

Inspection of Broadwater Primary School

Broadwater Road, Tooting, London SW17 0DZ

Inspection dates: 19 and 20 October 2021

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Leaders have high expectations for every pupil. Pupils are happy and safe. They generally behave well. They work well together at breaktimes, for example building dens and playing team games. Adults help to sort out any incidents of bullying that may occur.

Personal, social, health and economic (PSHE) education encourages pupils to keep themselves safe. Pupils are taught to manage their feelings and to understand positive and healthy relationships, including different types of families, in an age-appropriate way. Pupils take on responsibilities, for example as school councillors. They are taught about fundamental British values and different faiths through assemblies and outings to the local area.

The school's subject plans map out what knowledge pupils need to know in different year groups. Occasionally, teaching does not help pupils to remember long term the content they have been taught and to understand and remember new knowledge. The school has experienced an unsettled period. In addition to the challenges of the COVID-19 pandemic, the school has also been through a period of changes in staffing arrangements and leadership responsibilities.

What does the school do well and what does it need to do better?

The school's curriculum is well sequenced and designed. Subject leaders have strong subject knowledge. Their plans highlight the most important knowledge that pupils need to know and remember. Subject content is sequenced logically so that pupils apply new knowledge to what they learned and understood previously. This structured subject planning starts in the early years. For example, in mathematics and phonics plans, leaders have identified what children in the early years need to know so that they are well prepared for Year 1. Pupils read books in school and at home which are matched to the sounds they know. They become confident, fluent readers. Pupils who struggle to keep up receive additional support. This helps all pupils to achieve well.

Teaching typically helps pupils to remember the key subject content. Teachers and subject leaders regularly check that pupils recall the most important knowledge. Occasionally, teaching is not as effective in helping pupils to remember what they have been taught already, particularly where staff are teaching outside their main areas of expertise. Subject leaders know where support and extra training is needed. Due to recent staffing changes, they have not delivered this support and training.

Pupils with special educational needs and/or disabilities (SEND) are well catered for. Leaders' subject plans include information for teachers on how to make sure that pupils with SEND can access the same subject content as their peers. Staff are committed to providing a high-quality education for pupils with SEND. Leaders work

with external experts to identify the specific needs of pupils with SEND and provide them with the support they need.

Pupils know the expectations and routines in the school. They enjoy receiving rewards for positive behaviour. Teachers make sure that any low-level disruption during lessons does not impact on learning.

Pupils enjoy the wide range of clubs offered, such as football, science and debating. Leaders and teachers provide opportunities for pupils to learn about democratic processes. They hold elections for pupils' leadership positions. Leaders have taken steps to make sure books and resources used in different subjects represent the diverse cultures of modern Britain.

Governors challenge leaders on how well different areas of the school are working. Leaders and governors are aware of additional challenges due to staff's restructuring. However, many staff felt that senior leaders and governors had not fully considered the impact of recent changes on the workload of staff. Recent changes have left many staff feeling very under supported regarding their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff are trained to identify pupils who may need help and support. Staff use the school systems to report any concerns they may have. Leaders take appropriate action about any concerns that arise. Leaders work well with other organisations to seek advice and provide support for families. Leaders meet regularly to check that the support is appropriate.

Pupils know the different ways they can seek help. For example, at breaktimes, leaders provide a place where pupils can talk to an adult. PSHE plans are sequenced effectively and include opportunities for pupils to learn about how to keep themselves safe, including online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Governors and senior leaders have not engaged effectively with staff to manage the impact of recent changes. As a result, many staff feel that their well-being has not been prioritised. Governors and leaders need to consider the impact of changes on staff's workload and support staff's well-being.
- Leaders have not provided extra support, particularly for staff who are teaching beyond their areas of subject expertise. As a result, teaching is sometimes not as effective in all subjects and areas in ensuring that pupils remember key concepts. Leaders need to prioritise providing additional training and support so that all

teachers have the knowledge and skills to implement the planned curriculum effectively.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	101002
Local authority	Wandsworth
Inspection number	10199781
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair of governing body	Jeremy Ridgman
Headteacher	Clare Scarlett
Website	www.broadwaterschool.org.uk
Date of previous inspection	24 May 2016, under section 8 of the Education Act 2005.

Information about this school

- The current headteacher joined the school in 2017.
- Since the previous inspection, there have been changes to the governing body, including the appointment of a new chair of governors.
- There are fewer pupils attending schools in the local area. This means the numbers of pupils attending the school are decreasing. As a result, leaders and governors have made changes to staffing in the school.
- The school does not use alternative providers.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors met with the headteacher and other school leaders.
- Inspectors held meetings with representatives of the governing body and representatives from the local authority.
- Inspectors also met with a range of staff members.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and PSHE. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors looked at the procedures for carrying out pre-employment checks before staff are appointed. Inspectors also checked arrangements to safeguard pupils.
- Inspectors considered responses to the online surveys for staff and parents, including free-text comments. Inspectors also took account of correspondence received from parents and staff.

Inspection team

Andrea Bedeau, lead inspector

Her Majesty's Inspector

Jo Franklin

Ofsted Inspector

Kanwaljit Singh

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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