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Mr Judd  
Buswells Lodge Primary School  
Beauville Drive  
Beaumont Leys  
Leicester  
LE4 0PT

Dear Mr Judd

### **Ofsted monitoring of Grade 3 schools with additional focus on behaviour: monitoring inspection of Buswells Lodge Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 27 March 2012, for the time you gave to our phone discussions and for the information which you provided during the inspection. Please also pass on my thanks to the members of staff and the pupils who spoke with me.

Since the last inspection, one teacher has retired and a newly qualified teacher has been appointed.

As a result of the inspection on 13 September 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 has made good progress in making improvements and the effectiveness of the school in improving pupils' behaviour is good.

### **Achievement of pupils at the school**

Since the last inspection, there are signs of significant improvement in pupils' achievement. Children enter the Early Years Foundation Stage with levels of knowledge and skills well below those normally found. Their progress has been improving, the levels they reach have been rising and are now close to those found in most schools by the time they enter Year 1. This good start is built on in Years 1 and 2 where there is a pleasing picture of pupils being on track to attain broadly average standards in reading, writing and mathematics. There has been a focus on closing the gap for older pupils so that at the end of Year 6 attainment has also risen steadily and the proportion of pupils on track to attain the expected Level 4 is at least as expected in English and mathematics. In Year 5, it is better. There is some variation in other year groups in Key Stage 2 but attainment is broadly as expected overall. Importantly, underachievement has been tackled convincingly. Additional

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interventions, support and a modified curriculum for the most able have resulted in an increasing number of these pupils reaching the highest grade. Leaders acknowledge there are still not enough reaching their full potential. School data and work in pupils' books confirms that because of improvements to the quality of teaching and the use of assessment, pupils' progress is accelerating. Pupils make at least satisfactory progress and for an increasing proportion, their progress is good. Disabled pupils and those who have special educational needs are well supported which enables them to make good progress. Careful checking on the progress of all groups of pupils in school ensures that any gaps are closing swiftly and no-one gets left behind, whatever their background.

### **The quality of teaching**

Some consistent strengths have been established. Effective behaviour management ensures positive relationships and a good work ethic. Teachers use their good subject knowledge along with their skills with information and communication technology to engage pupils. Where the agreed planning format is used, it supports teaching and learning well with detail about exactly what pupils of all abilities and interests in the class should learn. Importantly, teachers are now making accurate assessments and using the data gathered from the assessments with confidence to plan appropriate tasks. The best lessons seen were well resourced and tasks planned in detail to meet the needs of all. Adults were actively engaged in all pupils' learning throughout the lessons, checking on their understanding, addressing misconceptions and modifying plans so that learning moved on at a good pace. Teachers were absolutely clear at the end of the lesson about the learning that had taken place.

Very occasionally, teachers talk for too long, tell pupils the answer before letting them solve a problem or explain their thinking and do not check often enough if pupils' understanding is secure or plans need to be modified. In these lessons, the pace of learning slows. Some excellent examples of 'two stars and a wish' marking were seen with pupils praised for success and clear about what to do to improve. This is not consistently applied or pupils always given the opportunity to address development points. Pupils are routinely given the opportunity to assess their own success and say they are confident that they know the levels they are working at and what to do to improve. Well-directed professional development opportunities have been positively received by staff who say they have improved the effectiveness of their teaching because good practice has been shared. Their improved ability to analyse assessment data has strengthened their focus on the achievement of all groups. Careful planning has gone into the development of a new curriculum, not only to ensure the development of pupils' greater understanding of life and culture beyond Britain, but also to provide more opportunities for them to use their basic skills in other subjects. This is currently being trialled in Key Stage 1 and is leading to pupils' and teachers' renewed enthusiasm and engagement.

## **Behaviour and safety of pupils**

Pupils are demonstrating their increasing enjoyment of school through their improving attendance, which is now broadly similar to that found in most schools. Opportunities to further promote pupils' spiritual, moral, social and cultural development are often identified in planning. Pupils were seen to conduct themselves well and their behaviour ensures a calm and purposeful learning environment. They were seen to collaborate and to support each others' learning well.

## **The quality of leadership and management of the school**

Because systems for monitoring and evaluating the success of the school's work against the recommendations are clear and rigorously applied, everyone has a shared understanding of the progress that has been made and what still needs to be done. The governing body is given clear information which supports its members in providing challenge to school leaders. The capacity of leadership to drive improvements has been strengthened. Most importantly, leaders and managers at all levels are included in half-termly pupil progress meetings with teachers who have developed the skills to collect and analyse their own assessment data so that everyone can play their part in driving improvements.

School leaders say they have particularly valued the support of the local authority in developing the new curriculum and improving provision for the most able.

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

Joanne Harvey  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in September 2010**

- Raise attainment throughout Key Stages 1 and 2 by accelerating pupils' 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.