

Buswells Lodge Primary School

Inspection report

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|--------------------------------|----------------------|
| Unique Reference Number | 120040 |
| Local Authority | Leicester City |
| Inspection number | 358673 |
| Inspection dates | 13–14 September 2010 |
| Reporting inspector | David Edwards |

This inspection of the school was carried out under section 5 of the Education Act 2005.

| | |
|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 428 |
| Appropriate authority | The governing body |
| Chair | Lee Baines |
| Headteacher | Ken Judd |
| Date of previous school inspection | 27 September 2007 |
| School address | Beauville Drive Beaumont Leys, Leicester LE4 0PT |
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Introduction

This inspection was carried out by four additional inspectors. Seventeen lessons and 14 teachers were observed. Inspectors scrutinised policies, analysed pupils' work, checked numerical information on their progress and talked to them about it. The team also analysed school improvement plans, minutes of governing body meetings, and met parents, carers and governors. Questionnaire returns were received from 43 parents and carers and these were considered. Pupil and staff questionnaires were also taken into consideration.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of teaching and learning and the progress made by different groups of learners in key subjects
- how effectively the curriculum is adapted to meet the needs of different groups of pupils, taking into account their starting points, with particular emphasis on special educational needs pupils, girls and higher attaining pupils
- how effectively community cohesion planning and action is meeting statutory requirements and the needs of all pupils.

Information about the school

Buswells Lodge is a large primary school. The proportion of pupils from minority ethnic backgrounds is higher than seen nationally as are the numbers of pupils for whom English is an additional language. The percentage of pupils eligible to take free school meals is significantly higher than expected. The numbers of pupils with a statement of special educational needs is lower than the national figure, but the proportion of pupils overall with special educational needs and/or disabilities is higher than most schools. A high number of pupils leave or join the school at times other than the start or end of year. There is part-time Nursery provision. A pre-school on the school site is managed by a voluntary committee and is inspected and reported upon separately. The school has received the following national awards; Healthy School Award, the Princess Diana Anti-Bullying Award and the Environmental Management Service Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory but improving school. The school has been through some turbulent times in recent years. The significant numbers of pupils joining or leaving the school partway during the year have had a considerable impact on the drive to raise standards. However, the ambitious leadership, under the direction of the headteacher, has risen to the challenge and is committed to raising attainment. Academic standards are now rising rapidly across the school and particularly in Year 2 and Year 6 because of effective actions to improve provision. Attainment overall is still below national expectations, but results in Year 2 and unvalidated Year 6 results for 2010 demonstrate that the school is edging much closer to national expectations. The role played by subject leaders is much more effective than at the last inspection. Behaviour and attendance have improved and a clear focus on language and literacy in the Early Years Foundation Stage is beginning to make an impact on children's progress in gaining key skills from an early age. Children in the Early Years Foundation Stage receive an effective start to their education, including those for whom English is an additional language. They make good progress from a low starting point and reach attainment which is broadly in line with national expectations at the end of the Reception year. The school is therefore demonstrating a satisfactory capacity to continue improving in the future.

Achievement and pupil progress overall are satisfactory, though pupils with special educational needs and/or disabilities make good progress because of well targeted intervention and support they receive from teachers and very effective teaching assistants. Teaching is now sound overall but good teaching, already evident in lessons for the older Key Stage 2 pupils and those in Year 2 is leading the way forward in overcoming the legacy of low attainment. In one effective example the Year 2 teacher provoked pupils' imagination in a writing lesson and provided good opportunities for discussion to extend their language development. The pace of the lesson and the strategies used ensured that all pupils were sufficiently challenged throughout the lesson. In contrast, pupils' progress slows together with the pace of lessons when teachers do not use assessment information and effective questioning well enough to ensure that activities are well matched to pupils' different abilities. This has led particularly, to insufficient challenge for potentially higher attaining pupils. Teachers are providing oral and written feedback to acknowledge pupils' achievements but do not always provide them with the specific guidance they need to check their work and achieve their learning targets.

Pupils' good behaviour is now a strength of the school and their positive attitudes in lessons, coupled with good social skills and improved attendance are contributing to their improving achievement and progress in lessons. Their personal development is supported by the good care, guidance and support they receive from all staff. These factors along with their improved acquisition of key skills mean they are adequately prepared for their future. Good safeguarding procedures ensure that pupils are safe within school; effective

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partnerships with parents and carers and a range of agencies help to meet the differing needs of all pupils, particularly the most vulnerable.

Knowledgeable and well-informed governors and senior leaders make an effective contribution to the school, but have not sufficiently addressed the global aspect of community cohesion, meaning that children do not have a good understanding of the life and culture of other people around the world.

What does the school need to do to improve further?

- Raise attainment throughout Key Stages 1 and 2 by accelerating pupil progress for all pupils and particularly for higher attainers.
- Ensure that more teaching is good or better by:
 - sharper and more effective use of assessment data when planning lessons
 - ensuring that the pace of teaching engages all pupils and helps to accelerate their learning and progress
 - teaching pupils the skills that they need to help them to check the quality of their own work and that of others.
- Improve the way that the school promotes community cohesion by:
 - increasing pupils knowledge of life and culture in parts of the world outside Britain.
 - establishing links with a school outside Britain so that they can have an exchange of information with its pupils.
- About 40% of school whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next inspection.

Outcomes for individuals and groups of pupils

3

Attainment in English and mathematics has risen significantly at the end of Key Stage 1 and Key Stage 2 since 2007. The 2010 unvalidated results at Key Stage 2 show that the gap in attainment has narrowed between pupils in this school and the expectations of pupils nationally. Attainment is still below average but Year 6 pupils have made sound progress in English and mathematics since Year 2. The work that inspectors saw in lessons and the school's rigorous and effective pupil assessment and tracking system indicates that more pupils are on track to achieve the challenging targets set for them. There is a similar picture at Key Stage 1, where attainment in reading has reached the national average and writing and mathematics are very close now to national expectations. Writing has improved dramatically in both key stages demonstrating the good impact of intervention strategies across the school and particularly in upper Key Stage 2.

The school ensures that pupils have a good understanding of how to keep themselves safe and healthy. Pupils know how to make healthy choices and there are many opportunities for them to participate in exercise, both in and out of school time. Pupils' spiritual, moral, social and cultural development is good because of the many opportunities planned into lessons to develop this aspect of their learning, though their understanding of the life and culture of people outside Britain is not as well embedded as other aspects. The well-developed environmental area is used to increase pupils' knowledge of nature. The school

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is helping pupils to prepare for transfer to secondary education by improving their learning habits. Through the school council and other responsibilities pupils make a satisfactory contribution to the school and wider community. The school has rigorously pursued its improvement in attendance through good liaison with the educational welfare officer and a range of attendance rewards.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 3 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: | |
| Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 3 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching is satisfactory but improving. Teachers set activities in lessons that capture pupils' interests. The very strong team work between teachers and skilled teaching assistants is a feature of the school. Teaching assistants deliver carefully prepared intervention strategies for pupils with special educational needs and/or disabilities and those who have English as an additional language, as well as minority ethnic pupils who join the school other than at recognised starting points.. Effective teaching has also helped to narrow the gap significantly between the levels of attainment of girls and boys at Key Stage 2. Teachers also use new technology and other resources to engage pupils in their learning. However, the interpretation and use of assessment information to plan work are not always effective in ensuring activities meet the needs of all different ability groups, particularly the higher attainers. The pace of some lessons is too slow to help pupils to make the necessary gains in their learning. The school

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recognises the need to engage pupils more in understanding and shaping the direction of their current and future learning.

The school has a satisfactory curriculum and has been trying to develop it through the use of more effective links between subjects so pupils can use their skills in different situations. The curriculum is enriched by musical opportunities, the teaching of a modern foreign language and a good range of extra curricular activities and clubs, educational visits and visitors to school allied to effective working partnerships with outside providers.

Strong relationships exist between staff, pupils and parents. These contribute significantly to good care, guidance and support. The positive responses of parents on the parental questionnaire carried out by the school demonstrate the effort the school puts into this aspect of its work.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The leadership of the headteacher has developed effective teamwork and create a common sense of purpose. Thorough work to improve behaviour and to accurately pinpoint strengths and weaknesses in other aspects of provision and pupil outcomes clearly shows the potential for further improvement. All staff are fully committed to the school agenda for improvement and are striving, with growing success to ensure that all pupils have an equal opportunity to achieve well. The school is using the expertise of outside support in its drive to raise standards. For example local authority support has been used to improve the teaching of mathematics and literacy in Key Stage 1 and 2 and communication, language and literacy skills in the Early Years Foundation Stage. Such good partnerships are having a positive impact on provision and pupil outcomes. Teachers are taking ownership of more rigorous assessment and recording systems that have been introduced. They are using this information and the results of pupil progress meetings to identify any potential underachievement and to put plans in place to accelerate the progress of these pupils. Governors are becoming increasingly knowledgeable and effective in their role. They are very supportive of the school and increasingly hold it to account for the progress that pupils make. They have effectively ensured that pupil safety is given a high priority. Governors do not have formalised procedures for helping to shape the strategic direction of the school, but plans are firmly in place to remedy this aspect in the future. While the school is a cohesive community and has satisfactory links with the local community, community cohesion is not helping pupils to understand about the life of people in other parts of the world. Links with parents and carers are good and the school does a great deal to ensure that they are engaged in their children's learning. Parents and

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carers enthusiastically attend the Friday assemblies and a number are attending classes that help them to understand how they can effectively support their children in learning.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

When children start in the Nursery class, their skills and abilities are well below those expected for their age. Many children are new to learning English. Children settle quickly in a warm, caring atmosphere and adapt to daily routines. Good hygiene habits are encouraged before snacks, lunch and after outdoor play. Staff work well together as a team to ensure that children feel happy and secure. This is further developed by the weekly "stay and play" sessions.

Children make good progress across the areas of learning. Standards are rising and are broadly average at the end of Reception, which from very low starting points represent good progress. Teaching and learning are good. Staff place a strong emphasis on basic skills, especially language development and their personal and social skills. They assess children's learning regularly and provide a good range of activities and the right balance between adult-led and child-initiated learning. In a few lessons, however, more could be done to provide greater challenge and more stimulating experiences, especially outdoors. Good leadership is helping to raise standards. The provision is competently led with a coordinator who has high aspirations for the children and a good knowledge of Early Years Foundation Stage practice.

Provision is much improved which has resulted in a three year trend of improvements across all areas of learning. The improvement plan identifies appropriate priorities, including the need to further develop outdoor learning. The plan, however, is less clear about how any improvements will be monitored and evaluated.

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Staff know their children well and are continuously assessing their skills and abilities which is helping to ensure good progress. Good use is made of an attractive learning environment with vibrant displays and a good range of resources, both indoor and outside, to interest children and stimulate their imagination. As a result, children greatly enjoy their learning. The outside area offers opportunities for imaginative sound work and to offer children stimulating physical play activities. The areas are planned and organised to encourage children to be independent learners.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

The small number of parents and carers who responded to the questionnaire are extremely positive about the school and appreciate the work that it is doing to support their children. However, a small number of parents and carers expressed dissatisfaction with the way the school takes account of their views. The school was able to demonstrate to inspectors the systems it has in place to listen and respond to parental concerns and suggestions. The school's own questionnaires elicited a much greater response. It has plans to improve matters and to enhance engagement of parents further by introducing a parent's forum to give them a greater voice in helping to shape the direction of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Buswells Lodge Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 43 completed questionnaires by the end of the on-site inspection. In total, there are 428 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 25 | 58 | 13 | 30 | 1 | 2 | 1 | 2 |
| The school keeps my child safe | 24 | 56 | 17 | 40 | 1 | 2 | 0 | 0 |
| My school informs me about my child's progress | 20 | 47 | 16 | 37 | 4 | 9 | 1 | 2 |
| My child is making enough progress at this school | 22 | 51 | 17 | 40 | 2 | 5 | 0 | 0 |
| The teaching is good at this school | 23 | 53 | 17 | 40 | 1 | 2 | 1 | 2 |
| The school helps me to support my child's learning | 22 | 51 | 17 | 40 | 2 | 5 | 1 | 2 |
| The school helps my child to have a healthy lifestyle | 20 | 47 | 20 | 47 | 1 | 2 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 16 | 37 | 26 | 60 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 18 | 42 | 20 | 47 | 2 | 5 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 14 | 33 | 23 | 53 | 2 | 5 | 2 | 5 |
| The school takes account of my suggestions and concerns | 16 | 37 | 17 | 40 | 6 | 14 | 2 | 5 |
| The school is led and managed effectively | 19 | 44 | 18 | 42 | 3 | 7 | 1 | 2 |
| Overall, I am happy with my child's experience at this school | 23 | 53 | 14 | 33 | 2 | 5 | 2 | 5 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 58 | 36 | 4 | 2 |
| Primary schools | 8 | 43 | 40 | 9 |
| Secondary schools | 10 | 35 | 42 | 13 |
| Sixth forms | 13 | 39 | 45 | 3 |
| Special schools | 33 | 42 | 20 | 4 |
| Pupil referral units | 18 | 40 | 29 | 12 |
| All schools | 11 | 42 | 38 | 9 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 September 2010

Dear Pupils,

Inspection of Buswells Lodge Primary School, Leicester, LE4 0PT

This letter is to share our findings with you after our recent visit to your school. I would like to thank you for all your help and for the way you talked to us about your school. We found you extremely friendly, courteous and polite. We are sure that you will be able to help the staff to make your school even better in the future.

Yours is a satisfactory school. Your good behaviour is a real strength of the school and it is helping you to work hard to learn new things in most lessons and your work is improving. School leaders are working effectively to help you to learn even more and to raise attainment in your school. We found your school to be a very caring place and adults look after you very well. Children in the Nursery and Reception classes are being helped to become good learners. We were very impressed that you know how to keep yourselves safe and healthy.

We have asked the governors and staff to do the following things to help the school get even better in the future. We want them to:

- make sure your lessons are fun and you get on quickly with your work so that you learn more
- use information from marking your work effectively to make sure your lessons are challenging, especially for those of you who find learning easy
- help you understand how to judge your own work and that of other children in your class
- give you more opportunities to learn about people and their lives in other countries of the world.

You can play your part in bringing about the improvements by doing your best and working hard at all times.

Thank you once again for your help and enjoy your time at Buswells Lodge.

Yours faithfully,

David Edwards

Lead inspector

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