



Broomfield Community Primary School

Inspection Report

Unique Reference Number 119976
LEA Leicestershire
Inspection number 280702
Inspection dates 24 January 2006 to 25 January 2006
Reporting inspector Christopher Kessell AI

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

Type of school	Primary	School address	off Ploughmans Lea
School category	Community		Leicester
Age range of pupils	4 to 11		Leicestershire LE7 3ZQ
Gender of pupils	Mixed	Telephone number	0116 2606704
Number on roll	242	Fax number	0116 2698240
Appropriate authority	The governing body	Chair of governors	Mrs Judith Mitchell
Date of previous inspection	14 February 2000	Headteacher	Mr Alan Nichol

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is about average in size. The proportion of pupils with learning difficulties and/or disabilities is below average. Very few pupils receive free school meals. Nearly all of the pupils are from White British backgrounds. There are just a few pupils from other minority ethnic groups. Children start school with levels of attainment that are slightly below those normally found. This has only been the case for the last two years. Attainment on entry was broadly average for those pupils who are now in Years 2 and 6. At the time of the inspection, the deputy headteacher had been absent for a lengthy period.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Broomfield Community Primary School is a happy and friendly school that provides its pupils with a satisfactory education and gives sound value for money. The school's strengths lie in pupils' personal development and in the care and support they receive. Parents hold positive views about the school and it is well regarded by the local community. The school's own view of itself is that it is good. This is better than the inspection findings. The main reason for the school being over-optimistic about its effectiveness is that systems for checking on this are still evolving.

Provision for pupils in the Reception classes is satisfactory. The children settle into school well and most are at the expected levels at the start of Year 1. In Years 1 to 6, progress is satisfactory. Although many pupils make good progress in individual subjects and classes, it is not a consistent picture. Teaching and learning are satisfactory overall. However, sometimes pupils' progress is too slow because of weaknesses in the quality of teaching and learning. There are times when work is not always accurately matched to pupils' needs and a few teachers do not have high enough expectations, especially for higher attaining pupils. This is particularly an issue in science. By the time pupils reach Year 6, standards are average overall. Pupils do better in mathematics than they do in English and science. Writing is the weakest element of English, particularly for the younger pupils and is one of the school's current development priorities. Good strategies, such as the teacher working with the whole class to draft written work, are in place to improve writing.

Leadership and management are satisfactory. The senior management team is still relatively inexperienced and monitoring systems are at any early stage. However, good plans are in hand for moving the school forward. The school's recent progress in addressing weaknesses in writing indicates that it has the capacity to continue its steady improvement.

What the school should do to improve further

- Improve the quality of teaching by raising teachers' expectations and ensure that pupils are given work that is appropriate to their abilities all of the time
- Continue to raise standards in writing, particularly for the younger pupils
- Develop the role of the senior management team especially in the monitoring and evaluation of the school.

Achievement and standards

Grade: 3

Children make satisfactory progress in Reception and by the time they reach Year 1, the majority is close to achieving expected levels in all areas of learning. Particular emphasis is placed on the children's personal development. They make good progress in this area.

Standards are average overall at the end of Year 2. This represents satisfactory progress. Pupils' reading is much stronger than their writing and mathematics. Higher attaining

pupils do not achieve as well as they should in writing. The girls do better than the boys but this evens out through Years 3 to 6. By Year 6, standards are average in English and science and above average in mathematics. Pupils' progress is satisfactory overall in relation to their starting point but pupils could do better in writing and more able pupils could make better progress in science. The school sets challenging targets for pupils' performance in national tests.

Pupils with learning difficulties and disabilities make satisfactory progress overall. Their progress is good when they are given support or work that is accurately targeted to their needs. Conversely, there are occasions when they make insufficient progress as a result of being given inappropriate work.

Personal development and well-being

Grade: 2

Personal development is good. Pupils readily take on a range of responsibilities and are keen to express their views through the school council. Year 6 pupils successfully act as mediators in the playground. Pupils enjoy coming to school and attendance is consistently above the national average. Strong links with the local community, including the church and other schools, help to develop the pupils' self-confidence and prepare them for the next stage of their education. Pupils are developing a good understanding of the importance of a healthy diet and lifestyle and staying safe. Physical well-being is successfully promoted through sporting activities both during and after school.

Pupils' spiritual, moral, social and cultural development is good. Pupils behave well and relationships are strong. Social development is enhanced through well planned visits, visitors and community links. Pupils have a developing understanding of other cultures, through their study of the major world religions and links with schools in Nigeria and Poland. A mutually beneficial link with a local school includes sharing Divali celebrations and correspondence between pupils. Activities such as these prepare pupils well for life in a multicultural society. Year 2 pupils for example, organised an entertaining television news bulletin highlighting the race between animals that is the background to the Chinese New Year celebrations.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall. Although there are good lessons in some classes, there are variations in the quality of teaching which slow pupils' progress. Good teaching in mathematics results in most pupils making good progress. In English, improvements in the teaching of writing are leading to better progress, although it is too early to judge the overall impact on raising standards. Occasionally, teachers' expectations of pupils' handwriting and presentation are too low. Activities in English and mathematics are more accurately planned to the needs of different groups of pupils. Pupils enjoy

their learning and working with each other. This was well illustrated by Year 6 pupils as they discussed their literacy work with 'talk partners'.

In lessons in other areas of the curriculum, pupils of all levels of ability are often given the same work. Teachers do not always expect enough of their pupils. Higher attaining pupils in particular are not challenged sufficiently in science. The school's assessment procedures enable teachers to monitor pupils' progress and set targets for learning. For example, pupils have a good understanding of their targets in writing. Marking is supportive and often provides pupils with good ideas to improve their work. Classroom assistants contribute much to lessons and do a good job in supporting all pupils, in particular those with learning difficulties and disabilities.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. The school now fulfils statutory requirements, which was not the case at the last inspection. Curriculum activities are not always accurately matched to the needs of all pupils and this restricts their progress. The use of information and communication technology to support other subjects is limited and the school recognizes this as an area for development. The curriculum is enriched by a good range of additional activities, special events, visits and visitors, which further develops pupils' skills and their enjoyment of learning. Pupils were observed having good fun at dance club at the end of the school day. A healthy lifestyle is effectively promoted through the emphasis on healthy eating and exercise and pupils have a good understanding of how to keep safe. The pupils' personal, social and health education are successfully promoted through a range of different activities. For example, the school receives regular visits from the 'life education van' that teaches pupils about subjects such as drugs education.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory but with some strong features. The school is successful in providing a secure and safe environment. The school is welcoming to pupils with good quality displays and high standards of cleanliness. All pupils are well cared for and supported. They know whom to approach if they have a problem. Regular health and safety checks and risk assessments are carried out by the governing body. Child protection issues are fully understood and followed up by all staff. Drugs and sex education are planned effectively. The quality of advice and guidance given to pupils and parents about health, safety and well-being is good. Additional support, including guidance from external agencies, is provided for those who need it. The impact of care, advice and guidance on pupils' academic progress is satisfactory. Insufficient use is made of assessment information to provide pupils with appropriate levels of work all of the time.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher, senior staff and governors share the same vision and have a strong commitment to the inclusion of all pupils. Senior staff have supported the headteacher well in the absence of the deputy head. However, the senior management team is not effectively involved in tracking pupils' progress and achievement from the time that they enter the school. As a result, senior managers lack some of the information that they need to improve the quality of teaching and learning.

The governors carry out systematic monitoring of the school and provide a helpful level of challenge. The budget is carefully managed with a strong focus on continuing to improve provision. Accommodation and resources are managed well. The school involves staff, pupils and parents in evaluating its performance and has identified development priorities as a result of this. However, development planning does not focus enough on the outcomes for pupils and what will help them to learn better. To improve provision, teachers are being given good opportunities for professional development and training. The school's extensive links with local schools and outside agencies help in its ability to meet the needs of pupils who require extra support. Despite the challenges of working without a deputy headteacher, the school is moving forward and has the capacity with the current staff to develop further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Pupils

Thank you for making us so welcome when we inspected your school recently. You were very polite, friendly and helpful when we spoke to you in and out of your classrooms. We would like to share with you what we found out about your school.

What we like most about your school

You do well in reading and maths.

You enjoy school and behave well.

The headteacher and all of the staff care for you and ensure that you are well looked after and safe.

You all get on with each other well.

What we have asked your school to do now

Try to make sure that all of your lessons are good and that your teachers give you work that is not too easy or too hard.

Improve your writing.

Find ways of checking how well you are doing, and planning to help you do even better.

Best wishes for the future.

Yours sincerely

Chris Kessell Lead Inspector