

Inspection of a good school: Broom Leys School

Broom Leys Road, Coalville, Leicestershire LE67 4DB

Inspection dates:

13 and 14 September 2023

Outcome

Broom Leys School continues to be a good school.

The headteacher of this school is Robert Prior. The school is part of Lionheart Educational Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Kath Kelly, and overseen by a board of trustees, chaired by Anne Lamb.

What is it like to attend this school?

Broom Leys School is a welcoming and caring school. Staff care for and nurture pupils, who feel safe and happy.

Staff have high expectations of pupils' attitudes and conduct. Pupils live up to these expectations and are polite and hard-working. The school is calm and orderly.

Leaders are passionate about the school's enrichment offer. Pupils visit museums, go to the pantomime, participate in bee-keeping and visit the House of Commons. Pupils also benefit from a wide range of extra-curricular activities, including the popular theatre club and the 'fish keeping' club.

Pupils also have opportunities to contribute to the life of the school. Pupils can be on the school council and be sports and reading ambassadors. Pupils enjoy taking on these responsibilities as they know their views will be listened to. For example, the school council helped to raise money for new playground equipment.

Parents and carers hold the school in high regard. A typical comment was: 'Staff have shown compassion, patience and empathy towards my child. We cannot speak highly enough of the school.' Another parent commented: 'It is reassuring to know that my children have spent their primary years as happy as they are. They will carry the knowledge and memories with them for life.'

What does the school do well and what does it need to do better?

Leaders have planned an ambitious curriculum that is progressive and considers pupils' starting points. The curriculum sets out the vocabulary, knowledge and skills that pupils should learn at each stage. In one or two areas, the curriculum is still being refined. Some subjects are in the early stages of curriculum implementation and are not as well embedded as others.

Mathematics lessons include teaching that introduces new content clearly. Teachers make sure that there are lots of opportunities to practise and use mathematical terminology consistently.

Teachers recap on previous learning at the start of lessons to make sure that pupils remember the important knowledge they need. Most teachers use questions to check that pupils understand what they are learning. This helps teachers to identify what pupils know and what they still need to learn.

Many teachers use activities and resources that help all pupils learn. However, sometimes the activities selected do not help pupils to learn the key knowledge and intended curriculum as effectively as possible.

Some teachers adapt resources and teaching to ensure that they meet the needs of pupils with special educational needs and/or disabilities (SEND). However, this does not happen well in all classes, and some pupils' needs are not always met.

The school prioritises reading. Staff have the expertise to teach pupils how to read. There is a consistent approach to the teaching of phonics across the school. Leaders use assessment to identify any pupils who are falling behind. Staff help pupils to catch up. Pupils enjoy reading. There are many opportunities for them to read in classrooms and in the well-resourced library.

Children in the early years make a positive start to their education. They benefit from a warm, nurturing early years environment. The curriculum takes account of what children know and can do as they arrive at the school. There is a sharp focus on developing children's communication and language in the early years. The classrooms are a hive of activity, and there is a real buzz of excitement as children explore the activities on offer. Considerable thought goes into ensuring that learning opportunities have real purpose. For example, the new sounds being learned in phonics sessions are built into a range of activities, such as being used as a password that children say when they enter or leave a classroom.

The school's work to support pupils' wider development is strong. Leaders ensure that the curriculum extends well beyond the academic. Pupils are well prepared for life in modern Britain. Staff help pupils to learn about and respect their local area. They also help pupils to increase their awareness of different ideas, beliefs and cultures and to respect difference. Pupils said, 'Treat others how you want to be treated,' and 'Don't judge those that are different to yourself.' Enrichment opportunities are used to support this learning. For example, pupils visit different places of worship.

The school is well led. Staff morale is high, and they are proud to work at this school. They know that leaders consider their well-being and workload. Governors and trustees make regular visits to the school. They provide effective support and challenge to leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils with SEND are not supported well enough by staff. This means that these pupils are unable to progress through the curriculum as well as they should. Leaders should ensure that all teachers and other adults use the information about pupils with SEND to adapt how they deliver curriculum content and to target the support appropriately.
- Some teachers do not always ensure that activities and the work given to pupils are effective in enabling the content to be understood and learned. Leaders must ensure that the delivery of the curriculum in all subjects is of equally high quality so that pupils learn as well as they should.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138891
Local authority	Leicestershire
Inspection number	10298493
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	615
Appropriate authority	Board of trustees
Chair of trust	Anne Lamb
Headteacher	Robert Prior
Website	www.broomleys.org.uk
Date of previous inspection	18 April 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Lionheart Educational Trust.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, other school leaders and members of the governing body and trust.
- The inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to groups of pupils about their learning and looked at samples of pupils' work. The inspectors listened to pupils in Year 1 and Year 2 read to a member of staff.

- The inspectors reviewed the school's systems for keeping pupils safe. A meeting was held with the designated safeguarding lead. The lead inspector scrutinised the school's single central record.
- The inspectors observed pupils' behaviour in lessons and around the school site during playtime.
- The inspectors spoke with groups of pupils and staff. An inspector spoke to parents at the start of the school day and considered the responses to Ofsted Parent View, Ofsted's online survey, and to the staff survey.

Inspection team

Dawn Ashbolt, lead inspector

His Majesty's Inspector

Deborah Mosley

His Majesty's Inspector

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