

Broadwater Primary School

Inspection report

Unique Reference Number	101002
Local Authority	Wandsworth
Inspection number	307558
Inspection dates	12–13 November 2007
Reporting inspector	Madeleine Gerard

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 on roll	
School	464
Appropriate authority	The governing body
Chair	Ms Penny Ryan
Headteacher	Ms Susan Adams
Date of previous school inspection	23 September 2002
School address	Broadwater Road Garratt Lane London SW17 0DZ
Telephone number	020 8672 3062
Fax number	020 8672 3062

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school. The school serves a community with areas of considerable social and economic disadvantage. The proportion of pupils who join and leave the school other than at the normal starting and leaving points is high throughout the school. Most pupils are from minority ethnic groups with the majority being Asian Pakistani. The number of pupils learning English as an additional language is well above the national figure. The school has an Eco School Bronze award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Broadwater Primary is a satisfactory school. The current headteacher has set a clear direction for the school based on raising standards and achievement. Pupils' achievement is satisfactory from relatively low starting points. Children make good progress in the Foundation Stage because teachers prioritise the teaching of personal, social and emotional development as well as basic literacy and numeracy skills. This prepares them well for the next stages in their learning. Throughout Key Stages 1 and 2, pupils' progress is satisfactory. Standards by the end of Year 6 have fluctuated but are generally below average, although they rose in 2007 and were broadly average. This improvement is the result of specific and targeted support for Year 6 pupils in mathematics and English as well as recent improvements in the monitoring and tracking of pupils' progress. Consequently, the school is now able to check how well all pupils are doing and the actions taken to improve their learning are beginning to have a positive impact on pupils' achievement.

Leadership and management are satisfactory. Senior leaders have worked successfully together to bring about important and needed change showing the school's adequate capacity to make the necessary improvements. The school has a generally accurate view of its strengths and areas for development through increasingly more effective self-evaluation. Middle managers have developed their roles but they are not consistently involved in monitoring and improving the quality of teaching and learning.

Teaching and learning is satisfactory. Although there is some strong teaching, there is still more to do if teaching and learning is to be consistently good enough to ensure all pupils make good progress. Expectations about what children can do are not always high enough to promote good progress, especially for more able pupils. In some classes pupils are expected to sit on the carpet listening to the teacher for too long without being actively involved in their learning. In these classes, the pace of learning is slow. When the contribution of teaching assistants is well planned they provide good support for groups of pupils but this is not consistent.

Pastoral care is good because effective systems ensure that pupils new to the school and country as well as vulnerable pupils are well supported. Learning mentors make an outstanding contribution to this aspect of the school's work. Parents appreciate the care their children are given. One parent commented, 'Broadwater is a safe and nurturing environment for the children to develop in.' Academic guidance is only satisfactory. This is because the quality of marking and target setting is variable and performance data is not used consistently well to plan the next steps in pupils' learning. For example, more able pupils are not consistently set work to challenge and extend them. As a result these pupils do not always achieve as well as they can.

Pupils' personal development and wellbeing are satisfactory overall with good features. Good additional support is provided for those who need it for whatever reason, such as the small number who have difficulty managing their behaviour. This contributes to the good behaviour in lessons and around the school and pupils' positive attitudes to learning. Pupils have a good knowledge of how to keep themselves safe and their awareness of other cultures is good because the curriculum prioritises this well. However, attendance is too low and too many pupils arrive late to school, which is having a negative impact on some pupils' learning.

The school works successfully to engage the support of parents and involve them in their children's learning. This includes regular Parent Network meetings, workshops explaining how mathematics is being taught and how parents can help at home. One parent said, 'The school

has good links with parents and the local community and makes a lot of effort to involve families in their events and assemblies'.

Effectiveness of the Foundation Stage

Grade: 2

Children enter the Nursery with lower than expected communication, language and personal skills. They settle quickly due to the caring support and happy working relationships. One parent commented, 'My child is very settled and contented and has gained in confidence since joining Broadwater Nursery.' There is a good focus on helping children to work successfully with others. Children develop good basic counting, reading and writing skills and they know about the world around them. Activities are mostly well suited to children's capabilities. However, for those who find learning easy there is room for greater challenge, so that they extend their writing more and record their addition and subtraction work in their own way. Teachers help children to express their ideas and place a strong emphasis on developing their use of letters and sounds (phonics) so that they make good progress in learning to read and write. The leadership of the Foundation Stage is good and has effectively resulted in improved standards since 2005. Overall, their achievement is now good and many reach the goals expected as they join Year 1.

What the school should do to improve further

- Ensure that teachers have a shared understanding of the pace, challenge and expectation required to ensure all pupils make good progress, especially the more able.
- Ensure that teachers make better use of the information gained from tracking pupils' progress, assessing and marking to help pupils to improve.
- In partnership with parents and outside agencies, make a determined and uncompromising effort to improve attendance.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils make satisfactory progress in Key Stage 1, although standards at the end of Year 2 are generally below the national averages, especially in writing and mathematics. Despite closely meeting challenging targets set for most pupils at the end of Year 6, the targets for more able pupils to reach the higher levels were not met.

Support for pupils with learning difficulties and disabilities ensures they make satisfactory progress. While most groups of pupils progress at broadly similar rates, the large group of Asian Pakistani pupils and those learning English as an additional language make better progress than their peers nationally because they are well supported.

Personal development and well-being

Grade: 3

Most pupils say that they like coming to school and they steadily gain the basic skills needed for their future lives. However, the attendance and punctuality of some pupils is not yet as good as it should be. This means that they miss important learning in lessons. Visits and clubs help pupils to enjoy learning and to develop a satisfactory understanding of how to keep fit

and healthy. They have a strong understanding about how to keep safe in the world around them. Pupils enjoy taking responsibilities and as a result, they contribute much to their community. For example, they help to produce the school newspaper and are 'buddies' to new pupils joining the school. Pupils show a good awareness of different cultures, which makes for a racially harmonious and inclusive school and their spiritual, moral and social development is good.

Quality of provision

Teaching and learning

Grade: 3

The overall quality of teaching and learning is satisfactory and as a result pupils make satisfactory progress. In all classes relationships are good, teachers have high expectations of behaviour and because of this, pupils try hard. Work is not consistently well matched to pupils' ability because it does not always identify what the next steps are in pupils' learning and there are missed opportunities to challenge pupils. Pupils with learning difficulties and disabilities make satisfactory progress because their needs are accurately diagnosed and they are well supported.

Curriculum and other activities

Grade: 3

The school has a satisfactory curriculum. Good features include opportunities for all pupils to learn to swim either in the school pool or at the local leisure centre. The impressive artwork on display around the school reflects the pupils' exploration of a wide range of cultures and contributes well to their personal development. The focus on literacy and numeracy enables pupils to prepare adequately for their future economic well being. Nonetheless, although the curriculum is broad, the balance of time available to study some other subjects is uneven and limits opportunities to learn about the past and present world around them. There is a satisfactory range of extra-curricular clubs, visitors and visits to local places of interest and pupils speak enthusiastically about the Year 6 visit to the Isle of Wight. However, there are few activities specifically designed to stimulate more able pupils.

Care, guidance and support

Grade: 3

The school works well with outside agencies to enhance pupils' progress. Rigorous procedures are in place for Child Protection. Parents praise the school's work to involve them in their children's learning, such as guidance on supporting children as they transfer to secondary school and English classes for parents who speak languages other than English at home. One parent commented, 'There is a real community feel to the school which is very welcoming'.

In the school as a whole, pupils do not always know their targets and what they need to do to improve their learning. This is because marking and the guidance given are variable in quality. Consequently they do not always lead to improvements in the standard of pupils work.

Leadership and management

Grade: 3

The leadership team analyses and monitors the performance data with an increasingly sharp focus leading to recent improvements in standards at the end of Year 6. Procedures for monitoring teaching and learning sometimes lack rigour and are not always as effective as they might be in bringing about swift improvements. Governors fulfil their statutory obligations and are holding the school more to account for its performance. Leaders have taken satisfactory steps to promote improvement since the last inspection.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
How well learners enjoy their education	3
The attendance of learners	4
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

22 November 2007

Dear Pupils

Inspection of Broadwater Primary School, London, SW17 0DZ

Thank you for making us so welcome and for helping us when we inspected your school recently. We really enjoyed our visit and would like to tell you what we found.

Broadwater Primary is a satisfactory school and these are its strengths:

- You all behave well.
- You make satisfactory progress and like coming to school.
- You know how to keep yourselves safe.
- You feel well cared for and safe in school and your parents agree.
- All staff work hard to ensure everyone is well looked after.
- Pupils who speak languages other than English at home are given lots of help and make good progress.
- Those of you who join the school during the school year are helped to settle in quickly.
- Staff are working together to make the school better.

There are a few things we have asked the school to improve and I am sure you will want to help them to do this:

- Too many pupils miss school for no good reason. This means some of you miss important learning. We are asking your parents, carers and the school to work together to make sure you go to school every day.
- We want the quality of teaching which is satisfactory at the moment and good in some classes to be good all the time and for teachers to expect more of you.
- You need more guidance when teachers mark your books so that you know exactly what you need to do to make your work better.
- You can help by coming to school regularly and on time, continuing to behave well, completing tasks as quickly as you can and telling the teachers if the work is too easy for you.

With best wishes for the future,

Madeleine Gerard

(Lead inspector)