

# Broadwater School

## Inspection report

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<b>Unique reference number</b>	125249
<b>Local authority</b>	Surrey
<b>Inspection number</b>	381069
<b>Inspection dates</b>	18–19 January 2012
<b>Lead inspector</b>	Angela Corbett HMI

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>	Secondary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	433
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Graham Hodgson
<b>Headteacher</b>	Christopher Lee
<b>Date of previous school inspection</b>	16–17 October 2008
<b>School address</b>	Summers Road Godalming Surrey GU7 3BW
<b>Telephone number</b>	01483 414516
<b>Fax number</b>	01483 425782
<b>Email address</b>	admin@broadwater.surrey.sch.uk

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<b>Age group</b>	11–16
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<b>Inspection number</b>	381069



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## Introduction

Inspection team

Angela Corbett

Her Majesty's Inspector

Jon Carter

Additional inspector

Jalil Shaikh

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 22 lessons taught by 22 different teachers, in addition, made 17 short visits to lessons and observed one assembly. They examined books and talked with students about their learning and experiences at school. Meetings were also held with staff and the Chair and vice-chair of the Governing Body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a range of documentation including data and analyses, records of the school's monitoring and development planning, minutes of governing body meetings and questionnaires completed by 27 staff, 104 students and 111 parents and carers.

## Information about the school

This school is much smaller than the average-sized secondary school. Most students are White British, with the remaining coming from a wide range of minority ethnic backgrounds. Few are in the early stages of learning to speak English. An average proportion of students are known to be eligible for free school meals.

The proportion of students with statements or who have been identified as disabled or with special educational needs is more than twice the national average. There is a local authority funded specialist unit for up to 30 students with speech, language and communication difficulties; all of whom have a statement of special educational needs.

Some students follow vocational courses one day a week with other providers, including Godalming Sixth Form College and Motor Industry Training at West Byfleet. The school has been a mathematics and computing college since 2003, and has membership of both the Waverley Federation and the Godalming Confederation.

The school meets the government's floor standards for the minimum expectations for attainment and progress. The school is a Leading Space School and has gained a number of other awards, including the International School and Sportsmark awards.

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. Behaviour, teaching and attendance have improved significantly since the last inspection, which was acknowledged in discussions with students and in many positive written comments from parents and carers. Consequently, GCSE results have risen sharply so they are now in line with or above national averages and students' achievement is now good.
- Teaching is typically good. It is outstanding in a small minority of lessons where there is higher level questioning, greater challenge and precise marking. However, it is currently weaker in mathematics and current actions undertaken by the school are beginning to address this.
- The school provides extremely well for disabled students and those with special educational needs. This includes those in the specialist speech, language and communications unit. As a result, these students, in particular those with statements of special educational needs, also make good, and often better, progress than their peers both in school and nationally.
- Students have positive attitudes to their learning, are keen to succeed and their behaviour in lessons and around school is good overall. The house system and vertical tutor groups help everyone to get on well together regardless of age, ability or background. Students say they feel safe and parents and carers strongly agree.
- Aspirations have risen, and virtually all students, including those who are disabled or have special educational needs, proceed into employment, education and training when they leave.
- The headteacher and senior staff know the school's strengths and weaknesses and have relentlessly focused on improving the quality of teaching and raising students' achievement. Middle leaders are now held to account for achievement in their areas. The school's improvement plan is carefully detailed and identifies priorities well but does not clearly identify how to measure, step by step, how students improve their attainment and progress. The governing body supports the school well.

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

- Build on the improvements in teaching so that a higher proportion is outstanding by:

- increasing the range of opportunities for students to become highly confident, independent and resilient learners
  - developing the use of teachers' questioning to extend both students' thinking and their learning
  - ensuring that marking is of consistently high quality so that students receive precise guidance on how to improve and are given routine opportunities to respond.
- Sharpen school development planning at all levels by using success criteria that are more closely linked to students' attainment and progress.

## **Main report**

### **Achievement of pupils**

In 2010, the proportion of students reaching five or more GCSE A\* to C grades including English and mathematics significantly improved. The unvalidated results for 2011 show a smaller rise, but nonetheless again set a new record for the school; although overall attainment is broadly average.

Students' attainment on entry is across the full ability range: however, in most years the proportions of middle and lower attaining students are higher than found nationally. Students' rates of progress have improved significantly in the last three years so that their achievement from their differing starting points is good, as parents and carers, staff and students agreed. The school's current data and students' work in books show that the trend of improvement is continuing for all year groups. Learning at both key stages is now equally secure, so that interventions to accelerate progress in Years 10 and 11 are reducing. A strong feature of students' learning is their ability to work and support each other, as seen in Year 8 science and Year 11 English lessons.

The school has successfully narrowed the gap between attainment in English and mathematics which was also evident in the learning and achievement seen during the inspection. Strong intervention in mathematics at the current time is ensuring that achievement in mathematics continues to improve.

The school has successfully ensured that there is little variation in the achievement of different groups, including boys and girls. Students with statements of special educational needs achieve significantly better than their peers nationally.

Students are keen to learn and do well. In general, they actively engage in lessons, collaborate well and cooperate with teachers. Learning is typically good because teachers use a variety of approaches and move learning forward at a brisk pace in well-structured steps to build students' knowledge and understanding. Progress accelerates even further when students are highly challenged and are given opportunities to take full responsibility for their own learning, as seen in Year 8 geography and Year 10 physical education lessons. Students are becoming increasingly skilful in assessing their own and others' work, and using this well to

support their own and others' progress.

Targets are used skilfully to raise expectations in all subjects in the drive to ensure that all students achieve well. Reading intervention is well targeted and the quality of students' writing is also improving because of the high focus placed on this in all subjects, including in physical education for all year groups.

### **Quality of teaching**

Teachers have good subject knowledge and high expectations for students' achievement. They use this well to give careful consideration to lesson planning so that learning is purposeful and well structured to meet the differing needs of students. As a result, tasks and activities are interesting, engaging and provide sufficient challenge to successfully build students' knowledge and understanding. Most parents and carers consider that their children are taught well but a few raised concerns about the current teaching in mathematics and the use of supply teachers, which inspection evidence supports.

In a few lessons the activities promote students' high levels of resilience and independence; however, there is not enough of this kind of teaching to make it outstanding overall. In general, teachers use questioning skilfully to effectively support and promote students' understanding, but not always to further extend their thinking or learning. Students collaborate well so that group and paired work make a positive contribution to lessons, such as seen in a Year 11 chemistry lesson on thermal reactions. Most teachers use this information well to shape the learning, as exemplified in a Year 11 English lesson when some misconceptions were identified and addressed immediately.

The high proportion of students who are disabled and those with special educational needs are very effectively supported, either within specialist small teaching groups or in normal lessons. Teaching in practical subjects such as physical education, graphics and information and communication technology enable students to securely develop a wider range of skills that they can apply across the curriculum.

Currently, teaching is not as good in mathematics, because the pace of learning is slower and attention is not always given to following up on misconceptions. This is more evident for lower ability students where opportunities are missed to practise and consolidate the skills they are learning.

Students say they feel well supported and that they will get extra help if needed. Scrutiny of students' work across all subjects showed that their work is marked regularly using the school's common approach and that they are given frequent opportunities to develop their writing skills. While students receive written feedback on their work, in some instances the comments are too general and lack clarity to precisely guide students on how to improve. Teachers are beginning to expect students to respond to their comments but this good practice has yet to be fully established across the school.

Spiritual, moral, social and cultural aspects are taught effectively across the curriculum, including in the recently introduced social science lessons, so that

students learn about tolerance and respect for other cultures and religions as well as having opportunities to reflect on issues such as the environment and human rights, as seen during the inspection. Music, art and drama are also strong features of the school.

### **Behaviour and safety of pupils**

Students' behaviour contributes very well to the good learning in lessons. Lessons typically proceed well, and as students said, there are very few interruptions. This was a view supported by all staff and most parents and carers, although a very few did raise some concerns. This was explored by inspectors and found to be linked to where teaching is less secure and often where there have been supply teachers.

School records show that incidents and exclusions have reduced dramatically over the last three years. This is due to the effective behaviour systems now in place that are almost always consistently applied across the school; this sets high expectations and clear consequences so that any inappropriate behaviour is quickly dealt with.

The inclusive atmosphere and strong relationships within the school enable students to show respect and courtesy to each other, staff and visitors. They responsibly take on a number of roles to support and improve school life, such as learning ambassadors who routinely observe and comment on lessons, and as prefects.

Parents and carers are overwhelmingly confident that their children are safe in school. Students, including those in the specialist resource unit, say they feel and know how to keep safe at school and any concerns, including those relating to bullying, are dealt with quickly, as supported by the school's careful record keeping.

The school has systematically and effectively tackled previously low attendance so that it is now average and improving; it has been particularly successful at reducing the high level of persistent absence to a very small minority of students.

### **Leadership and management**

The headteacher and senior leadership have successfully provided and communicated to staff a vision of high expectations for improving the quality of education at Broadwater. They have worked with determination to maintain the focus at all times on raising achievement through high-quality teaching. Middle leaders are now much better equipped to make their contribution at both department and school level and take responsibility for both provision and achievement in their areas. Rigorous monitoring and evaluation of teaching have led to well-targeted professional development for individual staff and across the school. The fortnightly 'sharing good practice' sessions reflect the consistently high focus on improving teaching quality.

Students' achievement is routinely assessed. This includes the school-level progress meetings to review every student's half-termly assessments so that any potential underachievement is identified and acted on or targets raised to further raise achievement. The curriculum at both Key Stages 3 and 4 has been carefully reviewed and refined to meet students' needs, raise achievement and support progression

beyond Year 11. For example, single sciences for those who are higher ability and appropriate vocational courses both on- and off-site have been introduced. There is accurate and regular analysis of the strengths and areas for development at both school and department level by senior and middle leaders as well as governors. This leads to effective development planning. However, while actions are appropriate the success criteria are not always closely linked to students' attainment and progress.

Safeguarding arrangements are robust, effective and meet requirements. The school is very effective in its promotion of students' spiritual, moral, social and cultural development. As a result they get on well together, regardless of background, ability or gender, and consequently make good progress. This, and the often better than national average progress of students with statements of special educational needs, reflects how effectively the school promotes equality and tackles discrimination.

Feedback from parents and carers is very positive, most say they would recommend the school and many commented on the significant improvements since the last inspection which were also recognised by the inspection team. This, together with senior leaders' resolve to further raise achievement and the involvement and commitment of middle leaders, teachers and other staff, reflects the school's strong capacity for further improvement. The governing body is well informed about the school and is increasingly effective in challenging the school.



## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**

20 January 2012

Dear Students



### **Inspection of Broadwater School, Godalming GU7 3BW**

On behalf of the inspection team, I would like to let you know that we enjoyed the time we spent with you on our recent visit. Thank you for being so courteous and welcoming, and for sharing your experiences with us in meetings, lessons and around the school. We found Broadwater School to be providing you with a good quality of education. Here is a summary of our main inspection findings.

- We agree with you that teaching is mainly good and as a result, attainment has risen and your achievement is good. For those of you with statements of special educational needs, your progress is often even better.
- We also agree with you that behaviour has improved significantly since the last inspection and is now typically good because of the school's high expectations and effective systems.
- Almost all of you said you feel safe and you all said that you have someone you can turn to, such as your tutors or head of house.
- Well done; your attendance has also improved and is now average.
- Your personal, social and cultural development is good and you are able to reflect maturely on a wide range of issues. Most of you participate well in the wide range of extra-curricular activities during your time in the school and you told us that you particularly enjoy those related to music and sport.

Your headteacher, the senior leadership team and staff have worked hard to improve the school and they are keen to improve it further. To help them with this, we have said that senior leaders should:

- improve teaching so that a higher proportion is outstanding by helping you to become even more independent learners, ensuring teachers use questioning to extend your learning and providing you with more precise guidance on how to improve with opportunities to respond to teachers' comments
- link the success criteria for the actions in school and subject development plans more closely to your attainment and progress.

You can help by taking even more responsibility for your own learning and progress, and keeping up the improvements in your attendance.

Yours sincerely

Angela Corbett  
Her Majesty's Inspector

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