

# Broomfield Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	119976
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	327168
<b>Inspection date</b>	13 January 2009
<b>Reporting inspector</b>	Alison Cartlidge

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	256
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kevin Harrup
<b>Headteacher</b>	Alan Nichol
<b>Date of previous school inspection</b>	24 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	off Ploughmans Lea East Goscote Leicester LE7 3ZQ

<b>Age group</b>	3–11
<b>Inspection date</b>	13 January 2009
<b>Inspection number</b>	327168

**Telephone number**

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**Age group** 3–11

**Inspection date** 13 January 2009

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## Introduction

The inspection was carried out by two Additional Inspectors, who evaluated the overall effectiveness of the school and investigated the following:

- provision and progress of boys in the Early Years Foundation Stage (EYFS)
- how well more able pupils learn across the curriculum
- the impact of leaders on school effectiveness
- how well the school supports good behaviour and ensures that pupils enjoy school.

Evidence was gathered from discussions with pupils, members of staff and governors, observations of teaching and learning, views of parents, and scrutiny of pupils' work and school documentation. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Pupils come to this larger than average sized school from East Goscote and the surrounding area. The proportion of pupils entitled to free school meals is low. The school has a below average proportion of pupils with learning difficulties and/or disabilities. These pupils mainly have moderate learning difficulties. Most pupils are from White British backgrounds. Children in the EYFS work in one combined class.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This good school enables pupils to flourish socially and academically. Children make a good start to their education in the EYFS and standards are slightly above average when they start in Year 1. Rigorous monitoring of pupils' progress and good teaching ensure that pupils achieve well across the school, and standards are above average at the end of Year 6. Most pupils, including those with learning difficulties and/or disabilities, make good progress. Teachers provide pupils with interesting practical activities and make good use of resources to support learning. Leaders are aware that teachers are not consistently expecting enough from the more able pupils, and this is most apparent in the lack of challenge in some written work, limiting the involvement of pupils in their learning. There is a clear focus on increasing the level of challenge for these pupils, which is beginning to have a positive effect on learning.

The good care, guidance and support enable pupils to behave well, to enjoy school and to attend regularly. Friendly and caring members of staff are successful in supporting the pupils' good personal development and well-being. Pupils' good behaviour is evident in the way they observe the school rules they helped to write, and in their willingness to take on more responsibility. Pupils support each other well when working in pairs and work hard in most lessons. There are occasions, when work is not sufficiently interesting or challenging, when a few pupils become quietly inattentive. When this happens, the pace of learning slows to satisfactory rather than good. Pupils make a good contribution to the community by taking part in raising funds for charity and by helping to improve the environment. Whilst a few parents expressed concerns over the way the school handles bullying, pupils spoken to say that they feel safe at school and that their teachers deal with most minor instances of bullying to their satisfaction. One pupil spoke for others by saying, 'If you tell someone, it's dealt with.' Pupils' good understanding of how to stay safe is evident in the way they move around the school sensibly and take care when walking to school.

Pupils' spiritual, moral, social and cultural development is good. Pupils respect the views of others and are polite and helpful. The school contributes well to community cohesion by expanding the pupils' knowledge of life in the locality and in multicultural Britain through visits and visitors both locally and internationally. There is good reference to different faiths and lifestyles, and the school can demonstrate that it evaluates the success of its policy and strategy on pupils' understanding.

Teachers are knowledgeable and make sure that pupils understand what they are to learn in each lesson. In a few lessons teachers over-direct the pupils, limiting their interest and involvement. Teachers and teaching assistants provide good support for pupils with learning difficulties and/or disabilities, giving them helpful additional resources, enabling them to make good progress towards the targets in their individual education plans. Teachers mark pupils' work frequently and provide clear information on how they could improve their work. However, there are occasions when teachers do not consider assessment information well enough to ensure that they expect enough from the more able pupils.

Procedures for safeguarding pupils are fully in place to support those who are finding life difficult and to promote equal opportunities. The school works closely with external agencies such as parents and other schools to support the well-being of all of its pupils.

The good curriculum concentrates well on building pupils' basic skills and their personal development. The school is good at identifying and supporting pupils who are at risk of falling

behind in their learning. Older pupils are pleased with the clubs and residential visits, although some parents and pupils would appreciate more clubs for younger pupils. Pupils enjoy taking part in various sports and other activities and these help them to lead safe and healthy lifestyles. Pupils understand well the importance of eating healthy food. Good progress in developing basic skills and good personal development prepare pupils well for the next stage of their education and later life.

Leadership and management are good. The restructuring of the senior management team, and the provision of greater administrative support since the last inspection, have enabled the headteacher, other senior members of staff and governors to become effective in improving provision and raising standards. They continue to focus on improving pupils' learning and know what to do to make the school even better. Since the last inspection, assessment arrangements have improved, demonstrating that the school has a good capacity to go on improving. Good systems for self-evaluation enable leaders to know the school's strengths and areas for development and to use resources wisely. The school sets and achieves challenging targets for the end of Year 6. Senior leaders are aware that some more able pupils do not always reach their challenging targets.

Most parents are very pleased with the work of the school. Two parents summed up the positive views of many others by writing, 'I am very pleased with all aspects of Broomfield School and my son is very happy here,' and 'Broomfield seems to improve year on year.' These comments reflect the school's ongoing success and improvement.

## **Effectiveness of the Early Years Foundation Stage**

**Grade: 2**

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

- Develop the use of the outdoor area in the EYFS, especially to enhance the progress of the boys.
- Ensure that teachers consistently expect enough from the more able pupils so that they are fully engaged in their learning.

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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?	2
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?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
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	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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 learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## 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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

14 January 2009

Dear Pupils

Inspection of Broomfield Community Primary School, East Goscote, LE7 3ZQ

Thank you for welcoming us to your school and for sharing your work with us. We are glad that you enjoy coming to this good school.

Here are some things we particularly liked about your school.

- You make a good start to your learning in the Nursery and Reception class.
- You make good progress across the school and reach above average standards by the end of Year 6.
- You behave well and are good at helping others.
- You know how to stay safe and healthy and we were pleased to see you receiving your Healthy School award.
- Teaching is good and your teachers help you to enjoy school by giving you interesting practical activities.
- You study a good range of interesting topics.
- All adults in school are kind and caring and look after you well.
- Your headteacher, teachers and governors know how to make your school even better.
- Your parents and carers are very pleased that you come to this school.

What we have asked your school to do now.

- Provide those of you in the Nursery and Reception class with plenty of chances to work outside to help the boys in particular to learn even more quickly.
- Make sure that teachers always expect enough from those of you who are quick at learning so that you can always do your best.

We thoroughly enjoyed talking with you about your school and wish you well for the future. You can help your teachers by continuing to work hard and always paying attention in lessons.

Yours sincerely

Alison Cartlidge

Lead inspector