

Broom Leys School

Inspection report

Unique Reference Number	120085
Local Authority	Leicestershire
Inspection number	339592
Inspection dates	10–11 June 2010
Reporting inspector	Carol Worthington

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	603
Appropriate authority	The governing body
Chair	Mr Michael Kirby
Headteacher	Mr Robert Prior
Date of previous school inspection	13 September 2006
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Introduction

This inspection was carried out by four additional inspectors. Inspectors observed 25 parts of lessons, involving 20 class teachers and two student teachers. Meetings were held with the headteacher, senior and middle leaders, the Chair of the Governing Body and four groups of pupils. Informal discussions were held with many pupils and some parents. Inspectors observed the school's work, looked at records of assessments of pupils' attainment, the tracking of pupils' progress and samples of their work in books. All safeguarding documents were scrutinised. Questionnaire returns from 242 parents and carers were analysed, as were those from 28 staff and a sample of Key Stage 2 pupils.

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

- whether progress throughout the school is consistently good enough for all groups of pupils and those with special educational needs and/or disabilities
- whether attainment in literacy and numeracy in the Early Years Foundation Stage and Key Stage 1 is high enough to provide a secure foundation to be built upon in Key Stage 2
- how well school leaders prepare pupils for life in multicultural Britain
- confirmation of the strengths in personal development identified by the school.

Information about the school

This primary school is much larger than average. Almost all pupils are of White British origin, with very few from minority ethnic backgrounds. Nearly all speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is a little higher than that of most schools; the majority are in Key Stage 2, and have moderate learning, behavioural or speech and language difficulties. A few have physical disabilities or are on the autistic spectrum. Very few pupils have a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is close to average.

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

3

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 significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the attainment, progress and achievement of pupils in Key Stage 1, and the standard of writing throughout the school.

For two of the past three years, attainment in Key Stage 1 has been significantly below average. Over time, reading, writing and mathematics have all, at some point, been well below average. Historically, this was attributed to below average attainment on entry to Reception, as documented in the school's previous inspection report. Since then, however, attainment on entry has risen to be closer to that expected for children of this age, but overall attainment by the end of Key Stage 1 remains well below average, indicating underachievement. The provisional results of this year's assessments indicate that this picture is unlikely to change.

At its previous inspection the school was asked to raise attainment in writing, particularly that of boys. School leaders have implemented several strategies to improve writing but without consistent success. Writing remains an area for improvement throughout the school, although there was significant improvement in the 2009 national tests for eleven-year-olds. The school's focus on communication, language and literacy development in Reception and Key Stage 1 is starting to be successful, particularly in improving reading. However, taken overall, progress is still not good enough.

Pupils have made good progress from their very low starting points at the beginning of Key Stage 2 and their attainment by the end of Year 6 is broadly average. This continues to be the case, because of focused support to raise attainment of those groups of pupils identified as underachieving. These include those with special educational needs and/or disabilities, girls in mathematics and boys in writing. There is a high proportion of good and sometimes excellent teaching in Years 5 and 6 which produces accelerated progress. There are signs of improved attainment, particularly by higher-ability pupils in English and mathematics, in the current Year 6, though they are still held back by weaker writing skills. Attainment in science and information and communication technology (ICT) is broadly average. Pupils' performance in music and performing arts is strong. Pupils are given very good guidance when they leave to begin secondary education. Their close-to-average attainment prepares them satisfactorily for the next phase of their education.

The school's major strength lies in the care which it gives to all pupils. There are many

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examples of the excellent care and support given to pupils and families who find themselves in potentially vulnerable circumstances. Pupils feel they can talk to any adult if they need help. Most pupils enjoy their lessons, particularly now that the curriculum is being improved and teachers are planning more exciting topics. Behaviour in lessons is generally good because teachers manage their classes well. There are some incidents of bullying and unacceptable behaviour and some parents expressed concern about this. The school's records show that this occurs more often in the playground and pupils agree, but report that it is quickly dealt with.

Initiatives to bring about improvement have been put in place. Targets for pupils' attainment have been agreed and are understood by pupils, though as yet they are targets for groups of pupils rather than individuals. Efforts to improve boys' writing are now showing some success in Key Stage 2. The school has identified that girls underachieve in mathematics and is taking steps to remedy it. The school has a satisfactory capacity to improve because of satisfactory self-evaluation, the commitment of staff to engage the pupils through the new creative curriculum, and the fact that the majority of teaching is satisfactory.

What does the school need to do to improve further?

- improve attainment in Key Stage 1 by:
 - building on pupils' improved attainment in Reception
 - improving teachers' expectations and expertise, particularly in mathematics
 - making sure that there is an equal focus on reading, writing and mathematics
 - setting targets for improvement and regularly evaluating them
 - focusing more closely on pupils' learning when monitoring teaching.
- improve writing throughout the school, by:
 - providing more exciting and motivating opportunities for girls and boys to develop writing for different purposes
 - developing a consistent standard for handwriting and presentation, to encourage pupils to take a pride in their work
 - developing independent play activities in Reception so that pupils have regular opportunities for mark-making and emergent writing.

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

Because of their underachievement in Key Stage 1, pupils have a lot to catch up on in Key Stage 2. In Key Stage 1, pupils' literacy and numeracy skills are not developed well enough to underpin good learning and progress in the whole curriculum. Pupils make satisfactory progress in Years 3 and 4, but their attainment is significantly boosted in Years 5 and 6, by the consistently good teaching and extra tuition. This enables them to achieve broadly average standards by the end of Key Stage 2. Some higher-ability pupils respond well to the challenge in Year 6 and achieve higher levels of attainment,

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particularly in mathematics. Pupils of all abilities were seen to make excellent progress in revising percentages in Year 6 when challenging work met all their needs. In contrast, some Key Stage 1 pupils struggled to make satisfactory progress in adding tens and units because of their insecure knowledge of number bonds, and their difficulty in understanding some of the learning objectives.

The work of average- and lower-ability pupils in English shows inconsistencies even in Year 6. Low expectations are apparent in the presentation of many pupils' work. Although targets such as 'to practise basic writing skills' are given on individual education plans for pupils with special educational needs and/or disabilities, not enough opportunities are provided for this, which limits progress towards their targets.

Most pupils attend school regularly and take advantage of the opportunities it provides. They are very proud of its origins as a Victorian manor house. The school council is very active and has set in motion several environmental initiatives such as the 'Little Rotter' to recycle food waste. All enjoy the wide variety of clubs and activities which enrich the curriculum. These include mathematics, sports such as cross country running, and music. Pupils know how to keep themselves healthy through sport, including active playtime games. Girls in particular choose healthy food at break and lunchtimes.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	3
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
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ 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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How effective is the provision?

The majority of teaching seen was satisfactory, with good relationships and good classroom management being strong features. In Years 1 to 4, the majority of teaching is satisfactory. Planning is often geared too much towards what pupils will do, than what they will learn by doing it. Teachers' expertise in mathematics is variable. Some, particularly in Key Stage 1, find it hard to set work to challenge younger pupils and present it in ways they fully understand. Current initiatives to improve writing have been adopted by teachers, but their success in many cases is limited by low expectations of presentation and neatness. Higher-attaining pupils do not always get enough challenging work in Key Stage 1 and Years 3 and 4.

In Years 5 and 6, teaching is consistently good, and planning more accurately addresses the needs of pupils of all abilities. There are many extra strategies in place to boost the attainment of specific groups identified as underachieving. Even in year 6, however, pupils' written work is let down by low expectations of presentation and quality of handwriting. Teaching assistants make a good contribution to pupils' learning, particularly those with special educational needs and/ or disabilities. Most teachers effectively set targets for different groups in their classes, but not until Years 5 and 6 do they extend these to the particular needs of individuals, nor do they extend them into all the areas of the curriculum.

The curriculum is currently being reviewed and more cross-curricular themes are being developed, in order to motivate pupils to learn and to develop their skills in literacy, numeracy and ICT in different subject areas. The impact of the curriculum revision is seen in the wide variety of interesting activities planned by teachers, for example, linking music and movement with numeracy. A very good feature is the way that pupils are starting to have an influence on the themes. For example, a class supporting Australia in the World Cup was motivated to find out more about Australian wildlife. Nevertheless, pupils' attainment is not rising quickly enough because there is too little emphasis on developing basic literacy skills, particularly writing, in the wider curriculum. Pastoral care is good, with examples of outstanding care for children and families in vulnerable circumstances. The school's excellent relationship with a multi-agency forum results in robust partnerships which work really well to support the children. Pupils are given very good guidance when they start school and when they move on to secondary education. There are good procedures for encouraging pupils to attend school.

These are the grades for the quality of provision

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

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How effective are leadership and management?

As a result of satisfactory self-evaluation, school leaders have put strategies into place to improve attainment in writing and mathematics. Teachers have been given challenging targets for improvement in their classes and there is evidence that these are being met in Key Stage 2 in particular. The introduction of the 'letters and sounds' programme in Reception is improving early reading. The underachievement in Key Stage 1 has led to low expectations of all-round attainment, so areas of weakness are only now starting to improve. The very good practice in Years 5 and 6 sets a strong example to be shared in the rest of the school. The recently introduced system for tracking pupils' progress is successfully being used to target underachievement, which is being steadily tackled. School leaders satisfactorily monitor teaching and learning.

The governing body is highly committed to the school and is well organised under the astute leadership of the Chair. Governors are rigorous in ensuring that all procedures for safeguarding pupils and staff are up to date and take into account developing technologies such as internet use. The curriculum committee regularly monitors provision in the classroom, but members have not challenged the school over the low attainment in Key Stage 1.

School leaders satisfactorily monitor the deployment of resources and staff to make sure that all pupils get equal access to the curriculum and take part in activities. Pupils in potentially vulnerable circumstances receive excellent support to help them overcome barriers to learning. The school has identified differences in the progress of groups of pupils, including girls and boys, those with special educational needs and/or disabilities, and potentially high attainers. Improvement strategies are starting to be successful.

The school is a cohesive community where everyone is valued. Classes have gained a good insight into world cultures through the football World Cup but also celebrate British culture. They have adopted the flags of different countries and are eagerly learning about many cultural aspects of the countries themselves. A focus for the school's development is to engage more fully with people from minority ethnic groups. Because the school needs significant improvement, its value for money is inadequate.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2

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	
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Most children enter the Reception class with skills and abilities similar to those expected for their age, though early writing skills are a little lower. By the time they enter Year 1, many are working within the early learning goals and their attainment is similar to that expected for their age except in writing. This represents satisfactory progress.

Children make good progress in reading because of the successful 'letters and sounds' programme. Teaching by all adults is at least satisfactory and more often good, so children thoroughly enjoy learning and behave well. They are confident and happy in this secure and welcoming environment and settle happily on the carpet for registration in the morning. Children's social skills are good and they work and play well together, readily engaging in the good range of activities prepared for them, for example, in the 'Gruffalo' area.

There is a very well-equipped learning environment both indoors and outdoors with children moving freely between both teaching areas. Children enjoy a good mix of adult-led and independent learning through play. They enjoy role play and making homes for animals. There are good learning opportunities that include activities across all the areas of learning. However, there are not enough opportunities to develop skills in early writing and numeracy through independent play activities.

Satisfactory leadership ensures sound planning and there is effective use of assessment to ensure that activities are matched well to the different abilities of the children. The safety and care of all children has a very high importance. Good relationships with parents and carers extend children's learning into their homes.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

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The majority of parents and carers who returned completed questionnaires were very positive about the school. Most believe their children enjoy school and are kept safe. They are pleased with the quality of teaching. There were a few concerns about bullying and some negative opinion about the management of unacceptable behaviour. During the inspection inspectors found that there was some challenging behaviour from a very few pupils, which nearly always happened in the playground and was usually managed well. In lessons, pupils behave well and there is no significant disruption to learning. Pupils said that any bullying was quickly dealt with.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broom Leys 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 242 completed questionnaires by the end of the on-site inspection. In total, there are 603 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	130	54	105	43	7	3	0	0
The school keeps my child safe	107	44	127	52	7	3	1	0
The school informs me about my child's progress	88	36	143	59	10	4	0	0
My child is making enough progress at this school	100	41	127	52	10	4	0	0
The teaching is good at this school	101	42	129	54	4	2	0	0
The school helps me to support my child's learning	89	37	132	55	16	7	1	0
The school helps my child to have a healthy lifestyle	79	33	142	59	16	7	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)	75	31	142	59	6	2	0	0
The school meets my child's particular needs	86	36	144	60	7	3	1	0
The school deals effectively with unacceptable behaviour	53	22	130	54	37	15	11	5
The school takes account of my suggestions and concerns	46	19	158	65	19	8	5	2
The school is led and managed effectively	86	36	130	54	14	6	2	1
Overall, I am happy with my child's experience at this school	112	46	117	48	9	4	2	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



14 June 2010

Dear Pupils

Inspection of Broom Leys School, Coalville, LE67 4DB

Thank you very much for being so polite and helpful when my colleagues and I visited your school recently. Although you told us you enjoy school, we think you could do better in reading, writing and mathematics in Key Stage 1. You also need to improve your writing. Because we think you need to do this quickly, we have given your school a 'notice to improve'. This means that some inspectors will come back to your school to check on the improvements.

We agree with you that you are very well cared for by all the adults in your school.

Most of you behave well, and usually come to school regularly and punctually, wanting to learn, so this will help you to improve your work. You told us that bullying is quickly dealt with, and we agree with you. Many of you do useful jobs in school, in the school council and caring for the environment, you are proud of your school and want it to improve.

All the adults in your school want it to be even better. To make this happen we have asked them to do the following things:

- make sure that you do better in reading, writing and mathematics by the end of Year 2, so you don't have so much to catch up on in later years
- make sure you get more opportunities to write about interesting things and that your spelling, grammar and neatness of work improve.

We are also asking you all to help by making sure you work hard and take pride in the way you present your work.

Yours sincerely

Carol Worthington

Lead inspector

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