pupils are secure in their understanding that eating and drinking healthily and taking part in physical exercise activities is important for their wellbeing. Most pupils understand the need to eat a balance of different food groups to maintain a healthy diet. Pupils in key stage 2 take their responsibilities very seriously when they prepare punnets of fresh fruit for pupils during breaktimes. Pupils appreciate the wide range of physical activities that are available, and many attend them regularly and compete in friendly games with teams from nearby schools. This contributes very positively to the development of their fitness and social skills.

Teaching and learning experiences: Excellent

The curriculum builds systematically on pupils' knowledge, understanding and skills highly effectively. While adapting their own curriculum in line with developing a new

curriculum for Wales, teachers across the school provide a wide range of very practical and creative learning experiences for pupils.

One of the notable strengths of planning is the consistency with which all teachers build skilfully on previous work to ensure continuity and progression in pupils' independent learning skills as they move through the school. They take into consideration pupils' ideas as part of the planning process. They use their suggestions to create interesting topics and imaginative learning experiences. At the start of each theme, pupils state what they already know and what they would like to learn, and at the end of the study period they explain what they have learned. This stimulates their interest well, develops their skills and curiosity towards learning, and strengthens their commitment to their work extremely successfully.

All staff have a comprehensive understanding of the principles of the foundation phase and have established these firmly in their practice. Continuous access to the highly effective, well-planned outdoor area ensures that all pupils benefit from stimulating and motivating activities in all areas. Thoughtfully planned adult-led and independent activities include beneficial opportunities for pupils to investigate, role-play, build and practise their physical skills. This nurtures positive attitudes to learning and encourages pupils to persevere for extended periods. Key stage 2 teachers build well on this firm foundation by encouraging pupils to apply their skills in suitably challenging tasks.

The school ensures that developing pupils' literacy and numeracy is core to its plans. It includes rich opportunities for pupils to apply their skills through interesting activities across curriculum subjects and areas of learning. The planning for the development of pupils' creative skills is a particular strength. As a lead school for creative arts in Wales it is very successful in increasing and improving art experiences and opportunities for pupils through, for example, music, drama, visiting artists, poets and story tellers.

The quality of teaching supports very high levels of pupils' engagement and very strong progress in learning. In most classes, teaching is highly motivating and ignites nearly all pupils' imagination. Across the school, staff establish excellent working relationships with pupils that have a very positive effect on pupils' standards and wellbeing. Through this, they encourage pupils to try new things and foster an attitude of doing your best at all times. Teachers and assistants work highly effectively as a team. They have very high expectations of each child, deliver high quality presentations and promote thinking very effectively through challenging and purposeful questioning. This ensures that nearly all pupils apply themselves fully to their tasks, concentrate for extended periods and show a high level of motivation.

Teachers provide pupils with detailed and very useful feedback to help them to make improvements and develop their work further. Pupils have regular opportunities to reflect on their work and that of others to make improvements. Teachers intervene sensitively to support pupils at appropriate times during lessons, for example to encourage them to check their progress against lesson objectives and their personal targets, and to use the working wall as a tool to improve their work. As a result, by Year 6, nearly all pupils have very good knowledge of their development as learners, take responsibility for their work and progress and are able to discuss this confidently. This element is a strength of the school and contributes successfully towards pupils' progress and achievement.

Although only a very few members of staff speak Welsh as a first language, they are all enthusiastic in promoting the language. Teachers plan appropriately to develop pupils' Welsh oral skills in classes. The school places good emphasis on developing pupils' awareness of the history, geography and culture of their immediate locality and of Wales as a whole. For example, pupils participate in the school eisteddfod, visit the Urdd residential camps in Bala and Cardiff and study working life in a North Wales slate quarry.

Care, support and guidance: Excellent

The school is an exceptionally caring and nurturing community that ensures pupils feel safe, secure and happy. Staff know their pupils very well. Teachers and support staff ensure that pupils with emotional needs, health needs or social difficulties receive very effective support. This helps pupils to engage well with their learning. A particular example of where this is successful is the nurture sessions that focus on pupils' emotional development and raising their self-confidence. They receive well-planned support through, for example, forest school sessions, gardening sessions and behaviour management programmes. These activities enable pupils to talk about their feelings in small, supportive groups. As a result, they gain confidence in themselves and understand the importance of sharing concerns.

The school has an extremely effective procedure to track and monitor pupils' progress and wellbeing. Teachers undertake daily assessments of the progress pupils make when evaluating their lessons, and identify the support pupils need to ensure they make the necessary progress. It is a comprehensive system, ensuring that pupils' misconceptions or misunderstandings are picked up immediately and corrected early. As a result, all pupils receive timely and very successful support.

Provision for pupils with additional learning needs is very effective. Teachers use a comprehensive range of procedures to identify pupils at an early stage who need additional support with literacy, numeracy and wellbeing. Individual education plans for these pupils are detailed and identify measurable development steps clearly. Leaders deploy support staff successfully to implement skilfully a range of good quality intervention programmes to ensure that pupils make sound progress in their learning. A particular feature of the school's work is its commitment to ensuring that pupils make enough progress so that they do not need to continue to receive interventions for extended periods of time.

The school has a very successful relationship with parents. Through good use of social media, the school keeps parents well informed about events and activities. Staff lead workshops to develop parents' capacity to support their children and these include sessions on how the school teaches numeracy, phonological awareness and fine motor skills. A Welsh phrase booklet is proving successful in providing guidance for parents about how they can practise basic Welsh phrases with their children.

By implementing circle time sessions and wellbeing interventions for specific groups, the school operates a valuable personal and social education programme. This aspect is given regular and thorough attention across the curriculum. Mindfulness sessions and reflection periods contribute well to this. Pupils benefit from a range of activities, such as yoga, that encourage them to improve their posture, flexibility and reduce anxiety levels. These aspects contribute well to improving pupils' understanding of the importance of harmony in their lives.

The extensive range of extra-curricular activities for pupils to participate in enrich their experiences very successfully. They include, for example, fencing, cookery, coding, science, art and craft and ukulele club.

The school provides exemplary opportunities for pupils to develop their creative and expressive skills. This is a strong feature of the school. Working with the local community, as part of pupils' enrichment and creative activities, pupils have made 'fiddle blankets' for members of a local dementia home, which they visit regularly. This has developed pupils' empathy for members of the community very successfully. Older pupils provide worthwhile sessions for members of the community on how to manage social networking. They regularly participate in charity events, which are successful in improving pupils' understanding of the wider world.

Pupils also benefit from a good range of cultural experiences, such as performances from orchestras and visiting theatre groups. They participate enthusiastically with visitors to school, such as a recent visit from a storyteller who has inspired pupils' storytelling skills.

The school promotes pupils' awareness of different cultures effectively, for example by twinning with schools in France. As a result, pupils celebrate differences and respect diversity very maturely. This prepares them to become confident, independent and mature citizens of the future.

There are appropriate arrangements to promote healthy eating and drinking. For example, healthy snacks are encouraged, and pupils enjoy 'free fruit Friday'. As a result, nearly all pupils understand the importance of a healthy lifestyle and influence their peers highly successfully by encouraging them to make sensible choices.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Excellent

The school benefits from strong and innovative leadership and there is a clear vision and strategic direction for developing the school. This is based on providing high quality education to ensure that all pupils and staff are supported and challenged to be the best they can be. The headteacher distributes responsibilities very effectively at all levels and supports high levels of professional development, particularly to develop staff as leaders within and beyond the school. The deputy headteacher provides excellent support to the headteacher and has a prominent role in taking forward key whole-school priorities.

The senior leaders' team is strong, enthusiastic and effective. It supports staff in the achievement of teaching of high quality and the provision of stimulating learning experiences very successfully. Leaders work very successfully with teachers to improve all aspects of the life and work of the school, particularly in relation to the development of pupils' independent learning skills. Staff roles and responsibilities are defined clearly, and there are clear communication procedures between all staff. This promotes high quality teamwork. All teachers respond very enthusiastically when developing areas and aspects of learning to raise pupils' standards. The success of weekly phase meetings where teachers come together to plan jointly and evaluate regularly helps to ensure continuity and progression in developing pupils' skills.

Leaders know the school very well. They have a thorough understanding of what good quality teaching and learning looks like, and use this to set high expectations for staff and pupils. They evaluate provision robustly and analyse its impact on pupils' learning to identify aspects that need improvement. They use a broad range of valuable information to inform their thinking, such as learning walks, listening to pupils and scrutiny of pupils' work. The school has a very good record of making improvements. For example, in recent years, leaders identified the need to develop the strength of pupils' voice. They addressed this by communicating clear expectations and implementing suitable strategic plans. Consequently, pupils contribute significantly to what they learn. Leaders are very successful in meeting national and local priorities, in particular implementing very strong foundation phase principles and achieving high standards in literacy and numeracy. The school has had a very strong record of pupils achieving above what is expected of them by the time they leave the school.

An excellent feature of leadership is the richness of opportunity for staff to develop professionally. Staff are eager to develop their skills and do so with a real sense of purpose. Teachers take initiative in sharing expertise within the school and they share their own successful practice with other schools, such as the teaching of mathematics. The school has forged worthwhile working relationships with other local schools and this has improved pupils' ICT skills significantly across the school. The school has suitable performance management procedures for all staff. These contribute well to improvements in teaching and learning and ensure that pupils achieve very good standards by the time they leave the school.

Governors make a valuable contribution to the life of the school. They have a good understanding of the school's priorities and they challenge leaders and managers to improve aspects of the school's work. They receive relevant information on the school's performance from the headteacher and staff, which they use purposefully to check the school's progress in implementing its strategic priorities and to ensure that the school is spending its money effectively.

The school uses its resources very well to ensure that pupils make very good progress in developing their literacy, numeracy and ICT skills. Leaders understand the cost of existing programmes well and track spending comprehensively. They manage finances astutely with a purposeful focus on improving teaching and learning and addressing the priorities in the improvement plan. They use the pupil development grant prudently to support the very few pupils who are eligible to receive it in improving their social and emotional skills.

Copies of the report

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

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

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

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

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