

Broughton Community Schools (Infants)

Address: Narbeth Drive, Aylesbury, Buckinghamshire, HP20 1NX

Unique reference number (URN): 110284

Inspection report: 12 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Most pupils achieve well, particularly in reading and mathematics. In early reading, most pupils meet the expected standard in the Year 1 phonics screening check. Consequently, pupils secure accuracy and fluency in reading and are well prepared to access the wider curriculum by the end of key stage 1. Leaders have high expectations of pupils' achievement. Some gaps in handwriting and transcription limit some pupils' development in writing. However, a recently introduced handwriting programme is beginning to have a positive impact.

Across the wider curriculum, pupils generally recall important knowledge and can apply it confidently. In most subjects, pupils' written work reflects what they have learned, but this is not consistently high quality across the curriculum. Pupils who are disadvantaged make appropriate progress from their starting points. Overall, pupils are suitably prepared for the next stage of education.

Attendance and behaviour

Expected standard 

Pupils attend school regularly and arrive punctually. Overall, attendance is broadly in line with national figures, including for disadvantaged pupils and those with special educational needs and/or disabilities. Leaders analyse attendance information appropriately to identify patterns and potential barriers to being at school. They use this analysis to provide tailored support for pupils whose attendance may be at risk of declining. Positive relationships with families and clear communication about the importance of regular attendance help to sustain pupils attending regularly.

Pupils behave well in lessons and around the school. They demonstrate positive attitudes to learning and engage readily with their work. Staff model and reinforce the expected behaviours, which helps to create a calm and purposeful environment. Pupils are polite, well-mannered and respectful towards each other and adults. They form positive relationships with both staff and peers. This culture helps pupils to feel safe and secure. As a result, pupils know who to speak to if they have any concerns. Pupils who need additional support to manage their behaviour receive timely, individualised help. When required, leaders work productively with external agencies to help pupils and their families to get the additional support they need.

Curriculum and teaching

Expected standard 

Leaders have established an ambitious, broad and balanced curriculum that is appropriately sequenced. They continue to refine this to help pupils develop the essential knowledge and skills needed for future learning. Staff make suitable adaptations so that pupils with special educational needs and/or disabilities can access learning alongside their peers.

Leaders ensure that staff have the knowledge and skills required for the subjects and year groups they teach. Through targeted training and support, staff are equipped with the expertise needed to teach the curriculum effectively. Mathematics and early reading are

taught effectively. Pupils read books that are well matched to their knowledge. The school ensures that pupils who fall behind are identified promptly and supported to catch up. Regular opportunities for discussion and questioning extend pupils' thinking and understanding.

Across other subjects, pupils practise important skills and develop their language and vocabulary. Teachers routinely check what pupils know and remember to identify and address gaps in learning. Pupils generally receive the support they need. However, in some subjects, the tasks that pupils are asked to complete do not consistently build on prior learning or, at times, enable pupils to produce work of a high quality.

Early years

Expected standard 

Children in the early years get off to a positive start. Leaders have established a thoughtful approach to transition into Reception, helping children to settle quickly. Children are happy, feel safe and are well cared for. Staff build positive relationships with children and their families. They establish clear routines that support children's confidence and independence appropriately. Leaders prioritise the early years and have an accurate understanding of its strengths and areas for development.

The curriculum identifies the important knowledge and skills children need for future learning, with a clear emphasis on communication and language, early reading and mathematics. Children begin learning the sounds that letters make from the outset. Staff generally support children's language and vocabulary development well. However, sometimes staff provide children with activities that do not precisely match what they are able to do. When this happens, it limits the progress that children make.

Teachers regularly check what children know and can do. Most children make appropriate progress from their starting points and are suitably prepared for Year 1. Staff identify and support children who face barriers to learning, including those who are disadvantaged. Children's wellbeing is supported through consistent care routines.

Inclusion

Expected standard 

Leaders have established effective systems to identify pupils' individual and emerging needs. They work closely with families and external professionals to develop a secure understanding of these needs, so that pupils typically receive appropriate support. Staff identify actions to support pupils and regularly review these to ensure provision remains suitable. Leaders make reasonable adjustments so that pupils can access learning alongside their peers. However, in a small number of lessons, tasks are not sufficiently aligned to pupils' needs, which at times limits opportunities to make further progress. Barriers to learning and wellbeing are generally reduced through interventions and inclusive classroom practice. Staff use a range of adaptations to support pupils' participation and success. Interventions are reviewed routinely and typically help pupils to make suitable progress from their starting points. Carefully considered transition arrangements further support pupils' development. Leaders monitor pupils' progress regularly and provide staff with training to strengthen inclusive practice. Pupil premium funding is used appropriately to support pupils' learning and wellbeing. However, leaders' reviews of the impact of this

funding lack sufficiently precise actions linked with desired outcomes. Staff know pupils and families well, contributing to a culture where pupils feel included and supported.

Leadership and governance

Expected standard 

Leaders have a clear and accurate understanding of the school's context, strengths and areas for development. They have identified appropriate priorities to drive further improvement. Some of their actions are beginning to have a positive impact. However, leaders' systems to evaluate the impact of their work are underdeveloped.

Governors know the school and its community well. They fulfil their statutory responsibilities. Governors generally provide appropriate support and challenge to leaders, although on occasion this lacks precision. They make sensible use of relevant information about the school's performance, including outcomes for pupils who face barriers to their learning and/or wellbeing. This includes the use of additional funding.

Leaders work effectively with parents and carers, the local authority and other external partners to support pupils. Leaders are committed to act in the best interests of pupils and uphold the professional standards expected of them. They promote a positive culture underpinned by respectful relationships and high expectations for pupils' achievement. Staff and families speak positively about the support which leaders provide. Professional learning, which is evidence-informed, supports staff to develop their expertise. Staff value the training they receive, including the time to embed new initiatives. When making decisions, leaders and governors are mindful of staff workload and wellbeing.

Personal development and wellbeing

Expected standard 

Pupils benefit from a well-planned personal development programme that meets statutory requirements and is appropriate to their age and stage. The curriculum sets out the knowledge and skills pupils need for later life, including how to stay safe. Pupils are developing an appropriate understanding of healthy lifestyles and positive mental wellbeing. Leaders review and adapt the programme to respond to emerging risks and the needs of the school community. As a result, pupils recall important learning and demonstrate a secure understanding of key concepts. Leaders work effectively with external professionals to strengthen staff expertise.

Pupils develop social skills, empathy and respect. They demonstrate an age-appropriate understanding of differences, including protected characteristics. They learn about relationships and diversity in families. Pupils show tolerance and respect for different views and beliefs. Their understanding of fundamental British values is developing well. They experience democracy through voting opportunities and value taking on roles such as school parliament representatives. These experiences build pupils' confidence and a sense of responsibility. Not all pupils currently benefit from these opportunities.

The school provides a range of carefully planned trips, visits and enrichment activities that enhance pupils' experiences and support their wider development. Leaders regularly review levels of participation and take steps to remove barriers so that pupils, including those who are disadvantaged and those with special educational needs and/or disabilities, can take part. Pupils contribute positively to the local community, including visits to the local care

home and links with the local foodbank, which supports their spiritual, moral and social development. Pupils take part in a wide range clubs and inter-house competitions, such as 'Broughton's Got Talent', which help to nurture their talents and interests.

Pastoral support is effective and is prioritised. Staff know pupils well and respond quickly when additional support is needed. Pupils trust staff and know how to access help.

What it's like to be a pupil at this school

Pupils are happy and feel safe at this inclusive school. They arrive keen to learn and are supported to thrive. Pupils engage positively with the broad range of opportunities on offer. Pupils, including those who may face barriers to their learning, feel welcomed and valued. Families appreciate the support and communication they receive from the school which helps to build effective partnerships.

Pupils behave well. They are polite and respectful towards others and follow clear routines that support calm and orderly environments. Pupils consider bullying to be rare and know any concerns are dealt with quickly and effectively. Pupils benefit from positive, trusting relationships with staff, who know them well. This helps pupils to feel confident to share any worries. They know that staff will listen and take concerns seriously. At social times, pupils play cooperatively and enjoy spending time together.

Most pupils achieve well and are prepared appropriately for the next stage of their education. They benefit from a broad curriculum that supports their learning across subjects. Pupils with special educational needs and/or disabilities are supported appropriately to access the same learning as their peers and to make suitable progress from their starting points.

Pupils benefit further from a vast range of wider opportunities available to them. They take part in a variety of clubs, visits and community activities, including working with local organisations, such as the foodbank and visiting the local care home. Pupils learn how to keep themselves safe, including when online and in the local community. This includes learning about safety in the area in which they live, such as safety at the nearby canal. Pupils also benefit from some leadership roles which help to develop a sense of responsibility and enables them to contribute further to school life. These experiences help pupils to refine their interests and contribute to their understanding of life beyond the school.

Next steps

- Leaders should ensure that from the early years onwards, staff design tasks that build on previous learning and enable pupils to produce work of a consistently high quality in all subjects.

- Leaders, including those with responsibility for governance, should continue to refine and sharpen their systems for reviewing and evaluating the impact of their actions to secure consistent and timely improvement across the school.
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About this inspection

This school is part of Broughton Community Schools Federation.

The chair of the board of governors in this school is James Ferris.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the executive headteacher and other senior leaders during the inspection. They also met with members of the governing body and representatives of the local authority and the virtual school headteacher.

Inspectors spoke with several pupils, staff, parents and carers. They considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school does not use alternative provision.

Executive Headteacher: Charlie Reed

Lead inspector:

Stuart Bevan, His Majesty's Inspector

Team inspectors:

Clare Morgan, Ofsted Inspector

Charlene Martin Bakermault, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 12 May 2026

School and pupil context

Total pupils

181

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

180

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

16.02%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.66%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

11.05%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.0%	5.2%	Close to average
2023/24 (3 term)	5.3%	5.5%	Close to average
2022/23 (3 term)	5.1%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	13.6%	13.0%	Close to average
2023/24 (3 term)	14.2%	14.6%	Close to average
2022/23 (3 term)	12.9%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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