

Broom Leys School

Inspection report

Unique Reference Number	120085
Local Authority	Leicestershire
Inspection number	363915
Inspection dates	22–23 June 2011
Reporting inspector	Tim Bristow HMI

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	593
Appropriate authority	The governing body
Chair	Michael Kirby
Headteacher	Robert Prior
Date of previous school inspection	10 June 2010
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Inspectors observed 24 teachers and visited 35 lessons. They held meetings with governors, a representative from the local authority, staff and groups of pupils. They observed the school's work, and looked at the school development plan, assessment information, lesson plans, school policies and responses to questionnaires from 130 parents and carers, 107 pupils and 31 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Has progress in writing and mathematics increased consistently and sufficiently at Key Stage 1 since the previous inspection so that achievement is no longer inadequate?
- Have the satisfactory teaching and learning in Years 1 to 4 improved sufficiently so that they match the good teaching in Years 5 and 6?
- Have leadership at all levels and governance strengthened sufficiently since the last inspection to justify the judgement of good made by the school?
- Do improvements in the outcomes and provision in the Early Years Foundation Stage since the previous inspection warrant a judgement of good for overall effectiveness?

Information about the school

The school is a much larger than average-sized primary school. The proportions of pupils from minority ethnic groups and pupils who speak English as an additional language are well below average. The proportion of pupils with special educational needs and/or disabilities is above average. The school was given a notice to improve at its previous inspection in June 2010.

The school has achieved National Healthy Schools Status. It has recently gained the Eco-Schools and International Schools awards.

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?

2

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Decisive action taken after the last inspection by school leaders and governors, well supported by the local authority, has resulted in rapid improvements to provision and outcomes for pupils. The school's overall effectiveness is good because of the good teaching and curriculum which have enabled pupils' achievement to be good. As one parent reported, 'My child's writing and numeracy have improved dramatically over the last year, and I have been very impressed with the work the school has been doing.' Children now receive a good start to their education in the Early Years Foundation Stage.

The attainment of pupils is average. Pupils' writing at Key Stage 1 was reported as a weakness at the last inspection, but it has improved so that by the end of Year 2, attainment is now average. Progress is now good for most groups of pupils and for some classes and groups it is outstanding. The progress of more-able pupils has accelerated, but in a few lessons it is slower than it should be because they find the work prepared for them too easy.

The main reason for rapid improvement is the much more effective teaching and learning experienced by pupils in lessons. It is consistently good in the large majority of lessons. Teachers use assessment information well to pitch work at the right level for nearly all pupils. In the small minority of satisfactory lessons work does not sufficiently challenge some pupils so that they make slower progress than they should. In addition, in a few lessons, during the introduction where the whole class is taught together, time is wasted for some groups of pupils because they have to listen to the instructions or teaching of other groups. Pupils benefit from a greatly enriched curriculum. There are regular trips, visitors and events to take part in as well as a broad range of extra-curricular clubs to join. One reason why writing is improving so rapidly is the well planned opportunities for pupils to practise their writing skills in a range of other subjects. Nearly all parents, carers and pupils agree that care, guidance and support are good. Leaders have established a very inclusive and secure environment in which pupils thrive.

The behaviour of nearly all pupils in lessons and the playground is good. However, there is a perception amongst a few parents, carers and pupils that behaviour is not as good as it could be and that it is not well managed, particularly the supervision of pupils at break-times. Inspectors took these concerns seriously and investigated them thoroughly. There are a very few pupils with very challenging behaviour who were in danger of exclusion from other schools. They are effectively managed and making good progress. However, occasionally they misbehave and this is of concern to pupils that witness it. School leaders have greatly improved the quality of supervision, particularly at lunch-times in the last year, and governors regularly check on pupils' safety at this time. The impact of this is

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that school records show that incidents of poor behaviour have dropped by 80%. Pupils' development of a healthy lifestyle and safety awareness are good as is their spiritual, moral, social and cultural development.

Rigorous procedures to check the work of the school and the progress pupils are making have driven school improvement. School leaders have been robust in evaluating the necessary improvements to be made and have been very effective in carrying them out so that they are now embedded in the school's work. Consequently, they demonstrate a good capacity for improvement. School leaders and the governing body have plans to revise the staffing and leadership structure of the school. They have correctly identified the importance of ensuring that these changes do not affect the rapid rate of improvement currently being experienced in school.

What does the school need to do to improve further?

- In order to raise attainment further, ensure that progress is good in all lessons by:
 - making sure that the work provided for the more able in all lessons is challenging
 - reducing further the proportion of satisfactory lessons, particularly in Year 3
 - making sure that the parts of the lessons where the whole class is taught together are relevant to all groups of pupils.
- Ensure that changes to the staffing and leadership structure do not inhibit school improvement by:
 - making sure that school leaders are well trained and fully equipped to fulfil their responsibilities
 - planning for senior leaders and the governing body to keep a careful check on the work of newly appointed leaders.

Outcomes for individuals and groups of pupils

2

Pupils now make good progress in reading, writing and mathematics at Key Stage 1. For example, the majority of pupils in the current Year 2 entered school in Reception with speaking, listening and literacy skills that were below national expectations. Rapid progress this year has resulted in average attainment in reading, writing and mathematics. In Year 1, progress is very rapid and attainment exceeds national expectations. At Key Stage 2, pupils make consistently good progress in Years 4, 5 and 6. In Year 3, the progress is more variable as a result of the greater proportion of lessons where teaching and learning are satisfactory. Pupils with special education needs and/or disabilities make good progress that is similar to their peers because of the effective extra activities they benefit from to help them develop numeracy and literacy skills.

Across the school pupils' writing is improving rapidly. For example, in a good English lesson in Year 2, pupils were writing a story that they had carefully planned. Not only were these interesting, but pupils took pride in the standards of presentation and handwriting. In mathematics, pupils' reasoning and problem solving skills are being developed very well. For example, in an outstanding Year 6 lesson, pupils of all abilities were closely examining cost tables and exchange rates as they acted as travel agents planning holidays for families. This was extremely challenging, but all pupils rose to the challenge very well,

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demonstrating well-developed skills of independence and perseverance. The good development of these skills, as well as their good achievement, results in their being well prepared for the next stage in their education.

Nearly all pupils report that they feel safe in school, and parents and carers agree. Pupils benefit from very large school grounds and nearly all of them can be trusted to behave sensibly within them. Pupils' good development of a healthy lifestyle is apparent in the high attendance at the wide range of after-school clubs for sport and the large proportion of pupils that enjoy the school dinners. Pupils continue to make a strong contribution to the community both in school and in the local area. Attendance rose to above average earlier this year because of effective steps taken, such as the 100% attendance awards, to improve it. However, a recent bout of illness lasting four weeks resulting in a high absence rate depressed the attendance so that it remains average.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
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	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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?

While the large majority of teaching is good there is a growing proportion that is outstanding. Lessons are interesting and lively and pupils report how much they enjoy the many opportunities they have to take part in practical activities. For example, in a number of mathematics lessons pupils worked together outside in groups solving real life problems developing and consolidating shape, measure and calculation skills well. Marking is very effective in guiding and advising pupils on the next steps they need to take to improve

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their work. As a result of this, pupils clearly understand what their targets for improvement are and take a responsible attitude to assessing their own work.

Assessment information is used well to ensure that if individual pupils are making less progress than they should, additional support is swiftly provided to address this. More-able pupils are identified conscientiously by the school and gain from additional activities, such as those provided by the local secondary school. However, in some lessons the harder work they do is still not as challenging as it could be.

Pupils report how much they enjoy the exciting curriculum they benefit from. As one pupil reported, 'I just love my mathematics lessons.' In nearly all lessons the curriculum has improved in the last year. For example, in a history lesson involving drama, where pupils were learning about life in Great Britain during the Second World War, they all crowded into a small, dark shed in the playground in order to empathise with families who had to spend the night in Anderson Shelters. This led to some very insightful comments from pupils and prepared them very well for the writing that they were to do later. While improving, the curriculum does not yet offer sufficient opportunities for pupils to learn about other cultures outside religious education lessons.

Pupils whose circumstances may make them vulnerable are very well supported by the excellent procedures and links with outside agencies. Provision for pupils with special educational needs and/or disabilities is well planned and comprehensive. A wide range of additional activities are tailored to meet individual needs and led by well trained teachers and teaching assistants.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and deputy headteacher have very effectively led the school out of a category of concern. A very useful action plan clearly prioritises the necessary improvements to be made, who is responsible for them and how they will know when they have been successful. Middle leaders, such as those for English, mathematics and the Early Years Foundation Stage, have been instrumental in driving forward improvements. They demonstrate improving skills when leading staff development and checking on the work in lessons. Procedures such as the pupils' progress meetings are effective in holding teachers to account for the progress of the pupils in their care.

The governing body fulfils its statutory responsibilities effectively, such as the regular checks made to ensure safeguarding procedures and policies are adhered to. The challenge and support the school benefits from have improved in the last year. For

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example, governors have regularly visited the school to ensure that strategic plans for improvement are on course.

Safeguarding procedures and policies continue to be robust. They are implemented effectively by teachers and non-teaching staff equally well. For example, the administration team conscientiously maintain an up-to-date safeguarding record of staff. Discrimination is tackled well by the school and there have been very few incidents of racial abuse. The improvement in the achievement of all groups of pupils in the last year has resulted in good equality of opportunity. The school's promotion of community cohesion has strengthened to good. A detailed audit and action plan have resulted in pupils gaining many more opportunities to understand about life in the wider and global community. While school leaders have identified that there is more to do for pupils to gain an understanding of the culture of different ethnic groups, the steps they have taken so far have been effective. For example, the close links with a school in Rwanda, resulting in a visit from some of their teachers the week before the inspection, gave pupils a really powerful insight into what it means to be a child attending school in Africa.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Assessment information and children's work show that in most years the majority of children enter the Early Years Foundation Stage with skills that are below national expectations. This is particularly the case for their literacy and numeracy skills. They then make good progress and the majority enter Year 1 with skills in nearly all areas that are in line with national expectations. Children benefit from an exciting environment for learning. They were observed being fully engaged in a range of interesting activities, some of which they chose to do independently and others that were led by adults and accurately tailored to meet the needs of different children. Specific lessons to improve letter and sound

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recognition have been instrumental in developing children's reading and writing skills at a rapid pace. The environment for learning is safe and secure and staff nurture children's development effectively. The walls are covered in bright displays that celebrate children's work very well. Leadership of the Early Years Foundation Stage is good and characterised by effective teamwork and a desire to keep on making improvements to provision and outcomes.

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

In responding to the questionnaire, the very large majority of parents and carers supported the work of the school. For example, most parents and carers agree that they are happy with their child's experience at school. While there were a number of positive comments praising the work of the school, there were also comments raising concerns about aspects of its work. There was no apparent trend to most of these concerns. However, groups of parents and carers were concerned about behaviour. This issue has been addressed in this report. A few others were concerned about the quality of communication, particularly about their child's progress. Inspectors pointed out this concern to the governing body and school leaders, while preserving anonymity.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broom Leys 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 130 completed questionnaires by the end of the on-site inspection. In total, there are 593 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	56	57	44	0	0	0	0
The school keeps my child safe	77	61	48	38	1	1	0	0
My school informs me about my child's progress	33	26	79	62	11	9	0	0
My child is making enough progress at this school	50	39	67	53	3	2	0	0
The teaching is good at this school	42	33	78	61	2	2	0	0
The school helps me to support my child's learning	40	31	77	61	7	6	0	0
The school helps my child to have a healthy lifestyle	46	36	72	57	7	6	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)	59	46	59	46	4	3	0	0
The school meets my child's particular needs	44	35	76	60	4	3	0	0
The school deals effectively with unacceptable behaviour	33	26	74	58	14	11	1	1
The school takes account of my suggestions and concerns	30	24	80	63	9	7	0	0
The school is led and managed effectively	42	33	71	56	7	6	0	0
Overall, I am happy with my child's experience at this school	55	43	65	51	2	2	0	0

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



24 June 2011

Dear Children

Inspection of Broom Leys School, Coalville, LE67 4DB

You may remember that I came with my colleagues to inspect the work of the school and to check how well you are doing. Thank you for the help you gave us; we found you to be very polite and knowledgeable about the work of the school. Your views were very helpful to us as we carried out the inspection. I am very pleased to report that you are now doing well. You can be very proud of the good progress you are making. When you leave this school you are well prepared for secondary education because of your well developed skills of problem solving, teamwork and independence. We found that your behaviour is good and for the few of you who find this hard, you are well looked after so that you can do better in school. It was really good to see how enthusiastic you are about taking responsibility in school. We agree that your lessons and other activities are now much more interesting than they were.

You go to a good school where you are very well cared for and where the headteacher and staff have worked very hard to improve your lessons. Teaching is now much better than it was.

In order to help you do even better we have asked the school to:

- make some improvements to a few of your lessons so that some of you, particularly if you tend to find your work easy, receive work that is more challenging
- make sure that the staff changes planned for September 2011 do not slow down the impressive improvements that have been made this year.

All of you can help by continuing to produce your best work in lessons and coming to school every day.

Yours sincerely

Tim Bristow

Her Majesty's Inspector

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