



Broadfields Primary School

Inspection Report

Unique Reference Number 134854
Local Authority Barnet
Inspection number 295470
Inspection dates 6–7 December 2006
Reporting inspector Carmen Rodney HMI

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

Type of school	Primary	School address	Broadfield Avenue
School category	Community		Edgware
Age range of pupils	3–11		HA8 8TN
Gender of pupils	Mixed	Telephone number	020 8958 9864
Number on roll (school)	445	Fax number	020 8958 8739
Appropriate authority	The governing body	Chair	Dr Ibrahim Dustagheer
		Headteacher	Mr Robin Archibald
Date of previous school inspection	Not previously inspected		

Age group 3–11	Inspection dates 6–7 December 2006	Inspection number 295470
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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

Broadfields Primary School re-opened as a new, re-launched school in January 2005 after amalgamating with the infant school. The school is much larger than most primary schools. The school population is drawn from an ethnically diverse community and over 65% are from minority ethnic groups which include an increasing number of pupils with refugee and asylum seeking status. Of the pupils, a high proportion (44%) speaks English as an additional language. Similarly, the percentage of pupils eligible for free school meals is well above average and the proportion of pupils with learning difficulties or disabilities is also above average. A new headteacher, senior staff and one-third of the teaching staff were appointed when the school, previously failing, was re-launched in January 2005. The school is currently at the early stage of providing some extended services for pupils and parents.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Broadfields Primary School is a much transformed school, where pupils from the nursery to Year 6 are 'happy' and 'enjoying being in a high achieving school', within a secure and positive community. These statements from parents accord very well with the school improvement plan. The school is now providing its pupils with a good education with many outstanding features. The school improvement plan fully captures the spirit of the Every Child Matters requirements and is focused carefully on providing for the needs of all pupils. The school is fulfilling these aims because of the outstandingly good leadership of the headteacher who has worked tirelessly with staff and governors to improve behaviour and raise standards over the last academic year. The school now provides good value for money.

Parents are confident that their children are in safe hands and making 'great progress'. They stress that the school has 'changed in the last couple of years', 'behaviour is better, children are friendlier, well cared for and liked by staff'. In this very inclusive school, every child really does matter, and teachers are effective in ensuring that that no child is left behind. Like their parents, pupils know that the quality of care is outstanding and both are now very proud of the school. Staff believe in the school's vision of high achievement for every pupil, and so, expectations are appropriately high as they articulate a strong sense of 'love' and care for them. In turn, they have won pupils' trust because they understand that their teachers care about their future. This has enabled the teachers to build a strong foundation on which to accelerate pupils' progress.

Standards have risen significantly since the school re-opened and pupils are now achieving above average standards by the end of Year 6. However, standards are broadly average at the end of Year 2. The school is aware of the need to improve the proportion of pupils reaching the higher levels in the national tests, particularly in Year 2. Pupils enter the school with well below average skills, particularly in language and communication. A large majority make good progress in meeting or exceeding the very challenging targets set for them because they receive a good grounding in basic skills and the quality of provision is good. This successful turnaround in the school's achievement within a short time is due to the rigorous use of assessment data to track pupils' progress and targeted support. Increasingly good quality teaching and often very good quality support for pupils' learning English and for those with learning difficulties contributes to them making good progress. However, teachers still need to ensure that work is consistently matched to individuals and groups and teaching assistants adopt a more consistent approach when supporting pupils.

Pupils' enjoyment of learning is given a high priority. This is evident in the imaginative use of resources and practical activities which teachers employ to stimulate pupils' thinking and develop their independence and confidence. The well planned curriculum, particularly in art and music, and the full range of enrichment activities mean that pupils can express their sheer enjoyment of extending their learning before, during and after school. For example, they make very good use of the homework club which provides them with adult support and access to information technology for research.

Behaviour is exemplary and this is a significant improvement since the school re-opened. Pupils respect each other; work well together and relationships are very good. However, attendance remains satisfactory because a small minority of parents, who are unfamiliar with the education system, remove their children during term time. The school recognises that there is still more work to do with some parents to increase their understanding of the importance of good attendance.

The very clear vision of the headteacher, senior team and a very supportive governing body, means that all staff receive a consistent message: 'to work as one, in creating a learning environment where everyone succeeds'. This agenda is translated into precise action through the senior team rigorously evaluating teaching and learning, analysing data and setting clear targets which pupils understand. The school promotes race equality and inclusion very well. These are given a high priority and permeate all aspects of the school's work in particular, raising standards for all groups and ensuring that the curriculum reflects the pupils' cultural backgrounds. The current staff fully reflect the multi-racial make up of the school and all are effective role models. The school has made significant progress and is very well placed to continue this improvement.

What the school should do to improve further

- Build on the recent achievements so that all pupils make rapid progress towards achieving the higher levels in English, mathematics, and science.
- Raise the quality of teaching further by ensuring greater consistency in matching work to pupils' needs and through deploying teaching assistants to work effectively and efficiently.
- Seek to work closely with the small minority of parents, new to the education system, so that they are:
 - involved in the school and understand how it works
 - supportive of the school's efforts to further raise attendance.

Achievement and standards

Grade: 2

Achievement is good because of the school's effective use of assessment data to improve the progress of pupils at whole school and individual classroom level. Attainment on entry to the Foundation Stage is well below expected levels, particularly in children's language and communication skills. However, by the end of Reception, children are making good progress in relation to their starting points because of well informed planning and provision linked closely to good observation and assessment procedures. The school has very good systems to monitor the progress of all pupils, including the identification of underachieving groups of pupils. This ensures that any weaknesses are identified and appropriate strategies used to support pupils. For example, in 2005, the Key Stage 2 results showed that White British boys and Black African pupils were achieving less well than all other groups. The school is successfully addressing this through a range of curriculum strategies and targeted support. At

Foundation Stage, planning and curriculum development is taking into account discrepancies between the achievement of boys and girls.

Standards by the end of Key Stage 2 in 2005 were well below expected levels, but significant improvement has been made this year, including at the higher Level 5 in English and mathematics which are above average. Standards in reading, writing and mathematics by the end of Key Stage 1 this year show a decline in comparison to the previous year and results are broadly average. The school recognizes that achievement in writing is well below reading, and is endeavouring, through a whole school focus, to improve pupils' writing levels.

Personal development and well-being

Grade: 1

Personal development and well being are outstanding as is the provision for pupils' spiritual, moral, cultural and social development. Within a short space of time the senior leadership team have managed to create an ethos where pupils are confident with excellent self-esteem and their behaviour is exceptionally good. This is because everyone is signed up to the vision within the whole school community. As a result, there have been no exclusions since the school re-opened. Attendance has improved and is now satisfactory, as a result of joined up strategies, including rigorously following up pupil absence.

The school's 'circle of courage' provision underpins the philosophy of empowering vulnerable pupils and has had a direct impact on school life. Pupils said, 'people are happy now', 'more people are friends, you know, Year 6s are friends with Year 4s' and 'everyone knows each other's names'. The school council uses its position well to bring about changes, for example, choosing new playground equipment. Pupils are well aware of the importance of adopting healthy life-styles and lunches are nutritious and the menu varied.

Pupils clearly appreciate the school journeys which make a significant contribution to developing their independence and social skills. Pupils' achievements and the richly diverse community are celebrated through regular assemblies, daily recognition awards and the high-quality art and music work which visitors notice immediately. Pupils are well prepared for the next stage of their education to become life-long learners.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning across the school, including the Foundation Stage, is good. Teachers have good subject knowledge and plan well structured lessons, with due regard to including all learners. A pupil said, 'Teachers always find a way to make learning understandable'. Relationships between adults and pupils are very good and teachers are adept at managing pupils' behaviour very effectively. As a result, they

are motivated and confident learners. Teachers challenge pupils through effective questioning. They also encourage pupils to explain their answers, which contributes to them developing good speaking and listening skills and making good progress, including those learning English as an additional language. However, work is not always matched to each pupil's need.

Classroom assistants support pupils very well; however they are not always used as effectively as they could be. Teaching and support for pupils with learning difficulties and disabilities is good. Individual targets are appropriately set in English and mathematics and pupils' progress is tracked very effectively, particularly in writing. There is a range of targeted intervention to ensure gaps in pupils' learning are suitably addressed. Effective marking includes helpful comments that help pupils to understand how to improve their work; however, there are still inconsistencies across the school.

Curriculum and other activities

Grade: 2

The curriculum is good and the school places a strong emphasis on the provision of a wider and enriched curriculum to further support pupils' achievement and personal development. The school has recognised previous weaknesses in the Foundation Stage curriculum and these are being effectively addressed. Pupils enjoy learning because the curriculum is well planned and relevant to the rich diversity of the school community. For example, a successful international evening, art work and displays around the school, including the focus on Black History month, reflect and give value to the cultural diversity of the school community.

The extended school day provides additional extra-curricular opportunities for pupils. For instance, a group of Year 6 pupils said that they take part in a variety of sports after school and this was good for them 'because exercise keeps us healthy'. One pupil said that taking part in extra-curricular activities 'is good for our brain and helps us to learn'.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding because rigorous systems are established and understood by all. Communications within the school, with support services and with home are excellent. This is as a direct result of the enthusiastic and efficient approach by staff who make it their business to ensure the highest quality of care for pupils. This includes the support and procedures for vulnerable pupils and appropriate systems for safeguarding pupils well being. Child protection procedures are also well established and understood.

Academic guidance is excellent. Pupils know their targets and they are reinforced supportively and transparently by teachers and support staff. One pupil said that targets are helpful because, 'You know what you've got to go for to achieve'. Tracking procedures for the progress of all pupils are excellent and pupils with additional needs

make very good progress as a result of the targeted interventions which have been established and applied consistently by staff and supported by parents.

Leadership and management

Grade: 1

Leadership and management at all levels are excellent. The headteacher's assessment of the school is very accurate and he has clearly communicated his vision and commitment to all staff for raising standards. Since his appointment, the school has made a very rapid recovery from a turbulent period of failure and poor reputation in the local community. The senior team works very closely together and understand what must be done to continue to transform the school. All staff are therefore persistent in maintaining a professional dialogue with each other and in using research findings and in-service training to evaluate practice and try out new ideas. Their critical approach leads to effective action to improve the quality of provision. In this, the school improvement plan is well conceived and underpinned by a sharp focus on inclusion. For example, assessment data is very well managed and carefully analysed to identify individual ethnic groups and other groups that are at risk of under-achieving. As a result, equality of opportunity for all pupils is exemplary. Planning for improvement is extensive and systems are being embedded. Links with parents are well established, however, the school understands the need to extend its work with an increasing minority of parents with little knowledge of the English education system. The accommodation is dilapidated but the school's ingenuity at disguising the poor fabric ensures that pupils work in a stimulating environment.

Governors are very well informed. They challenge the school's work and fulfil their duties very well with a few providing appropriate daily support.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	NA

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

We enjoyed our visit to your school and wish we could have spent much longer with you. You said that your school is special and we agree with you. We also understand why you and your parents are so proud of your school. Your new school is not yet two years old but it has achieved so much in a very short time. All those we spoke to were welcoming and friendly. We are writing to thank you for your help and your contributions to the inspection. When you read the report, you will see that we have quoted many things that you said in almost every section!

You go to a good school that has many excellent features. Your good progress in lessons and excellent behaviour are two reasons why the school is so good. You behave brilliantly well after working very hard with your teachers to write new rules and make a television documentary on good behaviour and we could see that you are very determined to respect each other and make your school better.

Your teachers do their best for you to give you a good start when you begin school. In fact, the way in which they care for you is excellent. They make sure that you and your parents understand the targets set for you to make your work better. All adults make sure that you can all do well. In lessons, you concentrate well and are keen to learn because your teachers give you exciting activities, and use 'brain gym' and lots of games to help you think. They also give you many opportunities to join some fascinating clubs.

Your headteacher is an excellent leader for your school. He works very well with all of the staff because they want your school to get even better. There are three things that we have asked the school to work on with you and your parents. The first thing is to make sure that all of you do even better in lessons. The second point covers your lessons and your teachers agree with us that all of your lessons need to be really good or excellent. The third point is to work with you and your parents to make sure that all of you attend school regularly.

We hope that you will always enjoy your time at Broadfields School.

Yours sincerely

Carmen Rodney HMI