

Broadwater School

Summers Road, Godalming, Surrey GU7 3BW

Inspection dates 15–16 December 2015

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The cornerstones of being collaborative, creative, caring and critical, the 'four Cs', underpin the school's work.
- Leaders and governors have a clear and correct view of what the school does well, and how to improve it.
- The headteacher and other leaders have secured significant improvements to teaching and to pupils' progress. They are clear about what needs to be done further.
- Pupils have very positive attitudes to their learning.
- A wide variety of teaching approaches keeps pupils engaged and motivated.
- The caring nature of the school is evident in the respect pupils show adults and one another.
- Pupils in the school's communication and interaction needs (COIN) facility make very strong progress.
- The broad and balanced curriculum provides pupils with experiences that promote their spiritual, moral, social and cultural development very effectively.

It is not yet an outstanding school because

- The information given to pupils about how to improve is not always linked precisely enough to what is required to help them move forward rapidly.
- The progress of some pupils with disabilities and those with special educational needs is not consistently strong.
- Leaders do not always acutely judge when to demand more of staff and pupils.

Full report

What does the school need to do to improve further?

- Improve leadership and management by insisting on high expectations for staff and pupils by:
 - tightening up on uniform, presentation in exercise books and the monitoring of activities in tutorial periods
 - judging sharply when to apply extra accountability for improvement in underperforming subjects
 - upholding an uncompromising stance on improved progress for all
 - implementing an assessment system which offers accurate and precise information to teachers, pupils and parents about what pupils need to do to improve their work.
- Improve the quality of teaching, learning and assessment by:
 - ensuring that the very strong practice in feedback established in some subjects is consistently applied by all teachers
 - ensuring questioning in class includes all pupils and widens participation in lessons
 - improving teachers' planning so that they take into account the needs of all pupils, especially those with special educational needs.

Inspection judgements

Effectiveness of leadership and management is good

- Leaders have adopted a 'philosophy for children' (P4C) approach to the school, which characterises every aspect of their work. This gives the school a distinctive feel, building on the four key components of being collaborative, creative, caring and critical. This approach has successfully nurtured a culture of respect, inclusion and self-belief in pupils.
- Leaders accurately evaluate the school and rightly assess what needs to be done to make improvements.
- As a result of robust actions by leaders, underperformance in subjects has been tackled and consequently the progress of pupils in these areas is improving.
- Staff morale is high at the school. Staff were very positive about the recent improvements and changes leadership has brought about.
- The actions taken to improve the quality of teaching are having an impact because training and support for teachers are effective and well targeted to tackle shortcomings.
- The school, despite being small, maintains a broad and balanced curriculum which offers pupils a wide range of experiences. The social, moral, spiritual and cultural dimensions are well thought out and prepare pupils for life in modern Britain well.
- Middle leaders have a very clear sense of their role and exercise a degree of autonomy in their positions. For example, the English department is trialling a new form of assessment and the heads of science and mathematics are working together to deliver aspects of the curriculum jointly. This is well supported by senior leaders, but on occasions the timeliness of their actions is not focused sharply enough to ensure a more rapid pace of improvement.
- There are well-managed systems to monitor the effectiveness of the school's work and these provide leaders with useful information. Performance management is closely linked to pupil progress.
- Leaders have ensured that safeguarding is to the fore. Policies, procedures and actions are all secure and help to keep pupils safe. Staff are trained regularly and there is a systematic method of recording information about vulnerable pupils.
- The school's preferred method of giving feedback to pupils is making a strong impact when pupils are given a timely opportunity to respond. Evidence from pupils' books shows pupils making strong gains in their knowledge and understanding. However, leaders are not ensuring that all teachers insist that pupils make these improvements, which is holding back their progress.
- Leaders are clear about what needs to be done but do not always judge acutely enough when to implement change. Leaders are well respected but need to ensure that they constantly push for improvement alongside the care they offer staff and pupils.
- Leadership of the enhanced provision in COIN is good. The needs of these pupils are known well and appropriately supported, including the close involvement of parents.
- Pupil premium funding (additional funding provided by the government to support disadvantaged pupils) is well targeted and evaluated, leading to improved progress for disadvantaged pupils.
- Appropriate actions have been taken to improve attendance, which is rising. There are still some pupils whose low attendance is of concern and leaders are employing a range of approaches to continue to tackle these absences.
- While leaders have developed a programme for tutorial times, it is not consistently delivered and consequently not all pupils' days start with a crisp focus.
- **The governance of the school**
 - Governors are highly committed, passionate about the role of the school in the local community and clear-sighted about what needs to improve.
 - Leaders are regularly and robustly challenged by governors, who are trained well.
 - The school gives the governors useful information which helps them question leaders carefully about a full range of aspects of the work of the school.
 - Governors know how the pupil premium is spent and the impact it is having.
- The arrangements for safeguarding are effective. Governors attend training and meet regularly to review safeguarding matters with the headteacher.

Quality of teaching, learning and assessment is good

- The core expectations of being collaborative, creative, caring and critical are evident in lessons and make a significant contribution to good learning.
- Teachers ensure that pupils are well drilled in expectations for conducting debates, actively listening and respectfully challenging the opinions of others. As a result, pupils are routinely engaged and attentive, and are making good progress.
- Teachers display strong subject knowledge and pupils benefit from stimulating and challenging areas of study.
- The planning for lessons indicates a careful consideration of what pupils need to do in general to advance. However, while the specific needs are well met for COIN pupils, this is not the case for all pupils with special educational needs.
- Where teachers use questioning most effectively, pupils are challenged to consider a wider perspective or deepen their knowledge. However, not all teachers ensure that all pupils are participating fully, which lessens the impact of their questioning.
- Pupils are mostly attentive and focused in lessons where teaching is stimulating.
- Teachers promote literacy well. Work is marked consistently for spelling and grammar and all classrooms display subject-specific vocabulary. There are frequent opportunities for pupils to practise extended writing, building on their well-honed debating and discussion skills.
- Recent efforts to improve the quality of teaching are paying dividends, with evidence of improved teaching across many subjects. There are still some pockets of variability, especially in subject teams that are not stable or well established, and this leads to some inconsistent practice. For example, the presentation of work in pupils' books ranges from the top-notch to the tatty, often in the same class.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have very well-developed skills in listening to, reflecting on and considering the views of others.
- Attitudes to learning are good. Pupils are positive about their school and keen to improve their work.
- Pupils are resilient when faced with a difficulty and accept advice on how to improve willingly.
- Pupils assess their own and other's work sensitively and respectfully, giving useful and supportive advice for improvement.
- Bullying is rare. There is excellent support for those who are occasionally targeted through a restorative justice system which pupils find effective.
- Attendance is improving overall with help to engage those whose attendance is still too low.
- Opportunities are offered for pupils' wider development through their social science programme which covers issues such as forced marriage, e-safety, current affairs, the democratic process and preparation for work.
- Pupils attending alternative provision are closely monitored by the school and there is effective oversight of their welfare, behaviour and attendance.
- Pupils take on positions of responsibility such as prefects, and older pupils act as reading partners.
- Pupils are immensely proud of their school and many were keen to let inspectors know about the difference it had made for them.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well around the school. They regulate themselves in corridors and on stairs but are sometimes too noisy, such as when coming into assembly.
- The atmosphere at lunch- and breaktimes is pleasant. Pupils chat together and are happy to converse with adults.
- Pupils are open and affable. Inspectors were greeted with cheery 'hellos' and polite consideration.
- While uniform is usually worn well, on occasions the standards slip.

Outcomes for pupils

are good

- In 2015, overall GCSE results improved slightly from the previous year for pupils whose attainment on entry to the school was below average. Pupils are not entered early for GCSE examinations.
- All pupils make very strong progress in English and the most-able pupils do in mathematics.
- The school's own information indicates much better progress for pupils currently in the school. Year 11 pupil information indicates higher attainment and better progress in almost every subject.
- Information about pupils' progress in Years 7 to 9 is more variable because the school's system to gather information is not fully developed for the new National Curriculum. Work in pupils' books and in lessons indicates a stronger picture of improving progress across most subjects.
- Progress evidence is now much stronger for subjects that did not perform well in the past, for example in history, science, design and technology, music and drama.
- Disadvantaged pupils make progress in line with their peers nationally in English and mathematics.
- Pupils supported in the COIN facility make very good progress, but this is not the case for all other pupils with disabilities or those with special educational needs.
- Pupils' literacy is well developed through the school's policy and the use of a reading scheme. The 'four Cs' approach places a strong emphasis on debate and discussions and pupils have good oracy skills as a result.
- Pupils attending alternative provision make very good progress on courses that are well suited to their needs and interests.
- Whilst it is now improving, middle- and lower ability pupils in mathematics do not make the same rates of progress as the most able.

School details

Unique reference number	125249
Local authority	Surrey
Inspection number	10000781

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary comprehensive
School category	Maintained
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	510
Appropriate authority	The governing body
Chair	Graham Hodgson
Headteacher	Christopher Lee
Telephone number	01483 414516
Email address	admin@broadwater.surrey.sch.uk
Date of previous inspection	18–19 January 2012

Information about this school

- This school is small than the average-sized secondary school.
- There is special resourced provision for up to 30 pupils with speech, language and communication needs.
- There are fewer girls than boys in total.
- The proportion of pupils with special educational needs is much higher than the national average.
- The proportion of disadvantaged pupils is in line with the national average.
- There are fewer pupils from ethnic minorities or whose first language is not English than is usually seen.
- Pupils in Years 10 and 11 attend part-time alternative provision courses provided by Godalming College, MIT Skills (West Byfleet) and Guildford College.
- The school is part of the Waverley Federation, a limited company of four schools, one special school and a sixth-form college.
- The school met the government's floor standards in 2014, which set the minimum expectations of attainment and progress by the end of Year 11.

Information about this inspection

- Inspectors observed learning in 23 lessons and looked at learning with senior leaders.
- An assembly and tutorial times were observed.
- Inspectors met with pupils both formally and informally for discussions.
- Meetings were held with the headteacher, senior and middle leaders, a representative from the local authority and members of the governing body.
- Documents were reviewed regarding the school's self-evaluation, development plan, monitoring records and reviews. Inspectors also scrutinised minutes of governors' meetings and information about progress, standards, exclusions, attendance and behaviour.
- Inspectors looked at pupils' work in lessons and in exercise books.
- Inspectors took into account the views of pupils, staff and parents from online questionnaires.

Inspection team

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