



# Broom Leys Primary School

Inspection Report - Amended

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**Unique Reference Number** 120085  
**Local Authority** Leicestershire  
**Inspection number** 291622  
**Inspection date** 13 September 2006  
**Reporting inspector** Chris Kessell

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

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<b>Type of school</b>	Primary	<b>School address</b>	Broom Leys Road
<b>School category</b>	Community		Coalville
<b>Age range of pupils</b>	4-11		LE67 4DB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01530 832234
<b>Number on roll (school)</b>	597	<b>Fax number</b>	01530 814105
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	M Kirby
		<b>Headteacher</b>	R Prior
<b>Date of previous school inspection</b>	24 June 2002		

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## **Amended Report Addendum**

Report updated to resolve formatting inconsistency

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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

The school is much larger than the average primary school and numbers are rising. It serves a mixed area and pupils come from a wide range of social backgrounds. Pupils are mostly of White British heritage. Many children start school with levels of attainment that are below those normally found. For many, their communication, language and literacy skills and aspects of their mathematical development are at a low level. An above average percentage of pupils at the school have learning difficulties. The school has a new management structure.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Broom Leys is a good school because it is well led and managed. The headteacher provides good leadership and is ably supported by his senior staff and other managers. One parent noted, 'the staff are a team all working for the benefit of the children'. The capacity to get even better and improve further is good. Parents are pleased with what the school provides. They feel involved and are tremendously supportive of the school.

Children get off to a good start in the Reception classes. They settle into school quickly as a result of very effective procedures which enable them to get used to being in a classroom. One parent's assessment summed up the views of many, 'There are no tears and they can't wait to get to school'. Although many children do not reach expected levels by the time they reach Year 1, they make good progress in relation to their starting points.

As a result of good teaching, the pupils' good behaviour and their enthusiasm for learning, achievement continues to be good through the school. By the time pupils reach Year 6, standards are broadly average in English, mathematics and science. In English, pupils do not do as well in their writing as they do in their reading and speaking and listening. This tends to affect the boys more than the girls. Older pupils are prepared well for the next stage of their education. The school benefits from the work of transition mentors who successfully support the pupils through this process.

Pupils are provided with good levels of care. They feel safe and know that there is always someone they can talk to if they have a problem. Pupils are comfortable for example, talking to trained pupil mediators or members of staff. Pupils know that their views matter. School council representatives say that they are working to 'make the school a better place'. The school councillors have been involved in decision making, to the point of interviewing potential new staff.

All pupils talk confidently and enthusiastically about their work. Year 6 pupils for example, made mature and sensible observations about Shakespeare's 'Macbeth'. Most have a secure understanding of how well they are doing and what they need to do to improve. Not all pupils have individual learning targets and some who do have targets are confused by them. As a result, they are not contributing effectively to all pupils' learning.

The vast majority of pupils enjoy coming to school but this is not reflected in the school's attendance figures which are below average. Despite the school's hard work and efforts to encourage pupils to attend, a very small number of pupils have poor attendance levels. Pupils have a good understanding of the importance of leading a healthy lifestyle. The 'star walker' scheme, which encourages pupils to walk to school, has just begun and is very popular.

## What the school should do to improve further

- Improve writing throughout the school, but particularly for the boys, by raising standards to the levels found in reading and speaking and listening.
- Improve the use of individual learning targets so that they benefit all pupils' learning more effectively.

## Achievement and standards

### Grade: 2

Children start school with levels below those of most but they get a good start in the Reception classes. Although they do not reach the expected levels by Year 1, they make good progress and achieve well in most aspects of their learning. Many pupils' skills are particularly low in language, communication and calculation, than would be expected nationally.

Standards are slightly below average by the end of Year 2 despite the pupils continuing to achieve well, but by Year 6, standards in English, mathematics and science are broadly average. The writing element of English is weaker than the pupils' reading and speaking and listening, and boys in particular do not do as well as the girls. The school has recognised this and improving writing standards is a significant element of the current school development plan.

The school is good at using data to monitor individual pupil performance and sets realistic but challenging academic targets. For example, the percentage of pupils who achieved the higher level in English and mathematics in the 2006 national tests, was similar to the proportion found nationally. Pupils with learning difficulties make good progress as a result of well organised support.

## Personal development and well-being

### Grade: 2

Pupils' personal development and well-being are good. Pupils are very proud of their school and keen to join in and play a part in its development. This is well illustrated by the 'I'm a little Rotter' pupils who are responsible for the re-cycling of food waste into compost at lunchtime. Spiritual, moral, social and cultural development is good. Pupils behave well. They are very polite, friendly and welcoming and readily support each other. Cultural development is better than at the time of the previous inspection. Pupils are provided with good opportunities to look at other cultures and beliefs whilst understanding the importance of their own backgrounds.

Pupils were quick to point out the importance of being healthy. They identified the need to eat five portions of fruit or vegetables a day along with plenty of water. Pupils say that they feel safe and the vast majority are sensible as they move around the school site. However, a very small number of pupils are over boisterous at lunchtime. The school has good links with the local and wider community which benefit the pupils.

Fund-raising and organising school events stands them in good stead for adult life and the next phase of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good and because of this pupils make good progress. Lessons are well planned and organised and pupils are enthusiastic about their learning. The youngest children, including those who have only been in school for several days, show confidence and excitement as they go about completing their 'jobs' in the Reception classes. Good attention is paid to individual needs through the use of assessment information. Pupils are provided with levels of work that are appropriate to their understanding. Occasionally, not all higher attaining pupils across the school are challenged enough in lessons and find their work or activities too easy.

Pupils feel that they are provided with adequate information on how well they are doing and how to improve. They enjoy being rewarded for good work. Pupils have a good understanding of the work they are undertaking because teachers make it very clear what pupils will learn in each lesson.

### **Curriculum and other activities**

#### **Grade: 2**

The school's good curriculum contributes well to the pupils' enthusiasm and enjoyment of school as well as their good personal development and achievement. There is a wide range of extra-curricular activities available and these are well attended. Sports clubs successfully promote the benefit of exercise although the time offered to pupils for physical education is slightly below the recommended level. Resources in information and communication technology (ICT) have been improved since the school was last inspected but procedures for assessing pupils' progress in the subject are not yet in place.

Pupils enjoy their trips out and residential visits. Year 6 pupils spoke excitedly about a forthcoming residential visit to an outdoor pursuits centre. They were pleased it was in the week before half-term so they would have time to recover from all of the activities! The school has improved the writing curriculum so that pupils have further opportunities to extend and practise their writing skills. Currently, these have yet to have an impact on raising standards. Parents greatly appreciate the good care, guidance and support provided by the school. One parent described the school as a safe and supportive environment where all you ever hear is the 'happy sound of pupils'. There are good links with outside agencies that benefit many pupils. The progress and welfare of pupils looked after by the local authority are carefully monitored and child protection arrangements are firmly in place. Induction and transition arrangements are first class and have a big impact on pupils' well-being and confidence. The school's attendance procedures are good and are effective in ensuring that the vast majority of pupils

attend regularly. The school is continually looking at ways to encourage pupils to improve their attendance.

All pupils' progress is monitored carefully and achievement is tracked well. Pupils are actively encouraged to self-assess their work and are supported well in doing this. Pupils are not however, all involved in agreeing personal learning targets. As a result, practice through the school is inconsistent and not having the impact on pupils' learning that it could.

## **Care, guidance and support**

### **Grade: 2**

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All pupils' progress is monitored carefully and achievement is tracked well. Pupils are actively encouraged to self-assess their work and are supported well in doing this. Pupils are not however, all involved in agreeing personal learning targets. As a result, practice through the school is inconsistent and not having the impact on pupils' learning that it could.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The senior team, which has only been in place for a relatively short time, knows the school well. This is reflected in the fact that their self-evaluation of the school's successes and what needs to be done to improve it further, is very accurate. The headteacher is ambitious for the school and its pupils and there is a ready enthusiasm among staff to bring about further improvement. This is shown in the new management structure. The school recognised that despite their enthusiasm, not all subject coordinators have been given opportunities to develop their role. This has been addressed and coordinators are more involved in decision making processes. The views of pupils and parents are given great importance and both groups have good opportunities to be involved in the development of the school.

The school makes good use of the information it has on pupils' progress to make sure all pupils do well. Governors make a good contribution to the running of the school. They are fully involved in self-evaluation and operate a good range of activities so they have a clear understanding of what is happening in the school.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

Some of you might remember that I visited your school a few weeks ago. I enjoyed talking to you in lessons and meeting some of the school council. You all made me welcome and were very friendly. This letter is to tell you what I found out about your school.

Broom Leys is a good school. The headteacher and other staff run the school well and are working hard to make it even better. You and your parents think it is a caring, happy place and I agree. Although you all learn well and make good progress as you move through the school, your writing is not always as good as some of the other things that you do. I have asked the school to help you improve this, particularly for the boys.

The school provides you with a good range of extra activities such as clubs and trips. You all enjoy these. The school council is doing a good job in making the school even better. All of the staff care and look after you very well. The youngest children are given lots of help when they start school and Year 6 pupils are offered good support when they leave for secondary school. A few of you are provided with targets for learning that help you with your work, but not all of you. I have asked the school to provide you all with learning targets.

Best wishes for the future