

# Leeds and Broomfield Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	118623
<b>Local Authority</b>	Kent
<b>Inspection number</b>	339257
<b>Inspection dates</b>	14–15 September 2009
<b>Reporting inspector</b>	Alison Cartlidge

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	78
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brenda Rennie
<b>Headteacher</b>	Steve McGill
<b>Date of previous school inspection</b>	8 September 2006
<b>School address</b>	Lower Street Leeds Maidstone ME17 1RL
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited four lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at pupils' books, information on pupils' progress, safeguarding and other documents. They scrutinised questionnaires from members of staff and pupils and looked at 23 parental questionnaires.

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

- The development of writing in the Early Years Foundation Stage and Years 1 and 2.
- Achievement in investigative mathematics and science, especially that of the more able pupils.
- The development of pupils' multicultural awareness through community links.
- How well teachers guide pupils to improve their work and coach them to improve their confidence and independence.
- The impact of leaders on the continuity of provision and progress across subjects and year groups.

## Information about the school

Pupils come to this small primary school from the village of Leeds and the surrounding area. The proportion of pupils entitled to free school meals is average. The school has an above-average proportion of pupils with special educational needs and/or disabilities. Most, but not all, of these pupils have moderate learning difficulties. Provision for the Early Years Foundation Stage is in a mixed Reception and Year 1 class. An above-average proportion of pupils join the school after the Reception year.

The school has received several awards including the Quality Mark, Activemark and Healthy School Award.

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

## Inspection judgements

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

**3**

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

**3**

### Main findings

Pupils thoroughly enjoy coming to this satisfactory school. The school is particularly successful in supporting their personal development, resulting in friendly and well-mannered pupils. Good relationships ensure that pupils are keen to learn, and most attend school regularly.

Children make a sound start to their education in the Early Years Foundation Stage and make particularly good progress in developing numeracy skills. Attainment in writing is a comparative weakness and leaders are working on extending opportunities for independent writing, including during role play.

In Years 1 to 6, satisfactory teaching enables most pupils, including those with special educational needs and/or disabilities, to build on what they have already learnt and to make at least satisfactory progress. Attainment is average by the end of Year 6. In Years 1 and 2, teachers do not always ensure that pupils consistently do their best writing and there are missed opportunities to develop and practise writing across the curriculum. Pupils do not always do as well as they could in carrying out investigations in mathematics and science in Years 3 to 6. This is especially true for more able pupils. They have insufficient opportunity to take the initiative in their learning by selecting how to record what they have learnt and by using their thinking skills to give reasons for their predictions and findings.

Pupils follow the good example set by members of staff and become kind, confident and well behaved. Pupils are good at taking responsibility in school and at events in the local area. They are proud of their school and support others as peer mentors and by raising funds for charities. Teachers and teaching assistants work together well to make pupils feel safe and welcome at school. As one pupil said, 'Our teachers are kind and friendly.' Members of staff praise and encourage pupils. They frequently provide verbal support and mark work but do not always ensure that pupils follow the advice they have been given so that they can improve quickly. Work is carefully planned around pupils' prior learning, including for those with special educational needs and/or disabilities. In lessons, teachers do not always respond quickly enough if work is too hard or too easy for groups working independently.

Satisfactory procedures for self-evaluation and monitoring enable leaders to be aware of the next steps to make the school better. There has been a steady and satisfactory improvement since the last inspection. For example, pupils' progress has improved following the introduction of a more rigorous system for checking up on how well pupils are doing. Consequently, the school demonstrates a sound capacity to improve. Subject leaders are not monitoring teaching and learning closely enough to identify strengths

and weaknesses in each year group quickly and to take effective action to improve provision and progress so that it is more even across the school.

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

- Improve writing in the Early Years Foundation Stage and in Years 1 and 2 by: giving pupils more opportunities to write across the curriculum and independently in support of role-play activities. Ensuring that teachers always expect pupils to produce and build on the standard of writing of which they are capable. (Timescale January 2011)
- Increase the way pupils take the initiative in their learning, particularly the more able pupils in investigative mathematics and science, by: Giving them the opportunity to select how they record what they have learnt. Making sure that teachers expect them to give well-thought-out reasons for their predictions and findings. (Timescale September 2010)
- Ensure that pupils act swiftly on teachers' marking and verbal guidance so that their work consistently improves at a quick rate. (Timescale July 2010)
- Iron out inconsistencies in teaching by ensuring that subject leaders monitor teaching and learning more rigorously, identifying strengths and weaknesses in each year group quickly and taking effective action to improve provision and pupils' progress. (Timescale September 2010)

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

<b>3</b>
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Pupils' thorough enjoyment of school is an important factor in their good behaviour, and they are willing and keen to learn. For example, in a mathematics lesson on 'position and movement', pupils in Years 5 and 6 enjoyed demonstrating changes in position of shapes by moving around the playground. The rate of learning is satisfactory. It slows slightly when pupils working on their own finish a task swiftly and are waiting for further instruction, or when they are unclear about how to complete their work. For example, in another mathematics lesson, several pupils who were working on their own were struggling to calculate fractions of whole numbers. This was belatedly picked up. All lessons observed by inspectors showed that pupils are polite and friendly and form good relationships with members of staff and each other. They are welcoming towards new pupils and respect each other, settling to tasks quickly and cooperating sensibly at work and play.

Most pupils attain average standards by the end of Year 6 in English, mathematics and science. Progress is uneven between year groups; rates of progress are comparatively slower in Years 1 and 2 in writing and in Years 3 to 6 in mathematics and science. In Years 1 and 2, pupils have too few opportunities to write in different subjects, and pupils are not expected to consistently do their best. In Years 3 to 6, teachers do not give pupils enough opportunities to take the initiative in their learning in investigative mathematics and science so that more able pupils in particular can extend their independent thinking skills and apply what they have learnt to various problems.

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Lower-attaining pupils and those with special educational needs and/or disabilities make satisfactory progress. School tracking information shows that they make good progress up to the end of Year 2, but sometimes struggle to keep up in Years 3 to 6, especially when they have joined the school after Year 2.

Caring members of staff support pupils' good spiritual, moral, social and cultural development well, enabling them to become reflective and considerate individuals. The school has correctly identified that pupils have limited knowledge of life in multicultural Britain and there are clear plans to provide greater opportunities for pupils to meet and work with children from a wider range of backgrounds. The school council is right to be proud of its accomplishments, including the new outdoor stage. Pupils talk knowledgeably about how to live healthily and enjoy taking part in sport, showing that the school deserved their national awards. Pupils do not all follow their own advice by bringing healthy food to school for lunch. They feel very safe and know that they will be helped if they have a worry.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</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: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

<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.

Teaching is satisfactory, although there is some variation across subjects depending on teachers' subject knowledge and confidence in a subject. Teachers and teaching assistants have good relationships with the pupils and use assessment information soundly to plan pupils' next steps. They do not always ensure that all pupils are making the progress they should when they are working independently in a lesson, and, when this happens, the pace of learning slows. Across the school, members of staff use praise well to help pupils to gain confidence. Pupils' work is marked frequently but comments on how they can improve are not always followed up by the teachers to ensure that all pupils make rapid progress towards their individual targets. For example, one pupil did not improve their accuracy in using capital letters and full stops for two terms.

The curriculum equips pupils satisfactorily with the right skills for the next stage of their education and later life. Leaders are aware that younger pupils have too few opportunities to write across the curriculum and opportunities for older pupils to take the initiative in investigative mathematics and science are being suitably expanded. Additional activities such as clubs and educational visits contribute well to the pupils' thorough enjoyment of school and their emotional and social development.

The school provides good social care for its pupils; pastoral systems help ensure the care of pupils. Guidance for pupils, including academic advice, is developing. The systems for identifying when pupils are struggling are improving. This is helping to ensure that no pupils fall behind in their learning, including those who are new to the school and those with special educational needs and/or disabilities. Occasionally teachers do not intervene quickly and adapt work in lessons when pupils find the work too hard or too easy.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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>3</b>

## **How effective are leadership and management?**

Leaders have a realistic view of the school's strengths and areas requiring development and this message is shared and understood by all members of staff. Leaders are aware that it is too soon for recent developments to have had a sustained positive impact on whole-school effectiveness. Leaders are working on strategies to support teaching and learning, and improve pupil progress. These are starting to have a positive impact. Leaders can now see at a glance how well individuals and groups of pupils are performing through the improved tracking system. Subject leaders are developing their responsibilities and are aware that the way they monitor pupils' progress and teaching

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

and learning is not sufficiently rigorous to prevent slight dips in progress in some year groups.

Governors understand the strengths and comparative weaknesses in the school and know that they are not yet fully accountable in the way they monitor the school’s work. The school promotes equality successfully and ensures that no groups of pupils suffer discrimination. At the time of the inspection the school’s safeguarding procedures were satisfactory. There were some minor omissions in the paperwork, but these did not compromise the pupils’ safety and well-being. The school works closely with external agencies and parents to support pupils as necessary. For example, the school has recently shared a child safeguarding training day with police and the local health authority.

The school’s approach towards promoting community cohesion is ensuring that the right steps are being taken to broaden the pupils’ understanding of life beyond the local area by linking up with schools from differing communities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

While cohorts vary, most children join the school working within the expected levels for this age group. They are at a less advanced stage in writing. Children make at least satisfactory progress in all areas of learning, and attainment is average when they start in Year 1. Children make particularly good progress in numeracy because opportunities to develop these skills are promoted especially well by teachers. Members of staff are skilled in working alongside the children, asking them questions and enabling them to

make choices in their learning. Children behave well and settle quickly into school routines. Their progress is monitored and recorded carefully. Occasionally, when children are working as a whole class with Year 1 pupils, their differing needs are not catered for well enough, for example, when they are expected to sit and listen along with older pupils for too long. Leaders' self-evaluation is slightly over generous, although they have suitable plans to improve provision. For example, they have plans to improve access to the outdoor area so that a full range of activities can be always available outside. They are developing plans to increase the children's interest in independent writing, including as part of role-play activities.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Most parents are pleased with the work of the school and are especially positive about how much their children enjoy school, the friendliness of members of staff and the way they care for the pupils and keep them safe. They make positive comments such as, 'There is always someone to ask if a problem arises with your child', and, 'A very happy and caring school'. A small minority of parents expressed concerns over homework and the way the school responds to their suggestions. The inspection team found that the school responds appropriately to parents' views and concerns and has, for example, suitable plans to review the homework policy so that homework is more worthwhile and interesting.

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

Ofsted invited all the registered parents and carers of pupils registered at Leeds and Broomfield Church of England Primary 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 12 statements about the school.

The inspection team received 23 completed questionnaires by the end of the on-site inspection. In total, there are 78 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	83	3	13	1	4	0	0
The school keeps my child safe	18	78	4	17	1	4	0	0
The school informs me about my child's progress	14	61	7	30	1	4	0	0
My child is making enough progress at this school	14	61	7	30	2	9	0	0
The teaching is good at this school	15	65	6	26	1	4	0	0
The school helps me to support my child's learning	12	52	7	30	2	9	1	4
The school helps my child to have a healthy lifestyle	16	70	6	26	0	0	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)	14	61	7	30	1	4	0	0
The school meets my child's particular needs	14	61	6	26	3	13	0	0
The school deals effectively with unacceptable behaviour	16	70	5	21	1	4	0	0
The school takes account of my suggestions and concerns	12	52	8	35	2	9	0	0
The school is led and managed effectively	16	70	5	22	1	4	0	0
Overall, I am happy with my child's experience at this school	26	70	3	13	1	4	0	0

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.

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## 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.**



16 September 2009

Dear Children

Inspection of Leeds and Broomfield Church of England Primary School, Maidstone ME17 1RL

Thank you for welcoming us to your school and for being so helpful during our visit. We very much enjoyed meeting you and found you to be polite and friendly. We are pleased that you enjoy coming to this school. Your school provides you with a satisfactory education. This means that we found some good things in school but also some things that need improving.

These are the things we liked most about your school

- Children in the Reception Year learn about shape and numbers particularly well.
- You are right when you told us that your teachers are kind and hard working.
- You behave well and are good at taking responsibility. The school council have helped to make the playground interesting.
- You told us and we could see that your teachers and assistants make sure that you feel safe.
- Your headteacher and other leaders know what needs to be done to make the school better.

These are the things we would like your school to do next

- Encourage children in the Reception Year and Years 1 and 2 to always do their best writing and to give them more chances to write in different subjects and when they are playing.
- Help you to make choices about how you are going to record what you have learnt in mathematics and science and to give your reasons for your predictions and findings when you have carried out an investigation.
- Make sure that you take notice of advice from your teachers so that you can improve your work quickly.
- Help leaders to check and make sure that you learn equally quickly in every subject in each class.

Thank you again for talking with us about your school and showing us your work. You could help your teachers by making sure you always follow the advice they give you about how to improve your work.

Yours faithfully

Alison Cartlidge

Lead inspector

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