

Broadwater Primary School

Inspection report

Unique Reference Number	101002
Local Authority	Wandsworth
Inspection number	354928
Inspection dates	20–21 October 2010
Reporting inspector	Susan Thomas-Pounce

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	458
Appropriate authority	The governing body
Chair	Jo Havell
Headteacher	Susan Adams
Date of previous school inspection	12 November 2007
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Introduction

This inspection was carried out by four additional inspectors. They observed 20 lessons taught by 20 teachers. Meetings were held with senior and middle leaders, members of the governing body and pupils. The inspectors looked at records of pupils' progress, the school improvement plan, local authority reviews and a range of documentation, particularly that relating to attendance. The inspection team analysed questionnaires completed by 81 parents and carers, 94 pupils and 54 staff. They also held discussions with several individual parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas:

- whether the teachers use assessment to plan lessons so that work matches pupils' needs and abilities.
- whether the strategies employed to improve attendance have proved effective.
- the extent to which the school has improved since the last inspection.

Information about the school

This is a large primary school. Nearly all of the pupils are from minority ethnic groups. The largest of these groups are of Pakistani and Somali heritage, with the rest coming from a wide range of ethnic backgrounds. More pupils speak English as an additional language than in most schools. Pupils' mobility continues to be high, with a higher than average proportion of pupils joining or leaving the school partway through their primary education. This includes a number of pupils who arrive from other countries, a high proportion of whom are at an early stage of learning to speak English as an additional language. An above-average proportion of pupils are known to be eligible for free school meals. The proportions of pupils who need support for their behavioural, language or physical needs, or have a statement of special educational needs, are in line with that typically found. Some of the children who attend the Nursery classes in the Early Years Foundation Stage do not transfer into the Reception classes. The school holds a number of awards, including recognition of its work to promote healthy lifestyles.

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?

2

The school's capacity for sustained improvement

2

Main findings

Since the last inspection, provision and outcomes for all pupils have improved significantly and the school now provides a good standard of education. This is the result of the good leadership provided by a committed governing body and highly effective headteacher, supported well by senior staff. A strong staff team share the clear focus and drive for improvement in this good school. The care, guidance and support given to pupils are a major strength and this helps to explain why the pupils contribute so successfully to the life of the school. As a result of the strong and effective partnerships with parents and carers and outside agencies, overall attendance has improved year by year and is now average. A previously high level of persistent absence has reduced significantly and is now in line with that found nationally. Outstanding partnerships have enriched the curriculum and contributed significantly to the pupils' enjoyment of school and to their progress.

Good leadership and effective teamwork are evidenced in vigorous self-evaluation and the resulting effective actions have improved the quality of teaching and the rate of progress for all groups of pupils. The teachers and support staff work hard to deliver lessons that have a clear learning purpose and engage pupils' interests successfully. The pupils understand what is expected of them and their progress is good. The work of most teachers and pupils is informed well by a shared understanding of challenging targets. Good procedures to track pupils' progress have enabled the staff to match work better to individual needs. However, although teaching is much improved, there is inconsistent practice across the school and, in some classes, progress is satisfactory rather than good. In order to tackle the inconsistencies more effectively, the school is aware that the advice given by the senior staff to teachers following the observation of teaching and learning needs to be more focused on pupils' learning and then followed up more rigorously.

The school has managed an increasingly mixed intake of pupils with a wider range of learning needs effectively. Attainment has been rising steadily and a good track record of improvement has been established. From very low starting points on entry to the Nursery, the pupils progress well throughout the school and go on to reach national average standards in all subjects by the time they leave in Year 6.

Throughout the school, the curriculum has a number of strengths that include the provision of a wide range of out-of-school activities and experiences, as well as a strong focus on literacy and numeracy. The school has recently allocated funding to help improve the provision in information and communication technology (ICT) and the inspectors saw examples of computers being used well. However, the pupils are not able to use computers on a daily basis because there are still not enough of them and the teachers do not make the best use of those available. Whilst provision in the Nursery and Reception classes is good, the children's learning is developed more successfully inside the classroom than in the outdoor learning area in the Reception classes. This is because these classes'

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access to the outside environment is restricted and some of the learning resources are of poor quality.

The school is a welcoming, harmonious multicultural community, where the pupils' behaviour and their spiritual, moral, social and cultural development are good. Community cohesion is promoted well and the highly inclusive and positive atmosphere for learning is a key feature of this school's success. The areas for improvement identified at the last inspection have been dealt with successfully. Self-evaluation is accurate, based on rigorous and systematic monitoring. Staff morale is high and all are engaged in the development of the school. This and the improvements made in achievement, attendance, pupils' well-being and progress show that the capacity for further improvement is good.

What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding by:
 - ensuring that all lesson observations focus on the impact on learning and that clear guidance given for improvement is followed up.
 - expanding and improving ICT facilities to provide more access and learning opportunities for pupils.
- Enhance the outdoor provision for the Reception classes by improving access and resources.

Outcomes for individuals and groups of pupils

2

The pupils enjoy the cultural diversity of the school much; they are proud of their school and want it to be a good place for everyone. They get on well together and fit into school life quickly because of the warm welcome they receive. Boys and girls from different groups all progress equally well, regardless of their home language or their ethnic heritage.

The pupils' attainment is broadly average by Year 6 and their achievement and progress in lessons are good. In all the classes seen, the pupils were clear about what was expected of them and they listened well and most worked hard. Those who are learning to speak English as an additional language make good progress, because they have work that is matched closely to their learning needs. As one such pupil told the inspectors, 'My teacher is great, she helps me and if I don't understand, she will help me even more.' Groups of pupils who find learning difficult make good progress because of the well-targeted support they receive from skilled teaching assistants. The pupils benefitted from a good balance between intervention and time allowed for them to think for themselves.

The pupils feel very safe in school and are confident that the adults will deal with any problems that might arise. They are aware of the importance of good attendance and it has recently improved. The pupils' good achievement in improving basic skills from very low starting points means they are well prepared for the future. The pupils are able to demonstrate their outstanding understanding of healthy lifestyles by their eager and active involvement in sports and their excellent understanding of healthy eating. The formation of a healthy eating working party of pupils, parents and carers, led by governors, has produced guidance for parents and carers on what constitutes a healthy packed lunch.

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The pupils talk very positively about their involvement in the life of the school. Their eagerness to take on responsibility is seen in the very good work of the school council, the playground friends, the monitors, the class buddies for new arrivals, the way pupils act as interpreters and translators for one another, and the sensitive support given by older pupils to younger ones.

The pupils' sense of community is impressive. During the inspection, the whole school community worked very hard to prepare a Harvest Assembly. The pupils brought in gifts, including produce they had grown, to be distributed to those in need. Staff, pupils, parents and carers celebrated together through well-rehearsed music and readings. Afterwards, a delighted group of parents and carers was served refreshments by members of the school council. Parents and carers told the inspectors that they were impressed with the school and particularly appreciated the way their children's successes were acknowledged and celebrated. Considerable charity work to raise funds for the local centre for the homeless, knitting baby clothes for the premature baby unit, care for the environment and musical and sporting events in the locality typify the pupils' involvement.

These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The school is an exceptionally inclusive community, placing high value on equality of opportunity. There are strong systems that nurture as well as monitor pupils' academic and personal development. The school's 'Place2Be' centre helps and guides those in need

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of behavioural and emotional support and has contributed significantly to keeping needy pupils in school. Pupils with special educational needs and/or disabilities and those at an early stage of learning English are well cared for and any barriers to learning are quickly identified and overcome. Through working in close partnership with parents and carers, the pupils' attendance has improved and is now broadly average.

Well over half of the teaching seen was good and some was outstanding. There was more consistently good teaching for the older year groups in Key Stage 2. This corresponds to the year groups in which the pupils make the best progress. Strengths include well-planned lessons with a clear purpose which is shared with the pupils. Learning is organised well so that the pupils enjoy their work and make good progress. Considerable effort has been made to improve assessment practice and identify those who need additional support. All this has impacted positively on the pupils' progress. In some areas where teaching is less effective, planning is not tailored carefully enough to individual needs and too much input by the teachers means that the pupils become passive learners. During the inspection, examples were seen of new technology being used well to support learning, but this was not the case in enough classrooms. The school's equipment is not sufficient or used to its full capacity. As a result, cross-curricular plans to develop ICT skills are not fully implemented.

The curriculum is well planned and reflects the pupils' interests and this ensures they are fully engaged. There are good opportunities for the pupils to practise and develop their literacy and numeracy skills through work across the subjects, which are helping to raise overall attainment. Work on extending the curriculum, through initiatives such as whole-class instrumental teaching, the community choir and the special days to celebrate ethnic diversity, together with close partnerships with local schools and other organisations, is ensuring pupils have a growing awareness of how their horizons can be broadened.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and governing body provide very supportive and effective leadership for the school. They have been particularly successful in creating a cohesive and hard-working team of teachers and support staff, clearly focused on improving the school. Good governance, systematic in its approach, provides effective challenge and support. Safeguarding is good. There are robust procedures to ensure that pupils are kept safe and prompt action is taken to address any issues should they arise. The staff and the governing body promote equality of opportunity highly effectively. They ensure that all are included, so that there is no discrimination. Consequently, throughout the school

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community, there is a shared vision for enabling all pupils to achieve their best. Careful tracking of the pupils' needs and rigorous procedures to identify any support required ensure full access for all to everything the school provides.

The welcome received by pupils, parents and carers, who come from many parts of the world, is both warm and inclusive. An excellent range of partnerships makes a positive impact on the pupils' learning and well-being. The leaders and managers have done much to involve the school community through parenting classes and providing many activities, both in and outside the school day, to celebrate cultural diversity. English lessons for some parents and carers for whom English is an additional language are well attended and successfully contribute to the outstanding partnerships the school has with parents and carers. The school is good at promoting community cohesion, because it knows its pupils and context very well. Evaluation of its impact on community cohesion is largely informal, but nonetheless school has a secure understanding of the impact of its strategies.

The school's leaders have succeeded in making major improvements since the previous inspection. Many areas, including teaching and learning, are now good. Although teaching continues to improve, the follow-up and support after classroom monitoring is not yet systematic enough to maximise its quality.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The children much enjoy their time in school and achieve well. They enter the Nursery well below age-related expectations and some arrive speaking little English. The children make good progress in the Nursery, because the staff provides a supportive and challenging environment. This is sustained in the Reception classes. Many pupils enter the Reception classes from other early years providers with low levels of English and mathematical development. They also make good progress in their learning.

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Good links with families and pre-school settings ensure that the children's needs are well known to staff from an early stage. The staff is appropriately qualified and the planning of activities for the different abilities and skills is good. Observations and assessments are carried out regularly and inform the match of activities to individual children's needs very well. Consequently, activities are varied and interesting. Relationships with the children are good and their behaviour is well managed. As a result, the children are settled and happy.

Access to the outdoor learning area for children in the Reception classrooms is not as well organised as it is in the Nursery. The school, rightly, recognises that the Reception's resources need reviewing and renewing so that opportunities for children to work outside are improved. The leadership and management of the provision are good overall, reflecting strengths in ensuring effective teamwork and planning. Welfare needs are well met.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The very large majority of parents and carers who replied to the questionnaire expressed high levels of support for the school. One typical parent/carer commented, 'There is a strong and accessible relationship between parents and staff.' The inspection evidence supports parents' and carers' positive views. There is strong agreement that children enjoy their work and that the school is well led and managed. The partnership with parents and carers was found to be an outstanding feature of its work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broadwater 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 13 statements about the school.

The inspection team received 81 completed questionnaires by the end of the on-site inspection. In total, there are 458 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	64	28	35	0	0	0	0
The school keeps my child safe	49	60	30	37	0	0	1	1
My school informs me about my child's progress	37	46	38	47	4	5	1	1
My child is making enough progress at this school	29	36	44	54	3	4	1	1
The teaching is good at this school	43	53	35	43	0	0	0	0
The school helps me to support my child's learning	33	41	44	54	2	2	1	1
The school helps my child to have a healthy lifestyle	39	48	39	48	1	1	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)	30	37	41	51	3	4	1	1
The school meets my child's particular needs	30	37	44	54	3	4	0	0
The school deals effectively with unacceptable behaviour	23	28	47	58	3	4	2	2
The school takes account of my suggestions and concerns	28	35	39	48	5	6	2	2
The school is led and managed effectively	37	46	38	48	2	2	2	2
Overall, I am happy with my child's experience at this school	41	51	36	44	0	0	1	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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 pupils' 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.



25 October 2010

Dear Pupils

Inspection of Broadwater Primary School, Wandsworth, SW17 0DZ

Thank you for making the team of inspectors welcome and for being so friendly and polite when we visited your school. We enjoyed talking with you, watching you at work in lessons, and seeing you play together so well at lunchtime. Well done to all of you who made the Harvest Celebration so enjoyable. We are sure your gifts were really appreciated in the community. We found that your school has improved a lot since the last time inspectors visited. You are provided with a good education. Here are some of the many good things we found.

- Your behaviour is good and your attendance is improving.
- You work hard in lessons and make good progress in your learning.
- Teaching and the curriculum are good and the lessons are interesting.
- The school looks after you especially well when you need help and involves your parents and carers as much as possible in school life.
- The school is led well and all the adults work hard to support you.

There is still some work to be done to make Broadwater the best school it can possibly be. This is what we have asked the headteacher and staff to do.

- Make sure that when teachers offer each other advice on how they can improve their teaching, this is followed up more closely.
- Look carefully to see what can be done to improve ICT facilities in the school and the outdoor area for children in the Reception classes.

You can help by continuing to attend well, working hard and enjoying yourself.

Thank you again for your help with the inspection.

Yours sincerely

Susan Thomas-Pounce Lead inspector

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