

# Broom Valley Community School

## Inspection report

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|--------------------------------|---------------------|
| <b>Unique Reference Number</b> | 106835              |
| <b>Local Authority</b>         | Rotherham           |
| <b>Inspection number</b>       | 336747              |
| <b>Inspection dates</b>        | 23–24 November 2009 |
| <b>Reporting inspector</b>     | Ken Valentine       |

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 of pupils on the school roll</b> | 445  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair</b>                               | Anne Asher   |
| <b>Headteacher</b>                         | Mr David Saunders  |
| <b>Date of previous school inspection</b>  | 8 November 2007  |
| <b>School address</b>                      | Broom Valley Road<br>Rotherham<br>South Yorkshire<br>S60 2QU |
| <b>Telephone number</b>                    | 01709 828636   |
| <b>Fax number</b>                          | 01709 835491   |
| <b>Email address</b>                       | bvcs@rotherham.gov.uk  |

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 14 lessons and held meetings with governors, staff and groups of pupils. Inspectors observed the school's work and looked at a range of documents including school improvement planning, records of pupils' progress and attainment and samples of pupils' work. Inspectors also analysed the 49 questionnaires returned by parents and questionnaires returned by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether pupils' attainment and progress are adequate
- whether the teaching meets the needs of all pupils in the school
- whether the curriculum and care, guidance and support contribute sufficiently to the improvement in pupils' attainment and progress
- whether school self-evaluation presents an accurate description of the school
- the achievement of children and the quality of leadership in the Early Years Foundation Stage.

## Information about the school

The school is much larger than an average sized primary school. The proportion of pupils eligible for free school meals is about the national average. Most pupils are of Asian or Asian British Pakistani heritage. A high proportion of pupils are learning English as an additional language. The proportion of pupils with special educational needs and/or difficulties is slightly above the national average. The Early Years Foundation Stage comprises three classes for Nursery and Reception children. There is a Sure Start Children's Centre catering for 38 children on the site and this is managed by the school's governing body. The school was formed in September 2008 by the amalgamation of the previously separate junior and infant schools. It has a number of awards including the Leading Aspect Award for provision contributing to pupils' personal development.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**4**

### Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Pupils' achievement is inadequate. Children enter the Early Years Foundation Stage with skills that are well below expectations for their age. They progress well and narrow the gap but leave Reception with standards below expectations. Pupils' progress stalls in Key Stage 1 and it is poor in Key Stage 2. As a result, standards attained by pupils at the age of 11 years are very low in comparison with the national average. Too much teaching is inadequate or barely satisfactory and this severely limits improvement in pupils' achievement. Work lacks challenge, particularly for the most able pupils and in some lessons the pace of work is too slow resulting in a deterioration in pupils' behaviour. The assessment of pupils' work and their progress is too generous and this leads to teaching which is inaccurately planned and therefore does not help pupils move forward in learning at the pace they should. The school is much more successful in developing aspects of pupils' personal development. As a consequence, pupils' spiritual, moral, social and cultural development is good. Pupils interact well socially and there is a strong sense of community cohesion. Good quality care, guidance and support for pupils make a real contribution to their confidence and to their enjoyment of their work. The curriculum is satisfactory. It impacts well on outcomes for pupils in terms of their personal development but has not been fully effective in promoting pupils' basic skills of literacy and numeracy. The school is already taking steps to address this.

The school's leadership has been successful in establishing a strongly supportive ethos which clearly benefits pupils' personal development. The leadership of the Early Years Foundation Stage is good and this has contributed to improving provision. However, the school has been too optimistic in its self-evaluation across many areas of its work. This is most noticeable in the generous view taken of pupils' attainment and their progress. As a result, there has not been sufficient focus on raising pupils' achievement.

Governors are capable and challenging but have not ensured that weaknesses are addressed. The monitoring of teaching has not been sufficiently rigorous to allow the necessary improvements to take place. As a consequence, the capacity of the school to improve is inadequate.

**What does the school need to do to improve further?**

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- Raise attainment and improve pupils' achievement by:
  - ensuring that the work set provides greater challenge to pupils, particularly the more able children
  - ensuring that lessons proceed at a pace that fully engages all pupils
  - assessing pupils' work more accurately in order to match future teaching more closely to pupils' needs
  - tracking pupils' progress more accurately throughout school so that targets set are both challenging and achievable.
- Strengthening the effectiveness of leadership and management in driving school improvement by:
  - an improved process of self-evaluation which provides a more accurate assessment of the quality of the school's outcomes and provision
  - more rigorous monitoring of the quality of teaching
  - closer scrutiny by the governing body of the school's performance and provision so that it can ensure weaknesses are addressed.

**Outcomes for individuals and groups of pupils****4**

In Key Stage 1, pupils' learning is often satisfactory but many remain at below average attainment at the end of Year 2. The downward trend in the attainment of pupils at the end of Key Stage 2 has continued since the amalgamation, with low attainment levels in each of the last three years. Consequently, pupils' achievement is inadequate overall. Achievement of pupils with English as an additional language is broadly in line with other groups after a good start because of the effective support they receive. The progress made by pupils with special educational needs and/or disabilities is broadly in line with the full cohort. The attainment of pupils in Key Stage 2 is very low with weaknesses particularly noticeable in literacy and numeracy.

Throughout the school, pupils' good personal development helps their learning. They are willing to contribute ideas in class and are enthusiastic in tackling their work. This is particularly the case when there are opportunities to engage in practical work, for example in science. On occasions pupils disengage from their work when their interest is not fully captured or when they find difficulty in their understanding of the task set. On the too few occasions when they are given sufficient direction and challenge, most pupils respond well and make at least satisfactory progress.

Most pupils enjoy school as shown by their above average attendance. Their punctuality and responsible attitudes contribute to workplace skills which are restricted only by weaknesses in the essential skills of literacy and numeracy. The good community spirit in the school contributes considerably to pupils' understanding and respect for others and enhances all aspects of their personal development, particularly their cultural development. Pupils feel safe at school and contribute well to the community with the school council making a valuable contribution. Pupils generally behave well moving

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around the school, although occasionally this is not so in class. They respond with enthusiasm to sporting activities and show good health awareness.

*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>4</b> |
| Taking into account:<br>Pupils' attainment <sup>1</sup>   | 4        |
| The quality of pupils' learning and their progress  | 4        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 4        |
| <b>The extent to which pupils feel safe</b>   | <b>2</b> |
| <b>Pupils' behaviour</b>  | <b>3</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>2</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>3</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>   | 2        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</b> |

## How effective is the provision?

Teaching does not always provide well enough for the needs of pupils because the tasks set are not well matched to pupils' abilities. The use of assessment to support learning varies and is inadequate overall. Pupils do not have a clear understanding of their targets, often knowing only that they should improve rather than how. Teachers' assessments do not always accurately describe pupils' attainment, resulting in a lack of challenge for some. The quality of support offered by teaching assistants is inconsistent. The curriculum has strengths in enrichment activities and a good variety of extra-curricular activities which are greatly appreciated by pupils. Their contribution to pupils' personal development and community harmony is a notable strength. Until very recently, there has been insufficient emphasis on the need to improve pupils' skills in literacy and numeracy. Recent changes made by the school are designed to remedy this but, as yet, it is too early to see how these improvements are helping increase pupils'

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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achievement.

Good quality of pastoral care is exemplified by the careful attention given to individual pupils who, because of personal circumstances, find it difficult to remain focused on their learning. Learning mentors and bilingual assistants make a significant impact on pupils for whom English is not their first language. Arrangements are in place to assess the impact of targeted support on individuals but the monitoring of groups of pupils and the use of data to identify where support is most needed are still at an early stage of development.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>4</b> |
| Taking into account:<br>The use of assessment to support learning  | 4        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>3</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>2</b> |

**How effective are leadership and management?**

Leaders and managers have not been able to stop the steady decline in attainment of pupils at the end of Key Stage 2. Pupils' poor achievement has not been a sufficiently high priority for senior leaders and governors. Any action taken has not been effective in securing the improvement needed. School leaders have had to undertake the challenging task of handling the amalgamation of the infant and junior schools. It is widely accepted that this has gone well. Nevertheless, the legacy of underachievement of many pupils remains endemic and has done so for too long and represents inadequate value for money.

The school's self-evaluation does not produce sufficient pointers for improvement and fails to help drive improvement. Many areas of the school's work have been inaccurately judged with insufficient reference to the impact on pupils' achievement. This is particularly the case when evaluating the effectiveness of teaching. Leaders consider pupils' achievement to be good when in reality many are underachieving. Similarly, tracking information often shows pupils' work to be more advanced than it actually is. This leads to predictions of attainment, for example, in last year's statutory school targets, that are considerably beyond what pupils actually achieved.

The school engages well with parents. It works effectively in partnership with others, for example involving the police in teaching pupils about personal safety. Safeguarding procedures fully meet requirements at this time and represent good practice. The promotion of equal opportunities is deeply embedded in the values of the school but has not addressed sufficiently the gaps in the achievement of different groups of pupils. Community cohesion is supported by an excellent policy and good audit of practice which notes areas for further development.

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*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>4</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 4        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>4</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>2</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>3</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>4</b> |

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills that are low, including some children who have little experience of speaking English. Effective teaching helps them to make good progress across all areas of learning, especially in writing and mathematics where the school has successfully focused attention. Children's behaviour is excellent and they work and play well together. The Early Years Foundation Stage in school has very good links with the Broom Valley Children's Centre. These are managed very well. Children benefit from the centre and this good start is having a very positive effect on their subsequent early progress in school.

Staff are highly conscientious in ensuring children's well-being. Teachers understand what children need to learn and create an ever-changing range of activities, both indoors and out. Pupils' progress is closely monitored and work is well matched to their needs. Good account is taken of children's cultural background and this is woven into all aspects of their play. At times, there are weaknesses in the lack of prompting for children to tackle more challenging problems and this sometimes slows the progress of the most-able children. Leadership and management have made good progress in developing provision. Good links are maintained with the adjoining Children's Centre and contact with parents is enhanced with opportunities such as the 'Stay and Play' sessions.



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*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>2</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 2        |
| The quality of provision in the Early Years Foundation Stage                       | 2        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2        |

## Views of parents and carers

Forty nine questionnaires were returned by parents and responses were generally positive, in particular, that children enjoy being at school. A small minority raised a variety of concerns, for example, about how the school deals with parents' suggestions and how it deals with unacceptable behaviour. These issues were investigated during the inspection and it was considered that generally contact between parents and school is good but that in some instances teachers could handle unsatisfactory behaviour more effectively. Inspectors consider that pupils could make much more progress at school and that teaching could be considerably better.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broom Valley Community School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 49 completed questionnaires by the end of the on-site inspection. In total, there are 445 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 37             | 76 | 10    | 20 | 1        | 2 | 0                 | 0 |
| The school keeps my child safe  | 22             | 45 | 25    | 51 | 0        | 0 | 0                 | 0 |
| The school informs me about my child's progress   | 25             | 51 | 21    | 43 | 2        | 4 | 0                 | 0 |
| My child is making enough progress at this school   | 24             | 49 | 23    | 47 | 1        | 2 | 0                 | 0 |
| The teaching is good at this school   | 26             | 53 | 20    | 41 | 0        | 0 | 0                 | 0 |
| The school helps me to support my child's learning  | 17             | 35 | 26    | 53 | 4        | 8 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 17             | 35 | 31    | 63 | 1        | 2 | 0                 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 19             | 39 | 28    | 57 | 0        | 0 | 0                 | 0 |
| The school meets my child's particular needs  | 17             | 35 | 29    | 59 | 2        | 4 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 20             | 41 | 24    | 49 | 4        | 8 | 1                 | 2 |
| The school takes account of my suggestions and concerns   | 16             | 33 | 26    | 53 | 3        | 6 | 1                 | 2 |
| The school is led and managed effectively   | 23             | 47 | 22    | 45 | 1        | 2 | 2                 | 4 |
| Overall, I am happy with my child's experience at this school   | 29             | 59 | 17    | 35 | 2        | 4 | 1                 | 2 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 39  | 58   | 3            | 0          |
| Primary schools      | 13  | 50   | 33           | 4          |
| Secondary schools    | 17  | 40   | 34           | 9          |
| Sixth forms          | 18  | 43   | 37           | 2          |
| Special schools      | 26  | 54   | 18           | 2          |
| Pupil referral units | 7   | 55   | 30           | 7          |
| All schools          | 15  | 49   | 32           | 5          |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

|                            |  |
|----------------------------|--|
| Achievement:               | the progress and success of a pupil in their learning, development or training.  |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.   |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.   |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.   |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.   |
| Overall effectiveness:     | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul> |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.  |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



25 November 2009

Dear Pupils

Inspection of Broom Valley Community School, Rotherham, S60 2QU

Thank you for being very friendly and helpful when I inspected your school recently. I really enjoyed talking to you. You told me how much you enjoy your work and feel you are getting on well in the things you learn.

I agree with you that your school is very caring and offers you good support. The school helps you develop personally. It is good to see that you all get on so well together and respect each other in the way that you do. Your attendance at school is good and your behaviour in class and around the school is satisfactory.

During my visit I found that you could make much better progress in your work and so I have decided that the school requires extra help. I have judged your school to require what are called special measures. This means that it will need to make sure that it improves the quality of your education. To help with this I have asked the governors and the headteacher to do the following:

- to make sure that you learn as much as you are able to and reach higher levels in your work
- for your teachers to continue their efforts to give you work that is challenging and keeps you fully interested
- for school leaders to have as their top priority the improvement in your work
- for school leaders to check very carefully that improvement is happening and that the organisation of the school best meets your needs.

Keep up the good levels of attendance and your enjoyment of school!

With best wishes

Yours sincerely,

Ken Valentine

Additional Inspector

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