

Inspection of Broadwater Down Primary School

Broadwater Lane, Tunbridge Wells, Kent TN2 5RP

Inspection dates: 8 and 9 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

The school's values of community, diversity and excellence are deeply rooted here. Leaders have built trusting and respectful relationships with every pupil. Pupils receive high-quality pastoral support. They feel happy and safe and are ready to learn. One parent commented, 'The school has a wonderful community feel,' while another said, 'Staff know every pupil well, and care for them all as individuals.'

Leaders are ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND), to achieve well. Pupils are enthusiastic in lessons. They enjoy learning and work hard to achieve the high expectations staff have of them. They know that teachers want them to do well. As a result, pupils are motivated to do their best.

Staff have high expectations for pupils' behaviour. Pupils work and play well together. Pupils understand clearly the school rules and why they need these. They appreciate the help that teachers give them to understand their feelings and make the right choices. Pupils know that it is important to be kind to each other. As a result, bullying hardly ever happens at this school. On the rare occasion that pupils fall out, they confidently use the 'power of five' to resolve conflict quickly.

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

Leaders have designed a well-considered and ambitious curriculum for all pupils. In most subjects, leaders have identified the important knowledge, skills and vocabulary that pupils need to learn over time. Where this is the case, pupils talk confidently and knowledgeably about their learning and achieve well.

However, in some subjects, leaders have not identified what pupils need to learn precisely enough. Teachers are not always clear enough about the most important knowledge that pupils need to remember. In these subjects, pupils' explanations about their work do not always demonstrate a depth or clarity of understanding. They find it difficult to recall knowledge or make links to prior learning. As a result, pupils' knowledge in these subjects is less secure.

In reading and mathematics, teachers make regular checks to see how well pupils are achieving. They use this information to adapt the curriculum, so that all pupils can access the learning they need. However, in other subjects, these checks are not as effective. Staff do not systematically check what pupils know and remember. However, subject leaders are aware of what they need to do to improve this.

Children learn phonics from the start of Reception. While the Year 1 phonic screening check results were lower than the national average in 2022, the teaching of phonics is consistently strong, and current pupils are achieving well, including pupils with SEND. Teachers make sure that pupils read books that match the sounds they know. This helps pupils to become confident and fluent readers. Teachers check how well pupils are doing and spot those who are falling behind. They

systematically plan support for these pupils to help them catch up. The school library has a diverse selection of fiction and non-fiction books. Older pupils take regular quizzes to help them choose books that provide just the right amount of challenge.

Leaders and governors work strategically together to improve the quality of education for pupils. Leaders routinely evaluate areas for improvement, such as the published outcomes for key stage 2 mathematics, which dipped in 2022. They have made sure that plans are in place to improve outcomes. Leaders know what is working well, and where changes are needed to further refine the curriculum.

Leaders are ambitious for pupils with SEND. Staff are trained well to understand how to support these pupils. This enables them to identify quickly pupils who need extra help with their learning. Leaders ensure that the right academic and pastoral support is in place. Teachers adapt resources and deploy adults, so that pupils with SEND achieve well.

Pupils have positive attitudes towards learning. There is no low-level disruption during lessons. If pupils struggle to manage their emotions and focus on learning, staff give them the support they need quickly. If issues arise, these are resolved swiftly, so that pupils can continue with their learning.

Leaders have ensured that the school's carefully designed personal, social, health and economic education programme aligns with the school's values. Pupils learn to be respectful of different faiths and beliefs. Diverse cultures are celebrated through the curriculum, and pupils have opportunities to celebrate their own culture. Leaders place value on teaching pupils about their physical and mental well-being. Pupils are given strategies to help them look after their mental health. Leaders are determined that all pupils will become responsible, respectful and active citizens.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding throughout the school. Staff know and understand the vigilant systems that leaders have put in place. They know that even the smallest concern can indicate that a pupil is at risk of harm. When needed, staff are quick to report concerns through clear lines of communication.

When required, leaders liaise effectively with external agencies, for example social care and healthcare providers. Staff teach pupils how to stay safe, including staying safe when online. All pupils know that they can talk to an adult and that they will be listened to if they have any worries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not identified the knowledge, skills and vocabulary that pupils need to learn precisely enough. Teachers are not always clear about what pupils must know and remember. In these subjects, pupils do not always achieve as well as they could. Leaders need to continue to refine the curriculum to ensure that teachers know exactly what to teach and the order in which to teach it, so that pupils can achieve well across the curriculum.
- In some subjects, teachers do not use assessment effectively to check whether pupils are keeping up. This means that some pupils develop gaps in their knowledge that are not addressed quickly enough. Leaders should ensure that assessment is sharpened, so that teachers can make appropriate checks on what pupils need to know and remember in all subjects. This will enable teachers to identify and provide support for pupils who are at risk of falling behind.

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.

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	118566
Local authority	Kent
Inspection number	10256400
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	149
Appropriate authority	The governing body
Chair of governing body	Penny Kift
Headteacher	Katie Harris
Website	www.broadwater-down.kent.sch.uk
Date of previous inspection	21 November 2017, under section 8 of the Education Act 2005

Information about this school

- The school offers a breakfast club on site, which is led by school staff. This was part of this inspection.
- The school does not currently make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and extended leadership team, including leaders responsible for SEND, pastoral development and safeguarding.
- Inspectors carried out deep dives in reading, mathematics, art and geography. For each deep dive, inspectors met with subject leaders, looked at curriculum plans,

visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors observed pupils reading, visited phonics sessions and spoke to older pupils about their reading opportunities in school.
- Inspectors reviewed a wide variety of school documents, including the school improvement plan.
- Inspectors met and held discussions with governors and a representative from the local authority.
- Inspectors took account of the responses of parents and carers to Ofsted Parent View and the additional free-text comments. They considered the responses to Ofsted's staff and pupil surveys.
- To inspect safeguarding, inspectors considered the school's relevant policies, scrutinised the single central record and checked the school's procedures for the safer recruitment of staff. Inspectors spoke with safeguarding leaders and sampled safeguarding records.

Inspection team

Luisa Gould, lead inspector

Ofsted Inspector

Matthew Rixson

Ofsted Inspector

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