

# Broadwater C of E First and Middle School

## Inspection report

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<b>Unique Reference Number</b>	126033
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	359994
<b>Inspection dates</b>	24–25 March 2011
<b>Reporting inspector</b>	Janet Sinclair

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>	First and Middle deemed primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–12
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	491
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs E Crockett
<b>Principal/Headteacher</b>	Mrs J Sharp/ Mr J Wong
<b>Date of previous school inspection</b>	16–17 June 2008
<b>School address</b>	Rectory Gardens Worthing West Sussex BN14 7TQ
<b>Telephone number</b>	01903 235389
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<b>Age group</b>	4–12
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 29 lessons or part-lessons, observing 18 teachers and several teaching assistants. Inspectors also held meetings with the governing body, senior staff and groups of pupils. They scrutinised samples of pupils' work, and looked at a wide range of documentation, including policies, the school development plan and records of pupils' progress. They considered the 164 responses from questionnaires returned by parents and carers.

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

- Attainment and rates of progress for all groups of pupils to establish whether high attainment and outstanding progress are being sustained.
- The impact of the creative curriculum and pupils' involvement in their own learning on maintaining high attainment and outstanding progress.
- The impact of leaders at all levels in building on recent successes in progress, particularly at Key Stage 2.

## Information about the school

Broadwater is larger than the average-sized primary school. There is a below average proportion of pupils from minority ethnic groups, some of whom are at an early stage of learning to speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average; their needs are varied. The proportion of pupils known to be eligible for free school meals is below average. The school has a part-time principal, with overall responsibility for the school, as well as a full-time headteacher. The school has the Artsmark Silver award and the Investors in People Gold award.

**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?**

**1**

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

**1**

## Main findings

Broadwater is an outstanding school. It is led by an exemplary principal and an outstanding headteacher who provide exceptional leadership and have developed a strong team of senior leaders, governors and staff. All are committed to providing a first-class education for pupils, within a highly supportive, stimulating learning environment. As a result, pupils make excellent progress during their time in the school and achieve exceptionally well. The school's strong Christian ethos ensures a very happy, caring community where pupils thrive both academically and personally. Parents and carers are extremely pleased with what the school provides and appreciate the dedication of all staff. These comments sum up the views of most parents and carers: 'Broadwater is extremely well managed. It is the epitome of what a church school should be' and 'The school provides an excellent learning environment that enables children to flourish.' However, perhaps the best comments come from the pupils themselves: 'Teachers are amazing - they help you when you are stuck and make learning fun.' Overall, pupils are lively, enthusiastic ambassadors for the school.

Children get off to an outstanding start in the Reception classes due to excellent relationships and a high-quality learning environment. This enables them to become independent, motivated learners who thoroughly enjoy all that is on offer. Excellent progress continues across Key Stage 1 and 2 so that by the end of Year 6 attainment is high in English and mathematics and has been sustained over several years. Unvalidated teacher assessments for pupils in Year 7 indicate that high attainment is maintained. Pupils who have learning difficulties and those who speak English as an additional language benefit fully from very well-focused support which is tailored carefully to their specific needs. This ensures that all make exceptional progress.

Excellent teaching, rigorous tracking of pupils' progress, a very exciting curriculum, and extremely well thought-through pastoral care are the key drivers in ensuring pupils' outstanding progress. Teaching is highly successful in inspiring very positive attitudes to learning and excellent behaviour and enjoyment in pupils. Teachers' very confident subject knowledge and well-paced and stimulating lessons ensure strong engagement. The use of 'stunning starters' and 'fabulous finishes' in the curriculum make learning memorable and exciting. Occasionally, there is not enough emphasis on using and applying mathematics across the curriculum. Teachers clearly know their pupils very well and this ensures a high level of care, so that pupils are very confident of adult support should they have any worries. Pupils feel extremely safe in school, have an excellent understanding of a healthy lifestyle, make an

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exceptional contribution to the community and their spiritual, moral, social and cultural development is exceptional. Inspirational leadership means that no stone is left unturned in the drive for excellence across all aspects of the school's work. Rigorous self-evaluation and a continuing drive to provide the very best possible education for the pupils is at the heart of all the school does. The school has successfully built on its good position from the last inspection to attain high-quality provision. This shows that the school has an excellent capacity to continue to improve.

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

- Provide more opportunities for using and applying mathematics in a range of contexts.

## Outcomes for individuals and groups of pupils

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Children enter school with skills that are as expected for their age. By the end of Year 7, attainment is very high. All pupils make excellent progress across the school given their starting points. Pupils thoroughly enjoy their literacy and numeracy lessons and concentrate extremely well to secure excellent outcomes. For example, pupils in a Year 1 class worked conscientiously and with great enjoyment to write their speech bubbles for the Three Bears and always remembered to start with 'I'. Higher-attaining pupils used speech marks correctly. They had great fun at the end when they had to use the microphone to speak as one of the Three Bears - this led to a very clear understanding of direct speech. Pupils respond extremely well to guided reading time. For example, in Years 1 and 2, pupils enjoy choosing from the extensive range of books and quickly become engrossed. They also enjoy the opportunity to verbalise their reading preferences. By Year 6, they learn to compile a list of questions about the text they are reading and then allocate marks on their level of difficulty. Part of the work in this lesson involved simulated interviews of potential candidates for Shackleton's expedition - excellent life-skills work. In a Year 7 lesson, pupils used their knowledge of pie charts extremely well when organising the sale of fruit to raise money for victims of the Japanese earthquake. They have excellent information and communication technology skills that they use in a range of contexts such as PowerPoint presentations. Pupils with learning difficulties respond very well to small group support and this was seen in a phonics programme for pupils in Year 5 that was tailored carefully to their needs, ensuring high levels of engagement and excellent progress in learning about the sounds that letters make. Pupils know their targets and are fully accustomed to assessing how well they are doing, and this fully involves them in their learning and improvement of their work.

An assembly seen during the inspection exemplifies pupils' outstanding spiritual, moral, social and cultural development. The school's 30-piece orchestra and choir led the excellent singing which was enthusiastic and full of praise. This was followed by the telling of a Japanese folk tale, then a prayer led by the head girl that was read with deep feeling and meaning - all linked to their fund-raising for victims of the

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Japanese earthquake. Pupils feel extremely safe and very well cared for. They have a clear understanding of the requirements of e-safety and are fully involved in risk assessing school trips. They are very keen to adopt and promote a healthy lifestyle and fully enjoy the extensive range of sporting activity, as well as learning about healthy eating through the 'Big cook, little cook' club. Pupils say that, in the few instances of disputes, well-trained peer mediators make an excellent contribution to resolving them. Pupils are polite, articulate and hugely proud of their school, and this is reflected in their excellent attendance.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Teachers have excellent, caring relationships with pupils and plan and organise lessons very carefully so that they stimulate pupils' interest and involvement. This means that pupils of all abilities are very attentive and concentrate well. A significant strength of the teaching is skilful questioning, followed by very good opportunities for pupils to discuss their ideas or explain their methods, both with the teacher and with their talk partners. This maximises pupils' involvement and accelerates their progress. This was noticeable in a Year 7 lesson where the teacher's skilful questioning gave the pupils a deeper understanding of the key features of the text they were examining. Teachers make excellent use of targets, success criteria and self-assessment to fully involve pupils in their learning and improving their work. Excellent use of resources such as whiteboards, connectives washing lines, evocative stories, speech bubbles and microphones enliven lessons very well. Teachers and teaching assistants ensure effective support for pupils with special educational needs

<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

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and those who speak English as an additional language through well-focused provision tailored to their specific needs. Pupils who are gifted and talented also benefit from excellent support, as was seen in a lesson when a teaching assistant skilfully helped them to correct some misunderstandings when using their computers. A highly creative and innovative curriculum based on excellent topic work and strong cross-curricular links ensures strong engagement from pupils. However, there are not always enough opportunities for using and applying mathematics within this. Pupils’ high-quality art work using a broad range of media in an imaginative and innovative way has led to the Artsmark Silver award. Pupils learn French and benefit from the opportunity to use the language on a residential visit to France in Year 7. Pupils made outstanding records of this visit. An excellent range of extra-curricular activities enhance the curriculum further and are highly valued by pupils.

There is a high level of commitment on the part of the school for the care of all pupils. This ensures pupils feel highly valued. There are well-established systems and exceptionally effective links with external agencies to ensure excellent quality care and support for all, but particularly for pupils and families whose circumstances make them potentially vulnerable. Excellent use of resources such as the lunchtime club and netbooks for dyslexic pupils, as well as the thoughtful and effective support for pupils with medical needs, ensures exceptional provision. Excellent transition arrangements support pupils extremely well as they move through the school and on to the local secondary schools.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Senior leaders are very successful in inspiring staff to achieve the very best possible outcomes. This has resulted in high staff morale, a strong shared vision and an outstanding ethos in which pupils thrive and do exceptionally well. This is reflected in the school’s Investors in People Gold award. Excellent monitoring of teaching has enabled senior leaders to have a clear view of its strengths and areas for development, and effectively intervene to ensure high-quality outcomes for all pupils. Highly effective analysis of data by senior staff and subject leaders ensures that any weaknesses in achievement are addressed immediately and monitored carefully to ensure lasting improvement. This very quickly closes gaps between groups, thus ensuring similarly excellent progress for all and, coupled with the excellent work done to support vulnerable pupils, demonstrates the school’s outstanding commitment to promoting equality of opportunity and tackling discrimination.

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The governing body provides outstanding support and a very high level of challenge to the school. It has a wealth of experience and expertise which it uses exceptionally well in helping to determine the strategic direction of the school. Partnerships with parents and carers are excellent. They are well informed and fully involved through, for example, workshops, homework, such as the 'Reading League', and the safer cycling initiative. Excellent partnerships with local schools, the church and the principal's outreach work provide extended opportunities that enhance provision for pupils. Systems for safeguarding pupils are robust and policies and procedures are fully in place. The school does excellent work at all levels to promote community cohesion. This has a very positive impact on enriching pupils' experiences of society in its multi-dimensions and their roles as citizens. A particularly strong feature is their link with a school in Romania which includes fund-raising and regular support. Additionally, some children from Romania visited and shared some of their culture's singing and dancing.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

The excellent learning environment is rigorously planned and effectively organised so that children have access to a wide range of interesting and stimulating activities both indoors and out. For example, all children were fascinated by the chicks hatching and the opportunities they got to observe and hold them. They also watch them at home as the school has set up a webcam – it is very popular with both parents and carers and children. Opportunities such as these stimulate children to write enthusiastically about their experiences. They learn about the importance of washing their hands after handling the chicks and using the environment safely. Excellent adult interactions and effective questioning ensure children are fully engaged in their learning, demonstrate high levels of confidence and independence,

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and make exceptional progress. For example, in a sounds and letter session, the teacher’s skilful interactions ensured the children were fully engrossed in learning three-letter words and were delighted when it was their turn to ‘press the sound buttons’ to sound out each individual letter and then say the word out loud. In another session, when children were playing a game of ‘what’s missing’ to identify numbers, the teacher very carefully elicited the strategies they were using in order to review and record the success of their learning.

Excellent leadership ensures outstanding teamwork and excellent relationships at all levels, which successfully promote children’s learning. Partnerships with parents and carers are excellent and staff ensure they are fully involved and well informed, for example through mathematics workshops.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The questionnaires show that most parents and carers are happy with the school and what it provides. They consider that their children enjoy all that the school has to offer and are safe and well looked after, and the inspectors agree with this view. A small number of parents had concerns, which covered several areas, but in the main related to the individual parent/carers concerned.

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

Ofsted invited all the registered parents and carers of pupils registered at Broadwater C of E First and Middle 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 164 completed questionnaires by the end of the on-site inspection. In total, there are 491 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	86	52	71	43	6	4	0	0
The school keeps my child safe	111	68	49	30	3	2	0	0
The school informs me about my child’s progress	70	43	87	53	3	2	1	1
My child is making enough progress at this school	70	43	81	49	9	5	1	1
The teaching is good at this school	86	52	74	45	2	1	1	1
The school helps me to support my child’s learning	72	44	82	50	8	5	1	1
The school helps my child to have a healthy lifestyle	8	49	66	40	15	9	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)	80	49	76	46	4	2	0	0
The school meets my child’s particular needs	75	46	82	50	5	3	0	0
The school deals effectively with unacceptable behaviour	75	46	74	45	9	5	1	1
The school takes account of my suggestions and concerns	73	45	86	52	1	1	4	2
The school is led and managed effectively	93	57	69	42	1	1	2	1
Overall, I am happy with my child’s experience at this school	93	57	67	41	2	1	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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



26 March 2011

Dear Pupils

**Inspection of Broadwater C of E First and Middle School, Worthing BN14 7QT.**

I am writing to tell you how much we enjoyed our visit to your school. Thank you for being so friendly and helping us with the inspection. Yours is an outstanding school with many strengths and we fully agree with what you told us - it is a really fun place in which to learn.

Our congratulations to the chess team for their success in the recent national event.

Here are some of the things we particularly liked about your school.

- You get off to an excellent start in the Reception classes.
- You all make outstanding progress in your learning due to excellent teaching.
- You find lessons great fun, behave extremely well and really enjoy school.
- You have an excellent understanding of how to stay safe and live healthily.
- There are plenty of exciting things for you to do in school, on visits and in after-school clubs.
- The school looks after you extremely well and you in turn take extremely good care of each other.
- Your spiritual, moral, social and cultural development is outstanding.
- You make an excellent contribution to the school through the school council and other groups and the many responsibilities you take on.
- The principal, headteacher and all the staff manage your school extremely well.

Even in outstanding schools, there are ways of getting better and we think it would be helpful if you had more opportunities for using and applying your mathematics skills across the curriculum.

All of you can help by continuing to work hard in lessons.

We enjoyed talking to you and wish you every success for the future.

Yours sincerely  
Janet Sinclair  
Lead inspector

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