

# Broomfield Primary School

Off Ploughmans Lea, East Goscote, Leicester LE7 3ZQ

**Inspection dates** 29–30 June 2016

**Overall effectiveness** **Good**

Effectiveness of leadership and management Good

Quality of teaching, learning and assessment Good

Personal development, behaviour and welfare Good

Outcomes for pupils Good

Early years provision Good

Overall effectiveness at previous inspection Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher’s calm, considered and caring leadership unites the staff and governors in a concerted and successful drive to bring about school improvement.
- Subject leaders have a good understanding of their roles and responsibilities and a clear focus on what needs to be done to improve pupils’ outcomes further.
- Governors make a strong contribution to the vision and rigour that is moving the school forward.
- During their time at the school, pupils make good progress from their starting points. Disadvantaged pupils and those who have special educational needs and/or disabilities make the same good progress as others.
- Teachers carefully check what pupils know and plan thoroughly to meet the needs of different groups of pupils.
- Pupils are keen to learn because the school’s curriculum interests and engages them through a wide range of experiences and hands-on learning opportunities, particularly in science, art and physical education.
- Pupils’ attendance is consistently above average. Pupils behave well and get on well with each other.
- Children make a good start to their education in the early years. They benefit from interesting and motivating activities that they enjoy. These help them to learn confidently.
- In all years, including the Reception Year, the school’s caring ethos is reflected in the mutually respectful relationships between pupils and staff. Leaders and staff make sure that all pupils feel safe and well cared for.

### It is not yet an outstanding school because

- Not all teaching is of the same consistently high quality as some of the strongest teaching in the school.
- Teachers do not always use their accurate assessment of pupils’ progress precisely enough to deepen and extend pupils’ understanding.
- Rapid improvements in leadership and management systems across the school, although effective, are not yet fully embedded in how the school functions.

## Full report

### What does the school need to do to improve further?

- Improve the quality of teaching further so that it matches that of the most challenging and inspiring in the school through:
  - sharper planning of tasks and questions so that pupils have to explain, prove and extend their thinking and so deepen their understanding.
  
- Ensure that recent, rapid improvements in leadership and management systems are fully embedded and sustained through:
  - establishing clear policies and improvement plans, so that current and future staff know and understand key expectations, particularly in relation to teaching.

## Inspection judgements

### Effectiveness of leadership and management is good

- Leaders have ensured that the school has made strong progress since its last inspection. They have addressed the weaknesses identified at that time with a sense of urgency. This has generated strong improvements in pupils' outcomes in a short time. Senior leaders have improved procedures for the management of staff's performance, and have used this successfully to address any underperformance and to promote the top priorities to move the school forward.
- The headteacher has been determined, clear-sighted and consistent in keeping a sharp focus on improving teaching and securing the best possible education for all pupils. This has helped the school to work effectively through a period of considerable staff turbulence and change. Her clarity of focus has ensured that successful recruitment has quickly been translated into rapid improvement.
- The headteacher sets high standards for herself and the staff. The rigour of the performance management system has had a galvanising effect on staff and, as a result, pupils' achievements are better. School leaders know that not all teaching matches the best in the school. They are working effectively to ensure that the quality of teaching is as consistently high in all classes so that all pupils reach their full potential.
- The school works in close partnership with the Syston and Thurmaston Education Partnership (STEP) Teaching School Alliance. This has provided a comprehensive range of targeted and relevant support including leadership coaching, cross-school moderation, teaching and learning consultancy and visits to see strong practice in other schools. The headteacher has led by example, in proactively and openly engaging with these opportunities, which have significantly contributed to accelerated progress.
- The headteacher is strongly supported by a talented and dedicated team of other leaders, two of whom she is carefully guiding to step up to their forthcoming promotion as assistant heads. This forms a strong leadership team who take responsibility for learning and progress in their subjects and other areas of responsibility. Their contribution to securing further school improvement is increasing because the headteacher has delegated responsibilities well. Leadership and management are not outstanding because these arrangements are not yet embedded. Changes to systems and approaches are recent and have not been adopted fully by all current staff or clearly communicated to new staff through policies and improvement plans.
- The school's values of 'inspiring, educating and developing' are woven through the curriculum. The quality of pupils' spiritual, moral, social and cultural education is evident in their positive attitudes their work and how well they get on together. A whole-school practice of a Brazilian samba, for their forthcoming Olympic theme week, revealed the school's enthusiasm, care and community spirit. Interesting and active learning is clearly evident across the school. A particular highlight of the curriculum is the recent rapid developments in giving pupils practical approaches to learning science, raising both their enjoyment and attainment in science. Pupils develop their art skills through appreciation of a range of artists. They also enjoy meeting visitors and going on visits, including residential ones.
- Pupils celebrate the fundamental British values of democracy through elections to the school council, pupil questionnaires and opportunities to put forward their ideas. Pupils show tolerance and respect towards adults and classmates and appreciate service to others through charitable collections. They take on responsibilities such as lunchtime duties and reading with younger children.
- Leaders use the additional pupil premium funding very effectively. Direct adult support within the classroom is carefully targeted to improve the outcomes of disadvantaged pupils. In addition to monitoring the performance of disadvantaged pupils rigorously, leaders have ensured that this group of pupils have every chance to participate and be successful in all aspects of timetabled and extra-curricular activities.
- Leaders use the additional funding from the physical education and sports grant to very good effect. They have ensured that teachers have worked alongside expert coaches to improve their teaching and coaching skills. Pupils from Year 1 to 6 have had numerous opportunities to take part in a range of competitions and festivals, including activities to support less confident children. The appointment of a sports apprentice has provided a further positive role model around the school, as well as varying the range of sports opportunities to include archery and badminton.
- **The governance of the school**
  - Governance has strengthened considerably since the last inspection with ambition for and commitment to the school very clear. Members share the determination of school leaders to secure high-quality education for all pupils.

- Governors have a secure understanding of the school’s strengths and areas of development, particularly the need to improve the quality of teaching. Minutes from governors’ meetings and monitoring visit reports illustrate their ability to ask school leaders searching and challenging questions.
- The governing body is well organised to mobilise the range of skills and expertise members bring to the school, to add to the leadership capacity and actively test out and scrutinise the wide range of information they receive. This allows them to hold school leaders effectively to account to improve outcomes for all pupils.
- Governors know their responsibilities in relation to safeguarding and the use of the pupil premium and physical education and sports grants. They support how the headteacher uses the management of teachers’ performance to hold staff accountable for the outcomes of pupils.
- The arrangements for safeguarding are effective. All staff understand the clear systems and procedures in place. These are monitored carefully to ensure they are effective. Precise records are kept to ensure effective and timely work with external agencies. Staff and governors receive relevant training, including recent training on radicalisation and extremism.

### **Quality of teaching, learning and assessment is good**

- Since the previous inspection there has been a significant improvement in the quality of teaching. Leaders have successfully raised staff’s expectations of what pupils can achieve. As a result, pupils’ outcomes have improved over time.
- Teachers know their pupils’ learning needs well. This is because they ask questions during lessons which effectively check pupils’ understanding. This enables teachers to correct misconceptions quickly. As a result, pupils remain focused on learning and know what they need to do to improve.
- The school’s rigorous development of how pupils’ work is assessed and tracked ensures that teachers accurately identify what pupils need to learn in reading, writing and mathematics. Most teachers have used this insight effectively to ensure that any gaps in key learning generated by previous staffing issues, have been targeted and taught thoroughly.
- Leaders have also worked closely with teachers to carefully plan a range of interventions and individual support for disadvantaged pupils, those who have special educational needs and/or disabilities or are at risk of falling behind. As a result, current pupils are making good or better progress.
- However, not all books reflect high-quality teaching with the right level of challenge. Where this is present, teachers plan learning that is ambitious to stretch all the children, especially the most able pupils, to deepen their understanding. In these circumstances, teachers effectively plan questions and tasks with precision; the most able pupils thoughtfully reflect on their own learning, proving and explaining their understanding. Sharply focused teacher guidance and marking then ensures pupils expand and improve their learning; hence, pupils make rapid and sustained progress. However, leaders have not yet secured this quality of teaching across the school.
- In their writing and their reading, pupils use their well-developed knowledge of phonics (the sounds that letters make), to spell or pronounce tricky or unusual words. This helps them to write and read with fluency from an early age. Key stage 1 pupils read fluently to the inspector from books that were well matched to their ability. Pupils are eager readers who enjoy reading and are well supported from home.
- Leaders have effectively supported teachers and teaching assistants in all years to build on pupils’ reading fluency and improve their ability to infer and find supporting evidence; pupils make good progress in reading.
- In mathematics, teachers use their sound subject knowledge to check pupils’ number and arithmetic skills are secure. In Year 1, pupils count in steps of two, five and 10 confidently and then challenge themselves to count in threes and compare these patterns. By Year 4, pupils tackle non-unit fractions independently, for example, finding two thirds or five sixths of amounts. Teachers are starting to offer more effective opportunities for pupils to reason about and apply their skills.
- Teachers plan teaching assistants’ work well. Pupils with complex special educational needs receive sensitive support which effectively promotes good academic and personal progress for them.

- Teachers' marking of pupils' work is consistent across the school. Following the school's rules for 'perfect presentation', pupils in all years present their work well.

## **Personal development, behaviour and welfare is good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good. The ethos of the school fully supports this. Teachers and teaching assistants treat all pupils with dignity and respect and are very effective role models for pupils.
- Pupils willingly take responsibility and show maturity when doing so. Older pupils support younger ones during lunchtime. Pupils also support the running of clubs, such as 'natty knitters' and gardening.
- Pupils are rightly proud of their school. This pride can be seen in the way that they present their work. Leaders and teachers have addressed the issues raised at the previous inspection about pupils' books; they are now neat and tidy.
- The school environment is well ordered with attractive and interesting work displayed around the school. This reflects a wide range of learning and many examples of valuing all pupils as individuals within a strong community; for example, combining their ideas on how respect grows, individual responses to a school charter against bullying, and reflections on 'need not greed'. Leaders' commitment to ensure that pupils develop their awareness of different cultures is also evident in much of the work covered.
- Pupils know how to keep themselves safe in different situations. They are aware of online safety, the risks associated with social media and who to talk to if they have a concern.
- In discussions with pupils in class, in the playground and in a more formal group, they were clear that any form of bullying is unacceptable and have confidence that adults deal with it should it occur. Pupils considered incidents of bullying to be rare. Year 6 boys talked about anti-bullying week, particularly helping younger children to understand how it is totally unacceptable. The majority of parents who responded to Parent View, the Ofsted online parent questionnaire, feel confident that the school deals well with incidents of bullying should they occur.
- Pupils collaborate well, particularly in classes where purposeful opportunities for pupils to talk with partners are fully established.

### **Behaviour**

- The behaviour of pupils is good. Pupils follow high expectations set by all staff, showing courtesy and consideration towards each other and adults, including visitors in school.
- Pupils behave well around the school and on the playground. On a wet day, which had caused sports day to be cancelled, pupils enjoyed a range of wet-play activities in a calm and friendly manner.
- Attendance is above the national average and any persistent absence is dealt with appropriately.
- Pupils' attitudes to learning are positive and their attention and engagement only wanes when teaching is less well matched to their abilities.

## **Outcomes for pupils are good**

- Pupils' outcomes in reading, writing and mathematics are improving rapidly in all years. This is because school leaders have improved the quality of teaching and set high expectations for learning. Leaders have made sure that all teachers are clear about the essential skills that pupils need to acquire to match age expectations and that these skills are promoted consistently across the curriculum.
- Achievement in the Year 1 national phonics screening has consistently been at or above the national average and suggests good progress from below national attainment for reading and writing at the end of the Reception Year in the past.
- In 2015, outcomes at the end of key stage 1 were significantly above the national average for all subjects, especially in reading and mathematics at the higher levels. Compared to pupils' starting points, this represented at least good progress. Current attainment in key stage 1 shows pupils working well within their age-related expectations with a proportion of pupils working above that expected in mathematics, reading and writing.

- By the end of key stage 2, historical information showed, from above national attainment and achievement in 2013 and 2014, attainment and achievement in reading and maths fell in 2015. This was despite disadvantaged pupils doing as well or better than other pupils nationally in reading, writing and mathematics. Indeed, it was non-disadvantaged pupils and girls who did less well, as well as fewer pupils making more than expected progress. In 2014/15, school leaders had to deal with a range of difficult staffing issues, particularly in Year 6. This held back key stage 2 pupils' progress so their results were not strong in 2015.
- Outcomes for pupils who have special educational needs and/or disabilities exceeded those of similar pupils nationally in writing and mathematics. The gaps between this group of pupils and other pupils nationally were closed in 2015 because of the good progress they made in writing and mathematics. Progress in reading was less strong.
- Currently, the school's assessment information and the work in pupils' books show accelerated progress in Year 6 and that these pupils are well prepared for their next stage of education. The school's predictions for the end of key stage 2 test results reflect the much improved picture in reading, writing and mathematics. The gaps in attainment between girls and boys are closing and school leaders are rigorously addressing those that remain. Most-able pupils are not making quite as rapid progress, because of leaders' necessary focus on addressing gaps that resulted from previous staffing issues.
- The school's confidence in much improved outcomes this year is endorsed by a range of external moderation and by inspectors' analysis of pupils' work in their books and in lessons.

## Early years provision

is good

- Historically, children have entered the early years with levels of development that are broadly typical for their age. This year there was an increase in the proportion of disadvantaged children joining the school at the start and during the year. After two years of being below national levels in terms of a good level of development at the end of Reception, the outcomes for this year have improved.
- Children settle quickly into the Reception class. The early years leader (who is also the deputy headteacher) has established effective transition arrangements, particularly with the main feeder nursery. Children have several taster sessions during the summer term and parents accompany them for some of these. Leaders also hold individual meetings with parents, as well as parent information sessions. As a result, they are able to plan learning that is engaging and supports pupils' needs right from the start.
- Leaders correctly identified a gap in the past between strong achievement in personal and social development, physical development and communication and language skills and weaker achievement in literacy and mathematics. This gap has begun to close this year due to effective actions in reviewing timetabling and approaches to teaching literacy and mathematics. Inspectors' observations, scrutiny of learning journals and children's books show strong progress this year and children are now well prepared for the next stage in their education.
- The early years leader has responded well to the changing class profile this year and children in receipt of pupil premium and pupils who have special educational needs and/or disabilities have quickly been identified for intervention; they have made at least good progress, therefore closing the gap with their peers.
- The learning environment, inside and out, is exciting and filled with children's work. Children have many opportunities to explore and think about their learning. Challenges are set so that children are fully engaged with the attractive, interesting and well-resourced activities. Children sustain their interest and show care and perseverance to complete what they are doing. This was seen when children confidently described their symmetrical ugly bugs to the inspector; children were also determined to make the longest worm and could accurately measure against a metre stick and read two digit numbers. Another child enjoyed selling flowers to the inspector and accurately counting the payment in two pence pieces. Children had recorded their describing words for the rain in the outdoor area, but were not put off donning their rain capes and being dancing butterflies.
- Children's reading, writing and mathematical skills are well developed by the time they leave the early years. Their proficiency in writing is the result of work that supports physical development, as well as the effective teaching of key skills such as phonics. The teacher has very high expectations of correct letter formation. This was clear in a range of displayed writing and the writing children were enthusiastically sharing with an

inspector. One child had written a story about the ugly bug that included 'because', 'next' and 'straight away' with 'strait' as her plausible attempt. She was able to read it back confidently.

- The teacher modelled effectively in adult-led sessions, woven with opportunities for children to participate and explain their learning which means they maintain their focus for a considerable time.
- Children are thoughtful and considerate towards each other because adults ensure that the school's values are put into practice at an early stage. Children quickly adopt routines and respond promptly to instructions. They attend regularly and promptly. Safeguarding in the early years is effective and the provision meets statutory requirements. Children's relationships with staff are strong and the staff team is consistent in its communication with parents and its support for children.
- Parents are rightly positive about the good start their children make in the Reception class. They are confident that their children are safe and well cared for in this environment.
- The headteacher has a clear view of the strengths in the early years and, to secure continuity, she is working closely with an experienced and enthusiastic teacher who will be the new early years' leader when the current leader leaves at the end of this term.

## School details

<b>Unique reference number</b>	138805
<b>Local authority</b>	Not Applicable
<b>Inspection number</b>	10011760

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	212
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kevin Harrup
<b>Headteacher</b>	Alex Allison
<b>Telephone number</b>	0116 2606704
<b>Website</b>	<a href="http://www.broomfieldprimaryschool.co.uk">www.broomfieldprimaryschool.co.uk</a>
<b>Email address</b>	<a href="mailto:office@broomfieldprimaryschool.co.uk">office@broomfieldprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	14–15 May 2014

## Information about this school

- This is an average-sized primary school. Most children attending the school come from the immediate area.
- The majority of pupils are of White British heritage and a very small number speak English as an additional language.
- The proportion of pupils eligible for the pupil premium is well below the national average. This funding provides extra support for pupils who are known to be eligible for free school meals or children looked after.
- The proportion of pupils who have special educational needs and/or disabilities is below the national average.
- In 2014 and 2015, the school met national floor targets for key stage 2 achievement which are the minimum standards for the attainment and progress of pupils set by government.
- The school meets requirements on the publication of specified information on its website.
- The school works closely with the umbrella trust, STEP, which is a designated teaching school.



## Information about this inspection

- Inspectors observed learning in 15 lessons, including two joint observations with the headteacher and two with new senior leaders. Inspectors observed the teaching of early reading skills and pupils were heard reading. The inspectors talked to pupils about their school and looked at pupils' books while visiting lessons. They scrutinised a large sample of pupils' work jointly with the headteacher and leadership team, to gain a view of the impact of teaching over time.
- Inspectors held discussions with the school's senior and middle leaders, representatives of the governing body and representatives of the umbrella trust, STEP.
- Inspectors spoke to parents informally at the start of the school day and considered 32 responses to the Ofsted online parent questionnaire (Parent View). They also considered seven responses to the staff questionnaire. In addition, the inspectors considered pupil and parent questionnaires from the past 12 months provided by the school.
- Inspectors looked at a range of documents including the school's self-evaluation, improvement plans, records of the monitoring of the quality of teaching, the most recent information on the achievement and progress of pupils and information relating to safeguarding, behaviour, attendance and punctuality.
- Inspectors considered the range and quality of information provided on the school's website.

## Inspection team

Mandy Wilding, lead inspector

Ofsted Inspector

Yvonne Watts

Ofsted Inspector

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