

# Buswells Lodge Primary School

## Inspection report

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<b>Unique Reference Number</b>	120040
<b>Local Authority</b>	Leicester City
<b>Inspection number</b>	313487
<b>Inspection dates</b>	27–28 September 2007
<b>Reporting inspector</b>	Rajinder Harrison

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 category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	425
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lee Baines
<b>Headteacher</b>	Ken Judd
<b>Date of previous school inspection</b>	16 May 2005
<b>School address</b>	Beauville Drive Beaumont Leys Leicester LE4 0PT
<b>Telephone number</b>	01162 352129
<b>Fax number</b>	01162 341550

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average sized school. Just over half of the pupils are of White British origin. The remainder represent a wide range of other ethnic heritages and a significant number are new to the country. Many of these pupils do not speak English when they start at the school. A high proportion of pupils are entitled to free school meals. The proportion of pupils with learning difficulties and/or disabilities is higher than in most schools. A high number of pupils leave or join the school at times other than the start and end of the year.

The school has faced considerable staffing disruptions since the previous inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. Pupils feel safe and well looked after in the friendly, caring atmosphere. They form good relationships and trust all the adults that work with them. Pupils are kind to others and a good harmony exists between the rich mix of different cultures. They understand well the importance of staying fit and healthy and many enjoy the numerous clubs and activities the school offers. Parents are generally positive about the school, but a few feel their views are not taken into account sufficiently. Inspectors feel consultation with parents is satisfactory.

Children start in the Nursery with knowledge and skills that are much lower than expected at this age. Many find it hard to relate to and communicate with others but settle quickly into school routines. At the end of the Foundation Stage, children's literacy and numeracy skills are still very low but their progress is satisfactory. Pupils achieve satisfactorily in Years 1 to 6. The school works hard to integrate the many pupils who join the school throughout the year but these continual disruptions hinder the progress of all pupils. In Year 2, standards are well below average, particularly in writing, because pupils have insufficient opportunities to practise their skills. Standards in Year 6 are also well below average but with many pupils joining the school after Year 2, frequently with little or no previous education in this country, this represents satisfactory progress. Pupils who speak little or no English receive good guidance and achieve as well as their classmates. Those with learning difficulties and/or disabilities receive the help they need to achieve satisfactorily. Teaching is satisfactory overall. Where it is good, pupils discuss their ideas and enjoy learning. In some classes, teachers make insufficient use of assessment information to match work to pupils' needs and challenge the more able enough. Although the school's curriculum, quite rightly, places high emphasis on developing the basic skills of literacy and numeracy, pupils have too few opportunities to talk or to explore ideas independently. Care, guidance and support are satisfactory. Care arrangements are good but not enough is done to help pupils understand how to improve their work.

Leadership and management are satisfactory. Against a backdrop of very difficult staffing issues, the headteacher and governors have worked hard to maintain stability and secure pupils' satisfactory achievement. The school's 2007 test results show an improvement on those of 2006. Improvement since the previous inspection has been satisfactory. Improvement has not been better because senior managers have not kept a tight enough check on every aspect of the school's work, particularly the quality of teaching. The school is accurate in its self-assessment. Raising standards by improving provision is a school priority. Staff and governors have the capacity to improve the school.

## Effectiveness of the Foundation Stage

### Grade: 3

Provision in the Foundation Stage is satisfactory. The accommodation is attractive, stimulating and well resourced, but because one of the classes is located at a distance from the outdoor area, the children in this class cannot use it as readily as the other classes. This particularly limits the opportunities for them to play alongside and learn from others. Leadership and management are satisfactory. Staff work effectively as a team to plan a satisfactory balance of adult guided activities and those chosen by the children themselves to help develop their confidence and independence. For many, these are major challenges but they receive the individual help they need to achieve satisfactorily. Because of their very low starting points,

staff place high priority on developing children's personal and social skills early in the academic year. Also, staff say that the school's new programme to help develop children's literacy skills more quickly has already had some positive impact on children's speaking.

### **What the school should do to improve further**

- Increase opportunities for pupils to talk, write and work independently to raise standards, particularly in English.
- Evaluate the quality of teaching and pupils' progress more rigorously in all classes.
- Ensure that all teachers use the assessment information to match work to pupils' needs and challenge the more able fully.
- Provide pupils with clearer guidance as to how they can improve their work.

## **Achievement and standards**

### **Grade: 3**

From a very low starting point in the Foundation Stage, standards are well below average by the time they leave in Year 6. Standards have improved since 2006, particularly at Key Stage 1.

Although children's literacy and numeracy skills are much lower than the expected levels at the end of the Foundation Stage, children make satisfactory gains in all the areas of learning. Children's social development is good. Most pupils achieve satisfactorily throughout the school. In light of the well below average standards in Year 2, particularly in writing, the school is taking steps to provide pupils with more opportunities to discuss ideas and practise their writing skills. In Year 6, standards are well below average in all subjects and pupils' low literacy skills hinder their progress in other subjects, for example in solving problems in mathematics.

## **Personal development and well-being**

### **Grade: 3**

Pupils' spiritual, moral, social and cultural development is good. Pupils respect other cultures well and work with everyone comfortably. They look after each other well; for example, older pupils help younger ones at lunchtimes. They take pride in being school councillors and decide, for example, how to improve playtimes. Their contributions to the school community are good but they are not as involved in the wider community. Many visitors and visits help pupils gain a good understanding of different faiths, art and music. They particularly enjoy the sports clubs and other special events. 'I love all the keep fit things we do', is a typical comment from many. In good lessons, pupils respond enthusiastically but their behaviour is only satisfactory when lessons are less effective. Pupils know about healthy foods and enjoy the good school meals. They know how to stay safe and who to go to if they feel threatened and understand the dangers of drugs. Despite the school's good efforts, attendance continues to be below average because a few families fail to ensure their children attend regularly. Although pupils develop good social skills that will benefit them in later life, their low basic skills mean readiness for the future is just satisfactory.

## Quality of provision

### Teaching and learning

#### Grade: 3

There is some good, lively teaching in the school that captures pupils' interest. When teaching is of this calibre, pupils achieve well. Challenging questions encourage pupils to think about and express their views more confidently. For example, in a lively history lesson pupils were both fascinated and horrified by how children were put to work in Victorian England. Pupils enjoy working in small groups as sharing ideas helps them to develop their understanding. Teaching assistants provide effective support to help pupils of all abilities participate. However, many lessons, while satisfactory, are less stimulating and result in pupils learning at a slower pace. In these lessons, teachers direct learning too much, pupils have too few opportunities to work independently and the tasks are not matched well enough to pupils' needs to challenge them fully, particularly the more able. Often all pupils do the same work regardless of their ability.

### Curriculum and other activities

#### Grade: 3

The curriculum is planned well and the quality of the documentation is good. However, not all teachers use these good plans to prepare lessons that build successfully on what pupils can already do. In a number of lessons, what teachers provide does not challenge pupils enough, especially to think and explore ideas on their own. In some classes, pupils have too few opportunities to talk about what they are learning or practise their writing skills. Since the previous inspection, the school has introduced many good out of class activities especially for pupils in Years 3 to 6. This provision boosts pupils' confidence and self-esteem and gives them a good insight into the world beyond school. Links with organisations, especially sports clubs, are particularly good. Work in lessons entitled 'R time', where pupils discuss moral issues and are encouraged to express their feelings, supports pupils' personal development very effectively.

### Care, guidance and support

#### Grade: 3

Care arrangements are good. Child protection and health and safety procedures are secure, as are the required safeguarding procedures. Pupils know who to go to if they are worried or upset and know staff or the pupils, that have been specially trained to support others, will help them. Pupils new to the school, often with very complex educational or social needs, are supported sensitively. External agencies are involved where appropriate. Arrangements to prepare pupils for secondary school are good.

The school gathers valuable data regarding pupils' progress but this information is not analysed well enough to identify at an early stage when pupils may be falling behind and to make the necessary arrangements to help them to catch up quickly. Although it is the school's policy to set short-term targets to help pupils move on, this does not happen in every class. Similarly, not all teachers mark work in sufficient detail to help pupils understand what they need to do to improve their work.

## Leadership and management

### Grade: 3

The headteacher has a clear vision for moving the school forward and now has the staff he needs to make the improvements necessary to raise standards. All teachers have had the training required to improve pupils' literacy skills and refine assessment procedures. Managers regularly review the school's work and pupils' progress but their actions lack rigour, particularly in checking that all staff follow the school's policies, for example, regarding planning and marking.

Governors visit the school regularly, are well informed and have supported senior managers well over the last two years. They see the school as an important part of the community and work hard to secure its good standing in the area. Good financial management ensures that priorities such as staff training and support for pupils who learn English as a new language are adequately resourced. They recognise that they are not involved enough in planning improvements and checking classroom practice.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

1 October 2007

Dear Pupils

Inspection of Buswells Lodge Primary School, Leicester, LE4 0PT

I am writing to tell you what we found out when we came to your school recently to look at the work you do and to talk to your teachers. It was lovely meeting you. Thank you for making us feel welcome and for being so friendly. I enjoyed chatting to you over lunch and finding out about the clubs you can join. We particularly liked how the older pupils help younger ones and how well you all get on with each other.

- Your school is satisfactory in every way.
- Although the standards you achieve are lower than we find in other schools, you make satisfactory progress. The school's results were better this year than in 2006, so things are improving.
- While most lessons are satisfactory, where teaching is good you really enjoy what you do, work hard and learn more.
- You work best when teachers give you challenging work and the time to discuss what you are learning with your friends.
- The work teachers plan is satisfactory and many visitors and trips help you learn more.
- You know about staying safe and healthy and enjoy your school dinners.
- You make good friends and can go to someone if you are worried or unhappy.
- The headteacher and all the staff take good care of you and help you.

These are things we have asked the school to do to become even better.

- Give you more time to talk about your work, to write more, and to work by yourselves more often so that you make even better progress.
- Make sure all your lessons are good and that you always do the best you can.
- Make sure that teachers check what you can already do and give you work that helps you get higher results.
- Make sure teachers show you what you need to do to improve your work. There are things you could do to help too. For example, you could make sure you always do your best and ask for harder work if you need it and some of you should try to come to school more regularly.

I hope that you will all do well in the future.

Yours faithfully

Rajinder Harrison Lead inspector

## Annex B



1 October 2007

Dear Pupils

### **Inspection of Buswells Lodge Primary School, Leicester, LE4 0PT**

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Yours faithfully

Rajinder Harrison  
Lead inspector