



# Broadwater School

## Inspection Report

**Unique Reference Number** 125249  
**LEA** Surrey LEA  
**Inspection number** 281923  
**Inspection dates** 28 September 2005 to 29 September 2005  
**Reporting inspector** Jennifer Smith HMI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Comprehensive	<b>School address</b>	Summers Road
<b>School category</b>	Community		Godalming
<b>Age range of pupils</b>	11 to 16		GU7 3BW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01483414516
<b>Number on roll</b>	609	<b>Fax number</b>	01483425782
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr David Hampson
<b>Date of previous inspection</b>	20 September 1999	<b>Headteacher</b>	Mr Christopher Lee

<b>Age group</b> 11 to 16	<b>Inspection dates</b> 28 September 2005 - 29 September 2005	<b>Inspection number</b> 281923
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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors.

## Description of the school

Broadwater School is a smaller than average 11-16 comprehensive school, situated on a pleasant and spacious site. The school has well above the national average number of pupils with special educational needs (thirty four percent); almost one in ten have a statement of special educational need. The school has a special resource for 30 pupils with language and communication difficulties. A small percentage of pupils speak English as an additional language. Despite being in a rural area there is considerable social deprivation. However, only about ten per cent of pupils have free school meals. Very few pupils are in the care of the local authority. The school acquired specialist status in maths and computing in 2003 and is part of the Waverley Federation of local schools, of which the headteacher of Broadwater is chair.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The headteacher, supported by the leadership group provide satisfactory leadership of the school and have a clear vision for the future. Over the past four years the school has made a considerable effort to not only improve the environment of the school but to engage pupils in a dialogue about the rights and responsibilities of all pupils and adults in the school, this is beginning to have a positive impact on pupils' attitudes. The school has achieved specialist status in mathematics and computing and this, together with the significant benefit of being part of a local federation of schools, is creating a climate where standards can improve. The school's budget is now in balance and the school is providing satisfactory value for money. The challenge for the school is to build on the considerable number of initiatives, ensuring that the improvements are both consolidated and firmly rooted in teachers' classroom practice. At present, there is still too much variation in pupils' achievement and standards between subjects; such as in history, geography and modern languages. The senior leadership group and governors recognise both these weaknesses and the strengths of the school. Some issues identified in the last inspection report have been dealt with but, although behaviour has improved over the last few years, there is still a stubborn rump of poor behaviour in classes where teaching is less effective. The strategies the school has in place gives confidence that this school has the capacity for continued improvement.

### What the school should do to improve further

In order to improve standards and pupils' progress the headteacher and governors should: \* ensure that teachers challenge pupils' poor behaviour where it occurs, making lessons more engaging and planning fully for the needs of all pupils \* continue to target weaknesses in teaching in the lowest performing subjects and improve the quality of middle management to the level of the best \* focus on how the best teaching practice can be effectively shared across the school's teaching force \* ensure that there is swift and appropriate action taken to address shortfalls in the amount and type of homework set.

## Achievement and standards

### Grade: 3

Pupils' attainment on entry is below the national average. Test and examination results have fluctuated over the last few years but have generally been around the national norm. The performance of girls has generally been better than boys in English, mathematics and science but the gap has begun to narrow. In 2004, at the end of Key Stage 3 national test results were above the national norm in English and science when compared to similar schools but around the national average for mathematics. This was a significant improvement from results in 2003. However, the test results for 2005 are lower but results for English are subject to remarking and, at the time of the inspection were not available. GCSE results in 2004 were below the national average, with just over one in three pupils achieving 5 or more higher grade passes. However,

the number of pupils gaining 5 or more graded passes was broadly in line with the national norm. In 2005, pupils gaining 5 or more higher grade passes were lower than 2004 but in line with their expected progress from Key Stage 3. Students do least well in geography, French and German. Pupils make satisfactory progress from the time they leave primary school to the end of Year 11, at age 16. The most significant progress is between age 11 and 13. During the inspection, pupils made satisfactory progress in most of the lessons seen and good or very good progress in a number of classes. They enjoyed lessons where they were challenged to achieve their full potential, particularly in practical activities. Pupils with special educational needs make good progress in the school. The resources provided by the specialist status in mathematics and computing have significantly added to the pupils' potential to achieve well. The school evaluates achievement and standards as satisfactory, which was confirmed by the inspection findings.

## **Personal development and well-being**

### **Grade: 3**

The personal development of the pupils is satisfactory and they are developing good social skills and an understanding of moral issues. Attendance is satisfactory and shows improvement since the last inspection. The majority of pupils have positive attitudes and enjoy coming to school. The venture known as the STAR project (students' training, achievement and review project) for pupils at risk of permanent exclusion has helped in reducing the number of fixed term exclusions in the summer term, compared to the previous term. The provision for pupils' spiritual, moral, social and cultural development is also satisfactory overall. The vast majority of pupils show a good sense of right and wrong, and demonstrate respect for their own and others' cultural traditions. While most pupils behave as expected, a small number of pupils have a poor attitude to work and misbehave in lessons, affecting their achievement and sometimes that of others. The inspection findings confirm the school's own evaluation and some parental concerns in this respect. However, most pupils feel secure and free from discrimination. The school's recent focus on developing pupils' understanding of their rights and responsibilities is beginning to impact positively on the quality of relationships across the school. The school's development plan outlines appropriate actions to improve behaviour still further. The school is involved in the 'Healthy Schools' initiative; whilst pupils participate in a wide range of extra-curricular activities contributing positively to the development of healthy life styles. The well-maintained links with the local community enhance pupils' opportunities and contribute well to the development of pupils' personal qualities that will eventually transfer to their future working life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The effectiveness of teaching and learning is satisfactory overall, with some good features. The school has evaluated its strengths and weaknesses in this area well. In

lessons where teachers have enthusiasm and high expectations pupils respond well by showing considerable interest and determined effort. In an outstanding physical education lesson in which Year 11 boys were given significant responsibility for organising themselves within teams, whilst working on their football skills, they all responded with high endeavour to extremely challenging tasks. A very good food technology lesson left pupils delighted that they had learned cookery skills that they could use at home; pupils spoke eloquently about what they had learnt. In many lessons teachers use ICT well to enhance learning. For example, pupils are able to use the internet to improve the quality of their research and teachers make effective use of interactive whiteboards to motivate and involve pupils. In the small pockets of less effective teaching, a lack of attention to planning means that activities have insufficient challenge for all pupils, this leads to pupils finding their tasks uninspiring and consequently they become reluctant to work. On these occasions, teachers often do not do enough to encourage more effort and sometimes allow the pupils to slow down the work of others nearby. The school is using appropriate strategies focused on raising achievement to improve this situation. Lessons in which planning takes account of pupils with special educational needs are often very effective. Learning support assistants often work well with teachers to plan work at the right level and ensure that the pupils they help are successful. In many lessons though, this support is not available, even though there are pupils who would benefit from it. A lesson for a group with special educational needs was very effective in helping pupils to improve their skills in language and communication when reflecting upon how they might deal with personal challenging circumstances. The pupils responded well with one girl reflecting that, this has helped me face my fears. Homework is not always used well to support achievement. It often involves simply finishing off work started in class and is not always set when the homework timetable says it should be.

## **Curriculum and other activities**

### **Grade: 3**

The school's curriculum is satisfactory; it is broad and balanced, meeting national curriculum requirements. Issues relating to the curriculum identified in the previous report have been fully addressed. Physical education is now taught for two hours each week in most years, ICT is taught for at least one hour in each year, and deficiencies in technology and drama have been addressed; citizenship is also part of the curriculum. The school is piloting early entry to GCSE in humanities; building on the successful pilot to enter pupils for GCSE mathematics in Year 10. Links fostered with the Waverley Federation enable pupils to pursue innovative vocational courses such as vehicle maintenance, beauty and construction. These initiatives indicate ways to engage pupils with a more relevant curriculum. There is a sound range of extra curricular opportunities provided at lunchtime and after school; a survey undertaken in the summer indicated reasonable participation, especially in sporting activities. The provision of computers in classrooms is good and most teachers make use of either interactive whiteboards or digital projectors skilfully, reflecting the specialist status of the school for computing.

## Care, guidance and support

### Grade: 3

The school provides satisfactory care, guidance and support for pupils, which also has some good features. It has clear procedures for child protection which are fully understood by teachers and the most vulnerable pupils are well supported. Procedures are in place for ensuring that pupils are safe when, for example, using electrical equipment or participating in school trips. Pupils and parents are given appropriate advice when choosing options for Years 10 and 11. Considerable care is taken to identify pupils who might become disaffected because the standard curriculum does not fully meet their needs. The school works effectively in partnership with local colleges and companies to find a more flexible programme in which these pupils can still do well. All pupils receive sound advice to help them choose future careers and courses. They have a one-week work placement to help prepare them for this. Although this is less than many schools, individual pupils may have this extended if it is found to be suitable for them. Older pupils act as 'buddies' to new pupils in the school; pupils reported this helped them to settle down into their new school. Pupils' views are expressed and taken seriously in the school council and governors have appreciated their contributions to a recent governing body meeting. Practical suggestions from the school council have been taken into account. Year 11 pupils act as responsible prefects and they value this role.

## Leadership and management

### Grade: 3

The school's self evaluation judges leadership and management to be satisfactory. It identifies the key areas that the senior leadership group, together with the governing body, have developed over the last four years and the achievements realised, such as the award of specialist status for mathematics and computing. It sets out the range of initiatives and strategies that the school has embarked upon but, rightly recognises that there is still some way to go until these initiatives become firmly rooted in all teachers' practice and begin to have a significant impact on pupils' learning. The school's evaluation points out the inconsistencies across the school, especially in respect of managing behaviour and in the quality of teaching. The headteacher recognises the need to ensure that these issues are addressed as speedily as possible. The analysis of where the school is now in terms of leadership and management at all levels is well founded. The inspectors concur with these judgements and consider that the strategies now in place are the right ones that will help bring about the necessary improvement. However, the focus must be maintained on raising standards especially in examination courses for 15 and 16 year olds. Effective leadership from the headteacher is recognised by the governors and the majority of parents, whilst the vision for the school is well articulated. Other members of the leadership group are working to their strengths. Parents consider that a strength of the school is its caring attitude to pupils and its positive ethos; the inspectors concur with this. However, communication with parents could be improved still further. The school development plan has identified the right priorities but the significant number of evaluations that

the school has undertaken now need to be acted upon. The fabric of the building has been improved and now provides a pleasant environment; whilst the addition of extra computers has provided resources that are well used to stimulate pupils' desire for learning. The buildings are well cared for and generally free of litter and graffiti. The school's aspiration to create an improved environment that will be better cared for by pupils is apparent. Since the last inspection in 1999 the school has removed a budget deficit and is providing sound value for money. The school has faced, along with many other schools in the South East, difficulty in teacher recruitment, despite its best efforts. The school now supports a number of teachers who are being trained in the school. This still needs to focus on basic classroom techniques.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	4	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

## **Text from letter to pupils explaining the findings of the inspection**

On behalf of the inspectors and myself who visited your school on the 28th and 29th September I would like to thank you for the polite and helpful way you welcomed us. We enjoyed discussing the work you were doing and looking at the progress you were making in school. You talked enthusiastically about your school and we hope you will take the time with your parents to read the full report. We thought you might like a summary of the inspection findings.

Most lessons were satisfactory and some were good or very good and we were pleased with the way that many of you try hard in lessons and that you have achieved success. Most of you enjoy coming to school and your attendance has improved recently. You told us that you enjoy the responsibilities that you have been given, for example the school council, the buddy system to help new pupils settle into the school and the prefect system. The teachers take care to ensure that you are safe in school and guide you well about your future choices. The school's recent success at achieving specialist mathematics and computing status has provided you with additional facilities to do well in your lessons throughout the school.

Although most lessons were good or satisfactory we found that a few were not as good. Sometimes the work was not as interesting or challenging as it might have been and we think you may have found the work in some lessons too easy. Homework has not always been set regularly with interesting and new challenges. We have asked your school to improve these things. We also noticed that some of you did not behave as well as you might and we hope that you will work hard in future to help your teachers by improving your effort and concentration in class. This will ensure you achieve higher results in tests and examinations.