

Broadwater CofE First and Middle School

Inspection report

Unique Reference Number	126033
Local Authority	West Sussex
Inspection number	315405
Inspection dates	16–17 June 2008
Reporting inspector	George Logan

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

Type of school	Middle deemed primary
School category	Voluntary aided
Age range of pupils	4–12
Gender of pupils	Mixed
Number on roll	
School	494
Appropriate authority	The governing body
Chair	Christine Colthurst
Headteacher	Janet Sharp
Date of previous school inspection	28 February 2005
School address	Rectory Gardens Worthing BN14 7TQ
Telephone number	01903 235389
Fax number	01903 215047

Age group	4-12
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large first and middle school. The pupils are predominantly White British, with a very small number who are of Gypsy/Roma heritage. The proportion of pupils with learning difficulties and/or disabilities is below average. Very few pupils are eligible for free school meals. Pupils' attainment on entry is broadly at the level expected for their age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Broadwater Church of England is a good school. It has several outstanding features. Parents rightly value the exceptional ethos of the school, its commitment to inclusion and the outstanding care, support and academic guidance provided. As one commented, 'Broadwater is truly Christian, demonstrating a labour of love in practice and allowing each child to develop their unique God-given skills.' Pupils develop very positive attitudes to learning and their personal development is outstanding. Pupils feel that they are very safe and are confident that adults will help them. They have an excellent understanding of how to stay healthy. Their good attendance and the outstanding behaviour of most pupils show that they greatly enjoy school.

Children achieve well. They get off to a good start in Reception. They enter school with skills and knowledge which are broadly typical for their age and make good progress, with many acquiring skills beyond those expected because of the well-planned curriculum and effective teaching. Planning, assessment and overall provision in the Foundation Stage are good, although the learning environment, particularly outdoors, is not sufficiently stimulating. Good teaching enables pupils in Years 1 and 2, including those with additional learning needs, to make good progress, particularly in reading and mathematics, and standards are above average at the end of Year 2. Progress has not been as consistent in Years 3 to 6. A serious dip in Year 5 in 2007, not identified sufficiently promptly, has affected the overall progress of current Year 6 pupils. While their standards are still likely to be above average this year, other than in science, they are expected to be slightly lower than in 2007. Progress is outstanding in Year 7, particularly in mathematics, and standards are well above average. Gypsy/Roma pupils make good progress, because they attend school with relative frequency and benefit from the same good teaching as the others. Through specialist teaching, pupils acquire good skills in singing and music. The outstanding curriculum meets pupils' needs well, although there are few opportunities to develop enterprise skills. In all years, teachers plan creatively to allow pupils to practise their literacy and numeracy skills in other subjects. Pupils enthusiastically support the outstanding range of extra-curricular activities.

Leadership and management are good. The headteacher has a clear vision for improvement and provides clear direction and highly effective leadership. School self-evaluation is good. Teachers are analysing data on pupils' progress more rigorously this year, to ensure that irregularities are identified more promptly, and support programmes implemented quickly. Subject leaders are empowered and have a positive impact on standards, particularly in English and mathematics. Governors successfully fulfil their role as 'critical friends', holding school leaders to account. The school has good capacity to build further upon recent changes.

Effectiveness of the Foundation Stage

Grade: 2

Reception children make rapid progress. Effective transition arrangements enable them to settle in quickly. They are cared for well, with individual staff each taking responsibility for a small group of children. As a result, relationships are close and supportive, so that children make particularly good gains in personal and social development. Children relate confidently to each other, have positive attitudes to learning and are keen to initiate activities. Good teaching, with some that is outstanding, and the good curriculum ensure that children make good progress in all areas of learning. Many are working at above average standards when they enter Year 1. Assessment procedures effectively identify the next steps in learning. The good

focus on the shapes and sounds of letters ensures rapid progress in language, although children's skills in reading are slightly ahead of those in writing. Their knowledge and understanding of the world has improved significantly, although creative development is slightly lower than other areas. The school recognises the need to refurbish the outdoor area and to enhance the indoor environment, to provide a more stimulating context for learning.

What the school should do to improve further

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- Enhance pupils' opportunities in the Foundation Stage through further development of the physical environment.
- Provide more opportunities for pupils to extend their knowledge of the world of business through enterprise activities.

Achievement and standards

Grade: 2

Pupils' achievement is good, although there are some inconsistencies. Children achieve well in Reception and almost all reach expected standards, with a significant number doing even better. Although not as high as in 2007, standards in both Year 2 and Year 6 are above average. Pupils make good progress in Years 1 and 2, though this is better in reading and mathematics than in writing. Progress in Years 3 to 6 has not been as consistent, with a significant dip in Year 5 last year. Although the school has acted to mitigate this decline and progress is now better, this has affected the achievement of the current Year 6. As a result, the school believes that they may not fully meet their expected targets this year. In Year 7, achievement is outstanding because of rigorous teaching. Standards are well above average, particularly in mathematics. Achievement is boosted by strategic grouping of pupils in English and mathematics according to their learning needs. Additional literacy support is enabling pupils who had fallen behind in Years 4 and 5 to make exceptionally good progress in their phonic awareness. Academically gifted pupils make good progress because of the planned challenge in lessons and access to good enrichment courses.

Personal development and well-being

Grade: 1

Pupils are articulate, friendly and conduct themselves safely. Their good attendance reflects their enjoyment of school. The behaviour of most pupils is outstanding and although there has been recent low-level disruption in one year group, this has been largely resolved through appropriate intervention. Pupils feel very secure, saying that bullying is rare and that they are confident that adults will always help them. As one said, 'The teachers are genuinely nice people and treat you with respect.' Pupils have an excellent understanding of how to stay healthy, reflected both in their awareness of diet and in their support for physical activities. Pupils' spiritual, moral and social development is outstanding overall. The strong Christian ethos and church links permeate much of the school's work. Although some elements of cultural development are also outstanding, pupils' engagement with the ethnic and cultural diversity of contemporary Britain is not as strong. Pupils contribute enthusiastically to the school community through the school council and many classroom 'jobs', and links with the wider community, particularly through the church, are very well developed. Pupils' outstanding personal qualities and good basic skills contribute strongly to their future well-being. However, they have few opportunities to engage in enterprise activities.

Quality of provision

Teaching and learning

Grade: 2

In spite of relatively high staff turnover, teaching is good, with much that is outstanding. Teachers motivate pupils well, leading to good achievement. Relationships are close and trusting, so that pupils feel able to try things out. The environment for learning is calm and well organised. Regular checks on pupils' progress ensure that staff are aware of what pupils need to do to move forward. Planning is thorough and has regard to the needs of identified groups of pupils. Most lessons have a brisk pace which moves learning on quickly. Occasionally, when the presentation is slow, pupils lose interest. The potential of the interactive whiteboard is not always fully realised. A strength of teaching is the focus on developing pupils' thinking skills. Teachers also encourage independence, giving even the youngest pupils good opportunities to record work independently. Teachers' marking is rigorous and shows pupils how they can improve their work. Pupils are encouraged to evaluate the quality of their own work. In most lessons, teaching assistants support pupils with additional learning needs effectively.

Curriculum and other activities

Grade: 1

The curriculum for Years 1 to 7 has many significant strengths. The effective teaching of literacy, numeracy and information and communication technology (ICT) skills through other subjects enriches learning. Stimulating termly topics provide a good framework for learning. In addition, pupils have outstanding opportunities in music and physical education, often enhanced by the deployment of specialists. As a result, standards of singing are outstanding and pupils have well developed physical skills. Good use of ICT effectively extends pupils' learning. Provision for pupils who need additional support is well targeted on what they most need to learn. The exceptional range of extra-curricular activities, including three residential visits, is supported well by pupils and has a positive impact on their outstanding personal development and good academic progress.

Care, guidance and support

Grade: 1

Pastoral care is outstanding. More rigorous identification and effective support ensure that those with additional learning needs rapidly make up lost ground. The highly successful reading intervention programme in Years 4 and 5 was a response to needs identified through monitoring. Arrangements for safeguarding pupils are effective. Staff know individual pupils well and this close knowledge ensures that their welfare needs are met well, supported by very well-established links with external agencies. Academic guidance is outstanding. There is a well-embedded system of individual targets in literacy and numeracy, mostly generated through pupils' evaluation of what they need to do next. This is consistently implemented, apart from in Year 7, where there is some variability in practice. Pupils know their targets well and check their progress regularly.

Leadership and management

Grade: 2

The headteacher provides dedicated and effective leadership. She has built a cohesive team with a shared commitment to high standards, to the school's excellent ethos and to pupils' personal development. There is a clear vision for what the school needs to do to improve. The monitoring of teaching and of pupils' work is now thorough, although leaders were slow to identify underperformance in Year 5 last year. Subject leaders discharge their duties conscientiously. The school knows itself well. Self-evaluation is good. Effective systems for checking on pupils' progress ensure that staff are increasingly focused on improving pupils' learning. The governing body fulfils its responsibilities conscientiously. Governors are knowledgeable and challenge, as well as support, the school's leadership well. They closely monitor the effectiveness of provision and know the strengths and weaker aspects of the school well.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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?	1
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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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	2
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

18 June 2008

Dear Pupils

Inspection of Broadwater C of E First and Middle School, Worthing, BN14 7TQ

Thank you for making us welcome when we visited your school. We really enjoyed meeting you and also briefly sharing your assemblies and musical events. We found that yours is a good school, with several aspects which are outstanding.

- The main things that we found are these:
- Most of you behave outstandingly well in lessons.
- Standards are above average generally, but well above average in Year 7.
- Teaching is mostly good, with some that is outstanding, and you generally make good progress. Those of you in Year 7 make outstanding progress.
- The Foundation Stage is good and provides well for the youngest children.
- The school makes sure that you are cared for exceptionally well, and you are very aware of how important it is to eat healthily and take regular exercise.
- The curriculum is outstanding, with an exceptional range of out-of-school activities.
- Those in charge of the school make sure that it runs very smoothly.

We are asking the school to make these changes so that you do even better.

- Develop the outside space near the Reception class so that it provides more learning opportunities for the youngest pupils.
- Provide some opportunities for pupils to get experience of small business activities.

You can help by continuing to work hard and do your best. We hope that you will have every success in the future.

Yours sincerely

- George Logan
- Lead Inspector