



# Broadmere Community Primary School

## Inspection Report

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**Unique Reference Number** 125105  
**Local Authority** Surrey  
**Inspection number** 293195  
**Inspection dates** 3–4 October 2006  
**Reporting inspector** Christopher Grove

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>	Primary	<b>School address</b>	Devonshire Avenue
<b>School category</b>	Community		Sheerwater
<b>Age range of pupils</b>	3–11		Woking GU21 5QE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01932 343747
<b>Number on roll (school)</b>	236	<b>Fax number</b>	01932 352120
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Lesley Collier
		<b>Headteacher</b>	Patricia Cahillane
<b>Date of previous school inspection</b>	15 October 2001		

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<b>Age group</b> 3–11	<b>Inspection dates</b> 3–4 October 2006	<b>Inspection number</b> 293195
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

The school serves estates on the eastern side of Woking. It is slightly larger than the average primary school. The numbers of pupils from minority ethnic backgrounds are very much higher than average, with a very high proportion who are at an early stage of learning English. The numbers of pupils with learning difficulties and disabilities, including those with statements of special education needs, are also much higher than average. The school has specialist provision to support pupils with hearing impairments.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Broadmere Primary is satisfactory and improving. There is a positive atmosphere which results in most parents expressing support for the school. As one parent wrote: 'Throughout her years at the school, my child has always been very happy'. Over the last two years, the new headteacher has set a clear direction for the school and this has resulted in significant improvements. The current ethos reflects the school's commitment to an inclusive approach, including for the different minority ethnic groups. Good behaviour and attitudes by pupils are testimony to improvements already made. The headteacher's good leadership is enabling others to play a more prominent role in effecting further improvements, including improving standards and progress by pupils.

Pupils' personal development and well-being are satisfactory, because they feel secure in the school as a result of teachers' clearly set expectations and positive reinforcement of good behaviour. They behave well at playtime and lunchtime. In classrooms, they are attentive to their teachers and to one another. Relationships between teachers and their pupils are good. Relationships between most pupils are also good, so that they co-operate well in class, which is an improvement since the last inspection. It is clear that they enjoy school. Pupils know about ways of keeping themselves safe and show a good awareness of healthy lifestyles. They make a satisfactory contribution to the school, particularly through the school council. Workplace skills such as co-operating with a partner to discuss an issue, and teamwork in school clubs mean that pupils are satisfactorily prepared for the next stage in their education.

Pupils enter the nursery and Reception classes with below average attainment for their age. Progress in the Foundation Stage is satisfactory. Pupils' overall standards at Year 2 and Year 6 have been below average over the last five years, but have improved each year since 2004. Progress in reading in junior classes has been good, and there has been satisfactory progress in writing. Pupils' progress in mathematics, notably in Years 3 and 4, has lagged behind their progress in English, because teaching has not always challenged pupils sufficiently. Overall, satisfactory or better progress is evident in current year groups in the school, so that pupils' achievement across the school is satisfactory.

The quality of teaching and learning is satisfactory overall with some good teaching in Years 5 and 6, where pupils make good progress. Teaching and bi-lingual support assistants are well deployed in most classes. Teachers plan satisfactorily, but in some classes the needs of different groups of pupils are not fully met. Teachers have started to assess and to track pupils' progress satisfactorily, but the information collected is not always used effectively to plan lessons or to provide pupils with challenging and independent tasks. The curriculum is satisfactory, with strengths in personal, social and health education, and in oral work in different subjects. The school's extra-curricular provision is good. The school offers satisfactory care, guidance and support for its pupils. Child protection and risk assessment arrangements are secure. Academic guidance for pupils through the setting of learning targets is developing, particularly

in literacy, but is not yet implemented consistently across the school and in other subjects.

Overall leadership and management are satisfactory. The school's self-evaluation is good, which provides an effective basis for planning for further improvements. Given present achievement by pupils, the school provides satisfactory value for money, and capacity to improve is satisfactory.

### **What the school should do to improve further**

- Improve the progress of pupils in mathematics, particularly in Years 3 and 4, through more effective teaching and ensuring that they are given challenging work.
- Ensure that all groups of pupils, including those at an early stage of learning English, have more consistent opportunities to undertake tasks that are well matched to their previous learning.
- Make improved use of day-to-day assessment and target-setting information to guide future lesson planning.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory. The attainment of pupils when they enter the school has been consistently below average. In recent years, the standards which pupils reach by the time they leave the school have also been below average and progress is satisfactory overall. In 2004 and 2005, pupils' standards at Year 2 rose in reading and writing. Standards in mathematics were less consistent over these two years. In 2006, standards rose further in writing and in mathematics.

At Year 6 also, standards have been below average over the last five years. From a low point in 2004, standards were significantly better overall in 2005, because of improvements in English, mathematics and science, resulting from good teaching. In 2006, there were further improvements in all three subjects in terms of the proportion of pupils who reached nationally expected levels, and notably in mathematics. The attainment of minority ethnic pupils is similar to that of others. Pupils make good progress over their junior years in the development of the skills of reading as a result of the school's strong emphasis on this work. In writing, the progress made is less consistent, but is satisfactory, as the school has helped pupils to develop higher motivation for writing activities. Pupils' have made less progress year by year in mathematics in Years 3 and 4, because teaching has not always sufficiently challenged all pupils to achieve to their full potential.

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

### **Grade: 3**

The school encourages healthy eating and pupils are allowed water in the classrooms. The pupils appreciate the recent improvements in school lunches and the refurbishment of the toilets to include changing facilities. Fresh fruit is available to all younger pupils.

Pupils feel safe and know who to go to if there is a problem. They say that they have the expectation that the adult 'will sort it out'. Pupils are confident that their views expressed through the school council are listened to.

Visits help to develop the pupils' social and moral dimension well. Spiritual and cultural development is satisfactory. There are insufficient opportunities for pupils to develop spiritual awareness through time for reflection and to evaluate themselves. The school celebrates cultural diversity, for example in assemblies. However, developing pupils' cultural awareness is not accorded a high enough priority, given the ethnic diversity within the school population. Pupils' self-esteem and sense of responsibility are well developed by the lunchtime 'Huff and Puff Club', where older children care for pupils in Reception and Years 1 and 2. Pupils appreciate having targets. As one Year 6 pupil said: 'If I know my targets, I know where I am going and when I have achieved them'.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

In the Foundation Stage, the adults help children to adapt quickly to new routines within a caring environment, and develop language skills. This means that they are able to participate fully in the work. Teachers' planning is sound, but does not often enough include setting tasks for pupils which are well matched to their stage of learning. Bi-lingual support assistants give confidence to those at an early stage of learning English, but do not always have a clear understanding of teaching and learning strategies. Teaching assistants work competently to meet the needs of pupils with learning difficulties or disabilities. The newly-installed interactive whiteboards are a focus for the teaching and are enjoyed by the children. Target-setting arrangements are relatively new, but are developing satisfactorily, particularly in literacy.

The most effective lessons are underpinned by good classroom relationships, with appropriate tasks for pupils, which build on their previous learning. As a result, pupils learn well together, for instance by explaining their reasoning to a 'talk partner' which helps to develop their use of appropriate vocabulary. Resources are used well in Years 5 and 6 and a crisp pace means that pupils are interested and take part fully so that their learning and progress are good.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory. In the Foundation Stage, children benefit from activities both indoors and outdoors that promote their language skills. The curriculum is planned carefully to meet pupils' diverse needs. The school has a well-developed scheme for personal, social and health education, supported by regular circle time. There is an appropriate emphasis on the development of speaking and listening skills across the curriculum. Some limited attention is given to building links between subjects. For example, the science topic, 'Squash and Squeeze' makes cross-curricular links with

literacy and information and communication technology (ICT). Satisfactory provision is made for pupils with learning difficulties and disabilities, as well as those new to learning English. Most lessons promote the application of skills learnt in literacy, numeracy and ICT. There is a residential visit to the Isle of Wight, to which older pupils look forward. A programme of visits, for instance to local museums, and visitors such as the ice hockey team, enhance the curriculum satisfactorily. There is a good range of after-school clubs which are well attended.

## **Care, guidance and support**

### **Grade: 3**

All staff have received recent training in child protection procedures. Risk assessments for educational visits are in place, as are procedures for making appointments. The school has now started to check academic progress more thoroughly with a range of termly assessments to identify the extent of progress, but it is too early yet to see the effects on pupils' standards. Pupils who have learning difficulties and disabilities, as well as those with English as an additional language, receive satisfactory guidance from teachers and support staff. Pupils are involved with their own assessments, for example a child with a hearing impairment made a presentation to feed into his annual review.

## **Leadership and management**

### **Grade: 3**

The headteacher has involved others in producing a well-designed improvement plan to meet identified priorities for development. The school's self-evaluation is good because weaknesses are accurately diagnosed and action is taken to address them. For instance, the headteacher takes swift action to challenge and improve any ineffective teaching. The performance of staff is well managed with a view to effecting further improvements in teaching and learning. The school is evidently committed to the promotion of equal opportunities, but in practice teachers do not consistently match activities and tasks to pupils' previous learning to ensure that all groups perform as well as they could. The school has a satisfactory capacity to make necessary further improvements. This has already been shown, for instance, in pupils' improving standards and achievement, and improved provision and use of ICT. The governing body discharges its legal and other responsibilities, and has a satisfactory understanding of the strengths and weaknesses of the school.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Following our visit to your school, Mrs Arora, Mr Bartleman and I would like to thank all of you, and your teachers, for your help during the inspection. We enjoyed seeing you at work in your classrooms and talking to you at playtimes and lunchtimes. We think Broadmere Primary is a satisfactory school with some good aspects.

These are the things we most liked:

- you evidently enjoy school, and your behaviour and attitudes are good
- your headteacher is leading your school well and knows how she wants your school to improve further
- there is a positive feeling about your school which everyone likes
- you are rightly pleased about the new toilets and changing facilities
- you feel safe at school and you know it is important to have lots of exercise, and to eat and drink healthily
- achievement at your school is satisfactory
- teaching and learning at your school are satisfactory, and sometimes good
- the range of extra-curricular activities is good and many of you take part in these.

We have asked your teachers to:

- help you to make better progress in mathematics by improving teaching and learning activities, especially in Years 3 and 4
- do more to ensure that all of you make good progress by giving you work which builds on what you already know
- help you to improve by planning lessons based on your targets and how well you are doing.

Yours sincerely

Chris Grove

Lead Inspector