

Serco Inspections
Cedar House
21 William Street
Edgbaston
Birmingham
B15 1LH

OFSTED
T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

SERCO
Direct T 0121 683 3888



10 February 2011

Robert Prior
Headteacher
Broom Leys School
Broom Leys Road
Coalville
LE67 4DB

Dear Mr Prior

Notice to improve: monitoring inspection of Broom Leys School

Thank you for the help which you and your staff gave when I inspected your school on 9 February 2011 and for the information which you provided during the inspection. Please pass on my thanks to the Chair of the Governing Body and the representative of the local authority who made themselves available at short notice. I also thank the pupils and those teachers observed during lessons, as well as the staff with management responsibilities who met with me during the visit.

There have been a few staffing changes since the school's last inspection. One teacher joined the school in September 2010 to manage mathematics and another teacher joined to replace one who retired.

As a result of the inspection on 10 June 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school is making good progress in addressing the issues for improvement and in raising the pupils' achievement.

The central record of suitability checks on staff was scrutinised and it fully meets the current government requirements.

The school has stepped up its monitoring and undertakes more regular and systematic checks on lessons and pupils' work which have resulted in improvements to the quality and consistency of the teaching. Attainment in writing and mathematics has improved well since the school's last inspection. The large majority of pupils are on course to reach levels in reading, writing and mathematics that are in line with age related levels. The improved use of assessment and target setting have enabled teachers to play a more effective role in identifying pupils who are at risk of falling behind. As a result, pupils in Years 1 and 2 are getting more support

with practical tasks in mathematics lessons as well as a broad range of interventions to support their reading and writing. However, some pupils still struggle with basic calculation as they have a poor knowledge of numbers. Assessments show that Reception children start school with skills and aptitudes in basic number and calculation that are below those expected of four-year-olds. Although there have been improvements to the teaching of mathematics throughout the school which build on these low starting points, teachers do not always provide enough time for pupils to practise using numbers in order to extend or consolidate their calculation skills.

The school's assessments of pupils' performance in writing across the school reflect an improving trend. An increasing number of pupils in all year groups are making accelerated progress in writing. With the help and advice of consultants appointed by the local authority, teachers have improved opportunities for pupils to write more extensively and independently. Workbooks and displays show a greater consistency in the form and structure of pupils' writing. The quality and consistency of handwriting, spelling and punctuation are improving well. Pupils benefit from the opportunities they have to complete an extensive range of writing that includes mythical stories and legends, narrative and creative writing as well as factual accounts presented in the form of newspaper reports. Planning and assessments in the Early Years Foundation Stage show that Reception children are developing their early language and communication skills well through play and exploration, reflecting good improvements since the school's last inspection.

Lessons are well prepared and resourced, and the tasks planned are often matched to pupils' abilities. Teachers' planning has improved well as there is a good balance of subjects, themes and topics that include opportunities for pupils to read widely, write independently and solve problems in mathematics. Teachers provide clear learning objectives for pupils to work towards and they explain these at the start of lessons to ensure that pupils know what is expected of them. There remain some inconsistencies though, as teachers do not always set out sufficiently ambitious or precise objectives aimed at extending more pupils towards higher levels.

Assessments show that the quality of learning in the Early Years Foundation Stage is a strength so that Reception children are achieving well. Teachers' planning in the Reception classes optimises opportunities for the children to learn and play in stimulating and well resourced indoor and outdoor areas. This lays good foundations for children's learning, welfare and development.

The leadership team and staff responsible for managing subjects and the Early Years Foundation Stage coordinator have been well supported by consultants appointed by the local authority. Much improved target-setting and sharper monitoring of teaching and pupils' work have increased the school's capacity to evaluate how well teachers and pupils are doing. The governing body, headteacher and deputy headteacher have been diligent in their efforts to audit and review policies and have stepped up the intensity of monitoring of teachers' and pupils' performance. Teachers and

support staff have benefitted from well-devised staff training by using the effective support and advice provided by the local authority's literacy and numeracy consultants.

The staff work well as a team with the determination to improve pupils' achievement. The local authority has provided good support since the school was given a Notice to Improve. Its statement of action provides clear targets that the governing body and leadership team use to evaluate each step towards improving the school's effectiveness. The school's strategic and development plans provide clear and cogent reference points which synchronise priorities for improvement with those set out in the local authority's action plan.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Charalambos Loizou
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in June 2010.

- Improve attainment in Key Stage 1 by:
 - building on pupils' improved attainment in Reception
 - improving teachers' expectations and expertise, particularly in mathematics
 - making sure that there is an equal focus on reading, writing and mathematics
 - setting targets for improvement and regularly evaluating them
 - focusing more closely on pupils' learning when monitoring teaching.

- Improve writing throughout the school, by:
 - providing more exciting and motivating opportunities for girls and boys to develop writing for different purposes
 - developing a consistent standard for handwriting and presentation, to encourage pupils to take a pride in their work
 - developing independent play activities in Reception so that pupils have regular opportunities for mark-making and emergent writing.