

Leeds and Broomfield Church of England Primary School

Lower Street, Leeds, Maidstone, Kent, ME17 1RL

Inspection dates

9–10 October 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although there have been improvements in teaching since the appointment of the executive headteacher at the beginning of the year, teaching is not yet consistently good or better in Years 2 to 6.
- Work set for pupils of differing abilities in writing and mathematics does not always provide the most appropriate level of challenge to help them to make the best progress of which they are capable. Expectations of what pupils can do are sometimes too low.
- In Years 2 to 6, errors in spelling, grammar, punctuation, handwriting and presentation are often left uncorrected, so pupils do not improve their writing skills as quickly as they could.
- Pupils do not consistently receive precise guidance through marking and feedback to ensure they can improve their work in writing and mathematics.
- Homework is not used effectively to promote pupils' achievement.

The school has the following strengths

- The executive headteacher, supported by governors, has driven rapid improvement across the school since her appointment. This follows a period of underperformance and a number of staff changes in the school.
- Systems for checking quality of teaching and pupils' achievement are more rigorous than previously. Leaders and managers provide a wide range of good-quality in-house training, so that teaching is improving.
- Standards by the end of Year 6 in 2014 were significantly above the national average at the higher level in reading, and above average in writing and mathematics, representing a significant improvement on the 2013 results.
- Achievement in reading has improved because of the extra good-quality teaching of phonics (linking letters and sounds) in Key Stage 1, and for lower-ability pupils in Key Stage 2. In addition, a new reading comprehension scheme is accelerating progress across Key Stage 2.
- Behaviour and safety are good. Pupils have very positive attitudes to learning and say they feel safe in school. Likewise, parents are confident that their children are safe.
- Children in the Early Years Foundation Stage make good progress because of good-quality teaching and leadership. They achieve standards at the end of Reception that are in line with, or above, those expected for their age.
- Governors know the school well and appropriately hold leaders to account for its performance.

Information about this inspection

- The inspector observed eight lessons or parts of lessons, all of which were joint observations with the executive headteacher. In addition, the inspector looked at pupils' workbooks, talked to pupils about their work and listened to some pupils read.
- Meetings were held with the executive headteacher and the head of school, as well as other staff with leadership responsibilities. Discussions were held with pupils, members of the governing body and representatives from the local authority.
- The inspector looked at a wide range of documents including: the school's own checks on its performance and the quality of teaching; the school improvement plan; information on pupils' progress; and records relating to behaviour, attendance and safeguarding.
- The inspector took account of 23 responses to the online questionnaire (Parent View), and spoke to some parents. She also looked at 12 questionnaires returned by staff.

Inspection team

Angela Konarzewski, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The large majority of pupils are of White British heritage.
- Children in the Early Years Foundation Stage are all full time and are taught in a mixed-age Reception and Year 1 class. The other two classes are also mixed-age.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- A larger than average proportion are supported at school action.
- The proportion supported at school action plus or through a statement of special educational needs is very small.
- The proportion of disadvantaged pupils who are supported by the pupil premium (additional government funding to give extra support to those pupils known to be eligible for free school meals and to children who are in care) is average.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress in English and mathematics.
- Three teachers who were on maternity leave last year returned to the school in June 2014. In their absence, their classes were covered by temporary supply teachers.
- The executive headteacher was appointed in January 2014 and the head of school took up her post in September 2014.
- The school is in a formal collaboration with two other primary schools that are also under the leadership of the executive headteacher.

What does the school need to do to improve further?

- Improve quality of teaching in Years 2 to 6 in order that it is consistently at least good by:
 - always setting work that provides an appropriate level of challenge for pupils of different abilities, including the most and least able
 - ensuring pupils consistently produce written work in all subjects to the highest standards of which they are capable, including handwriting and presentation
 - making full use of marking and feedback to help pupils improve their work, including through addressing errors in spelling, grammar and punctuation.
- Raise achievement, especially in writing, and in mathematics, by ensuring:
 - pupils write at length, and to apply their writing and mathematics skills in other subjects
 - homework is set and marked on a regular basis.

Inspection judgements

The leadership and management are good

- The executive headteacher provides strong leadership. She ensures that all staff and governors are committed to the vision of teaching pupils to reach the highest standards of which they are capable.
- The executive headteacher has a proven track record of school improvement in the other two schools she leads. These schools are now in a formal collaboration with Leeds and Broomfield C of E Primary School, which benefits from the close links that are being forged between staff and pupils across the three schools.
- The newly appointed head of school, who has also been involved in leading school improvement, is developing her role under the guidance of the executive headteacher.
- Senior leaders check the quality of teaching regularly and thoroughly. The newly qualified teacher was supported very well last year, and her teaching over time is now consistently good. Other teachers who have recently returned from maternity leave are now receiving similarly good-quality support and guidance to improve their practice.
- Subject leadership is being developed through teams across the three schools in the collaboration so that best practice can be shared.
- Pupils' progress is now rigorously checked to ensure that all groups of pupils are achieving as well as they should. The school has developed a new system for assessing pupils' achievement. This focuses on the knowledge and understanding gained by pupils according to age-related expectations, rather than levels.
- The pupil premium is used effectively. Pupils are supported well across the school and make the same or faster progress compared with others in the school and nationally.
- The vast majority of parents who responded to Parent View were positive in their views about the school. They believe that the school responds well to any concerns they have and would recommend it to another parent. A few parents expressed a range of minor concerns to the inspector directly, and these were conveyed to the executive headteacher.
- Spiritual, moral, social and cultural development is regarded as a priority, as this is a Church of England school. This was evident in the assembly that the inspector observed, on display, and in the pupils' courteous, respectful behaviour and attitudes. The school promotes equality of opportunity, fosters good relations and tackles discrimination well.
- The new curriculum beyond English and mathematics is being delivered through a range of interesting topics. Much of this information appears on the school's website. Educational visits are included in the curriculum, for example, Class 2's visit during the inspection to Leeds Castle, where pupils were introduced to Princess Alexandra. The new curriculum and visits like this help to prepare pupils for life in modern Britain.
- Leaders make good use of additional money for sports through funding training for staff provided by experts at a local secondary school, some additional coaching, and swimming lessons. This provides good opportunities for a wider range of sports for pupils to enjoy both during and after school.
- The local authority has provided effective support for the school to make improvements since its last inspection.
- **The governance of the school:**
 - Governance has improved since the last inspection. Governors now know the school well and have a clear understanding of its performance. They know about pupils' achievement and how well the school is doing in relation to other schools. They are well informed by the executive headteacher with whom they work closely. They have undertaken training and regularly visit the school to monitor its work. They share their reports with all governors and staff. Visits provide them with opportunities to challenge as well as support the school, holding leaders to account for its performance. Governors know about the quality of teaching. They know what is done to reward good teaching and tackle underperformance. They are aware of how the school spends additional funding and the impact that it has on pupil achievement. The governing body meets its statutory requirements, including those for safeguarding, and has worked with the executive headteacher to balance the budget from a deficit position.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They enjoy school, as is reflected in their above average attendance. They have good attitudes to learning and enjoy their lessons. They settle to work quickly and listen well to

their teachers.

- Pupils are polite and friendly, and were happy to talk to the inspector about their work and their school. They behave equally well outside lessons, and are well managed by lunchtime supervisors, who ensure that there is plenty of equipment available for play activities.
- Although pupils behave well in lessons, they sometimes waste time sitting with their hand up, waiting for an adult to help them, when they could access prompts or resources themselves from around the classroom.
- Almost all parents who responded on Parent View agree that the school ensures that its pupils are wellbehaved, and pupils themselves reported that behaviour in the school has improved over the past year.
- Pupils in the three schools across the collaboration have signed up to the motto: 'Together we will achieve our goals', and this 'team spirit' is enabling them to flourish in an atmosphere of security and enjoyment.

Safety

- The school's work to keep pupils safe and secure is good, and all parents who responded to Parent View agree that their children feel safe. Safeguarding requirements are met, and all staff know and follow effective policies and practices. Pupils reported that they felt especially safe since the installation of the new perimeter fence.
- Pupils report that they are not aware of any bullying in the school, and are confident that staff will sort out any problems that do occur. They have a good awareness of different types of bullying, including that which is prejudice-based and cyber-bullying. They know about e-safety.

The quality of teaching

requires improvement

- Teaching requires improvement because there is still a legacy of underachievement by pupils as a result of the recent period when staffing was unstable. As a result of the executive headteacher's work to support teaching, standards by the end of Year 6 in 2014 were above the national average in writing and mathematics, and significantly so in reading. A higher than average proportion of pupils attained the higher levels in all three subjects.
- Children in Reception and pupils in Year 1 make good progress because planning is thorough and tasks are well matched to the needs of pupils of all abilities.
- Teaching in the other classes requires improvement, in reading, writing and mathematics, because pupils are not consistently challenged to do their best.
- In these classes, as at the last inspection, pupils' workbooks show that expectations of pupils' achievement, including presentation and handwriting, are too low.
- Marking does not give clear enough guidance as to what pupils need to do in order to improve their work, and many basic errors in spelling, grammar and punctuation remain uncorrected.
- Interactive whiteboards are not being used well enough to enhance teaching, for example pupils were unsure about what a periscope looks like as they had no picture or film clip.
- The teaching of phonics has improved and this is having a positive impact on pupils' progress in reading across the school. A new reading scheme, used successfully in the other schools in the collaboration, is also building the comprehension skills of pupils in Key Stage 2 well.
- Support staff work effectively with class teachers and contribute well to pupils' learning. Good relationships between staff and pupils ensure that pupils respond readily to tasks, showing interest and enthusiasm.
- Homework is not used effectively to promote pupils' achievement in writing and mathematics in Years 2 to 6.

The achievement of pupils

requires improvement

- In 2014, standards in Key Stage 1 were below the national average at the end of Year 2, especially in writing. Standards at the end of Year 6, however, were above the national average, especially in reading. Progress across Key Stage 2 accelerated for all groups in all areas, and all pupils made at least expected progress in reading and writing, and almost all made at least expected progress in mathematics by the end of Year 6.
- In Key Stage 1, more-able pupils did not do as well as their peers nationally in reading or writing,

although their attainment was slightly above average in mathematics. A higher than average proportion of more-able pupils in Year 6 gained the higher levels in writing and mathematics, and especially in reading.

- Following an unstable period, the school has taken effective action to raise standards. A rigorous system has been implemented to analyse and assess pupils' progress from their starting points and to check the effectiveness of teaching. This is beginning to show impact, but there is still more to be done to ensure that pupils of all abilities are given the best opportunities of reaching their potential.
- Pupils' reading skills are improving. Results of the 2014 phonics check in Year 1, although better than in 2013, were just below average. The inspector listened to a number of pupils reading, including some of lower ability, and she found that they are now able to apply their skills successfully and with confidence.
- Pupils are increasingly writing for different purposes in English, although not often at length, and they do not have regular opportunities to write extended pieces in other subjects. This, together with insufficient marking, and irregular homework, is limiting their achievement in writing.
- Similarly, in mathematics, tasks do not always challenge pupils appropriately, and progress is hindered by inconsistencies in marking and feedback in daily exercises, as well as in homework.
- Disabled pupils and those who have special educational needs often make faster progress than their peers, especially in reading, because of the good-quality, well-targeted support they receive.
- Pupils eligible for the pupil premium are supported well across the school. The school's data indicate that pupils supported through this additional funding make the same or faster progress compared with others in the school and nationally, especially in reading and writing, where there is no gap. In mathematics, the gap is only half a term and is closing quickly.

The early years provision

is good

- Children join the Reception Year with skills that are typically in line with those expected for their age. They make good progress across the year and the proportion of children who reached a good level of development by the time they started Year 1 this September was above that found nationally.
- Children develop their phonics skills well because staff ensure that they have plenty of practice in a range of contexts that are interesting and motivating, both inside and outside the classroom.
- They make especially good progress in writing, developing good letter formation, use of 'finger spaces' between words, and correct sentence punctuation early on in the year.
- Learning journals provide good evidence, including photographs, annotated samples of work and observation notes, that checks on children's progress are appropriately focused on their learning. Priority is given to their personal, social and emotional development, and their literacy and mathematics skills, and so they achieve well in these aspects.
- The safety and well-being of children is paramount and this includes their spiritual, moral, social and cultural development. This is evident in their positive attitudes, their good behaviour and the calm manner in which children conduct themselves.
- Leaders and managers understand what needs to be done to improve the provision and appropriate targets are set to improve children's achievement over time, including the further training and development of staff.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	118623
Local authority	Kent
Inspection number	449015

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

Type of school	Primary
School category	Voluntary Controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	75
Appropriate authority	The governing body
Chair	Val Puncher
Headteacher	Emma Hickling
Date of previous school inspection	28–29 November 2012
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