

Broadwater Farm Primary School

Inspection report

Unique Reference Number	102131
Local Authority	Haringey
Inspection number	335844
Inspection dates	23–24 September 2009
Reporting inspector	Alison Storey HMI

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Nursery
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	445
Appropriate authority	The governing body
Chair	Ms Umarani Nathan
Headteacher	Miss Dawn Ferdinand
Date of previous school inspection	3 March 2007
School address	Moira Close London N17 6HZ
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Age group	3–11
Inspection dates	23–24 September 2009
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**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 23 lessons, and held meetings with staff, the chair of governors and groups of pupils. They observed the school's and the Children's Centre's work, and looked at pupils' books and a range of documentation, including the school's analysis of the progress pupils make and the standards they reach, evidence of leaders' monitoring and evaluation and plans for improvement, reports by the local authority following their visits, pupil and staff questionnaires, and 107 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively the school meets the learning needs and promotes the well-being of different groups of pupils, particularly those of Turkish heritage
- the impact of the school's focus in 2008-09 on developing the quality of teaching and the use of assessment on pupils' learning
- how successful the school has been in closing the gap between achievement in reading and writing and in improving boys' achievement in English
- how well leaders and managers at all levels, including governors, understand the school's strengths and weaknesses and help it to improve.

Information about the school

Broadwater Farm serves a large local authority housing estate of the same name. It is larger than average, although the number of pupils is falling as part of a planned reduction in size in preparation for the development of an inclusive learning campus with two neighbouring special schools. Over 95% of pupils are from minority ethnic groups; more than half are of Black heritage and nearly one in four are from a White background other than British, mainly Turkish. In total, 25 nationalities and 34 languages are represented. Nearly three quarters of pupils speak English as an additional language; usually their first language is Turkish or Somali. There are 44 pupils at an early stage of learning English, mainly in the younger year groups. The overall percentage of pupils with learning difficulties and/or disabilities is twice that found nationally and some year groups have a much higher proportion, although the number with a statement of special educational needs is just below average. Most commonly these pupils have moderate learning needs or speech, language and communication difficulties.

The governing body also manages Broadwater Farm Children's Centre on the same site. Since the last inspection, the Nursery classes have moved into the Centre which also provides childcare for children from age six months to five years for 48 weeks a year. The school runs a breakfast club each morning and provides after-school childcare for pupils up to eight years through the Children's Centre. It has gained several awards for its work, including Activemark, Healthy School status and the International Schools Award. The headteacher has been in post for five terms.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

It is evident from the questionnaires completed by parents, pupils and staff that they are proud to be part of Broadwater Farm. They recognise that it is a well-led, improving school. As one parent with older pupils in the school wrote, 'I am so impressed with the consistent improvement and progress of the school. I am proud I made the decision to send my children to this school.'

The inclusive and caring environment nurtures pupils' personal and social skills. They have a good understanding of how to keep themselves safe; they have well-rounded attitudes to living healthy lifestyles and behave well. Pupils willingly take on responsibilities, are keen to give their views on how the school can improve and particularly value the opportunities to contribute to designs for the new school. The multicultural, multi-faith nature of the school and the opportunities to learn alongside pupils in the two neighbouring special schools help pupils to develop empathy and respect for others. They understand that there are others less fortunate themselves, and regularly raise money for a range of good causes.

The new headteacher is ambitious for the school and determined that pupils will reach their potential. At the moment, their academic achievement is satisfactory. However, there is evidence that the development of systems to track how well pupils are doing and actions taken to improve the quality of teaching and learning are having a positive impact on the progress pupils make and the standards they reach. Staff identify pupils who are falling behind expectations and put in additional support sooner rather than later. There is more good teaching across the school than at the last inspection. This shows the potential for pupils to build on their progress year on year, rather than relying on it accelerating in the later years. Last year almost half of pupils in the school made better than expected progress and overall standards in English, mathematics and science rose at the end of Year 2 and Year 6. However, teaching is not yet strong enough to ensure that learning and progress are consistently good and, as the school has identified, standards need to improve in information and communication technology (ICT).

Rigorous monitoring and honest self-evaluation mean that leaders have an accurate picture of what the school is doing well and a clear plan is in place to tackle the improvements that are needed over a three-year period. The success to date and well-targeted plans to build on this over the next two years demonstrate that the school is well placed to sustain improvement.

What does the school need to do to improve further?

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- Improve the proportion of good teaching in reading, writing, mathematics and science over the course of this year so that most pupils make good progress by ensuring that teachers consistently:
 - differentiate activities to match closely the learning needs of pupils of all abilities
 - keep the lesson focused on what pupils are learning rather than the activity they are doing
 - use questioning to encourage pupils to recall and apply their learning, and to help them understand what they are doing well and how they can improve.
- Implement plans to ensure that 80% of pupils achieve the expected level in ICT by:
 - providing professional development for staff
 - monitoring the quality of teaching and learning in ICT
 - developing the assessment and tracking of pupils' ICT skills.

Outcomes for individuals and groups of pupils**3**

Pupils have positive attitudes to learning because they respond well to teachers' own enthusiasm in lessons and the good relationships they develop with their classes. Pupils are generally interested in what they are doing, listen attentively during whole-class sessions, get on with the tasks set for them and behave well. This shows the potential is there for most pupils to make good progress. Overall, evidence from lessons seen during the inspection, monitoring over time and data shows that progress is improving and, over the last year, close to half the pupils made good progress. The number of Turkish pupils reaching the expected level for their age is steadily improving. This is because through the school's partnership with the Turkish Embassy, it is able to provide extra lessons which give them the opportunity to learn concepts in their own language. Pupils with learning difficulties and/or disabilities make the progress of which they are capable because rigorous tracking identifies them early, so that they get the additional support they need.

Data show that standards at the end of Year 6 are higher than they were three years ago. While over time standards have been significantly below average, the gap when compared with pupils in other schools nationally has narrowed this year. In fact, a 20% improvement in results in writing has closed the gap and in mathematics, the proportion of pupils reaching the expected level was just above national results. However, the pattern has not been one of steady increases over time. Instead there have been significant increases in one year followed by a dip the next. The school's data for the current Year 6 pupils, and observations of pupils at work during the inspection, show that standards are below those expected for their age. The school is confident that it will accelerate progress and raise standards by the time the pupils leave the school next summer, and indeed, past performance shows that pupils can make good progress between the end of Year 2 and Year 6. However, to date this has relied too much on extra support and booster groups rather than consistently good teaching over time.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers' subject knowledge is generally strong and they work hard to make learning interesting. New technology is used well to support whole-class teaching, and techniques such as paired talk are used to actively involve all pupils in lessons. Data from the most recent assessments are used well to organise pupils into groups or sets for literacy and mathematics lessons. However, planning still does not always pay sufficient attention to the range of abilities that exist. Over the last year, the school has focused on developing pupils' understanding of how well they are doing and how to improve their work. In lessons, teachers tell pupils what they will be learning, emphasise links with previous lessons and share the 'steps to success' which should help them to assess how well they do. However, sometimes in their bid to make activities interesting and relevant, the focus on what pupils are learning gets lost and the task becomes more important. Questioning is not always used well enough to challenge pupils to recall and apply what they have learnt or to help them understand whether they have been successful.

Some pupils encounter particular challenges which can be barriers to their learning and well-being. The school effectively matches additional support and care to their needs, for example by using its learning mentors or links with other agencies, to get them back on track.

Over the last year, the school has introduced a new way of teaching writing. Pupils are

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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taught specific skills which they then have to apply in extended writing sessions. This has had a positive impact on narrowing the gap between reading and writing across the school and improving the number of boys who are on track to achieve the level expected by the end of Year 6. Very recently the school has introduced new curriculum plans to provide more opportunities for pupils to develop their creativity and make meaningful links between subjects. It is too early to see the impact on standards, but feedback from pupils and staff show it is boosting pupils' enjoyment. Plans are also in place to develop a more systematic approach to teaching and assessing pupils' skills in information and communication technology.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has brought energy, enthusiasm and high expectations of staff and pupils. She works effectively with her strong senior leaders and has raised the profile of middle managers. A combination of consultation on plans for improvement and on professional development focused on key priorities and performance management to hold them to account ensures that staff across the school know exactly what the school is trying to achieve and what their role is. As one teacher commented, 'I am proud to be part of the movement for excellence that is sweeping through our school.' A thread through all aspects of the school's work is its commitment to equality and community cohesion. It considers carefully how well different groups of pupils are doing and knows which may need additional support. Events such as international evenings celebrate the rich diversity within the local community and beyond, and the school actively seeks the views of parents to make sure it understands their particular needs. For example, in response to feedback, it has held meetings in Turkish and Somali to help more parents understand how they can support their children's learning. This explains why the pupils develop a good understanding of each other's backgrounds and the school is such a cohesive and harmonious place.

The chair of governors demonstrates a passion for excellence to rival the headteacher's. Currently, the governing body is not at full strength, but the chair is working hard to fill vacancies with people who bring the right mix of skills and experience. Meanwhile she is working with a core of governors to ensure they can provide a good level of support and challenge for senior leaders.

Safeguarding procedures are robust. There are clear procedures for ensuring the safety

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of pupils, backed up by regular training for staff. Pupils feel they are safe in school, as do their parents, and know that their views are taken into account. They appreciate that the school helps them to learn how to keep themselves safe, for example by offering road safety sessions on bicycles.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage. Most start with skills well below those expected for their age and often with very limited language. Over the time they are in the Children's Centre and the Reception Year, they make good progress, although their skills are still low for their age when they move to Year 1, particularly in reading and calculating. Staff are led well by an effective and enthusiastic management team. Staff training is closely linked to ensuring the well-being of the children and improving the quality of their learning and development. For example, Nursery staff have had specific training to develop children's personal and social skills and Reception teachers have been part of a 'Make a Big Difference' project focusing on calculation. Staff work very hard to be fully inclusive and involve all children and their families. They have been successful in an 'improving dads' involvement' initiative and, by forming close links with the local community, they have a better understanding of how to support Turkish parents and their children as they start school.

Home visits help to develop relationships between parents and staff before the children join the Nursery classes. Parents are made to feel welcome when they arrive and are encouraged to stay, particularly in a child's first days. As a result, even at the early stage in the year that the inspection took place, children were settled and happy. Daily

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routines help the children to feel secure. They form good relationships with the adults that support them, particularly their key worker. They learn to keep themselves safe and healthy from an early age and begin to develop an awareness of the needs and feelings of others. Activities are planned to meet individual needs, taking into account children's interests and preferences based on observations of them at play and listening to what they and their parents say. Children particularly enjoy the opportunities they have to learn and play outside. The relocation of classes since the last inspection has given the Nursery and Reception classes much better access to outdoor areas, although budget restraints have prevented them from fully developing them.

The provision for children from six months to three years of age is a real strength of the Early Years Foundation Stage and highly regarded by parents. Quite simply, as one parent said, they 'love it', whilst another accurately described it as 'very friendly, child and family focused.' Staff are well qualified and have a good understanding of children's development. They keep parents fully informed with a daily record of their child's day. Throughout the day, children and babies are offered stimulating play opportunities across all the areas of learning both in the bright, airy inside area and in the well-fenced partly covered garden. There is a strong focus on children's well-being and ensuring a safe environment for their learning and development. All the requirements for registration are met.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of parents are pleased with the work of the school and the Children's Centre. Indeed, every parent who returned the questionnaire said that overall they were happy with their child's experience at Broadwater Farm. Parents confirm that their children enjoy school and inspectors agree with their views that the school is well led, their children are safe and helped to have a healthy lifestyle, and that behaviour is managed effectively. Most parents ticked that they agreed that teaching is good and that their child is making sufficient progress. The inspection found that these aspects are improving but are not yet consistently good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broadwater Farm Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 107 completed questionnaires by the end of the on-site inspection. In total, there are 490 pupils registered at the school and Children's Centre.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	54	48	45	1	1	0	0
The school keeps my child safe	53	49	53	49	0	0	0	0
The school informs me about my child's progress	45	42	57	53	2	2	0	0
My child is making enough progress at this school	49	45	55	51	2	2	0	0
The teaching is good at this school	43	40	59	55	2	2	0	0
The school helps me to support my child's learning	45	42	56	52	2	2	1	1
The school helps my child to have a healthy lifestyle	45	42	59	55	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	38	36	61	57	0	0	0	0
The school meets my child's particular needs	42	39	63	59	0	0	0	0
The school deals effectively with unacceptable behaviour	41	38	58	54	3	3	0	0
The school takes account of my suggestions and concerns	40	37	61	57	1	1	2	2
The school is led and managed effectively	51	48	54	51	0	0	0	0
Overall, I am happy with my child's experience at this school	60	57	47	44	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



September 2009

Dear Pupils

Inspection of Broadwater Farm Primary School, London N17 6HZ

It was lovely to meet you when we came to your school. Thank you very much to all of you who spoke to us in lessons, around the school and in the special meetings we had. We know that your school takes your views seriously and so do we. We have judged that your school is satisfactory. It is definitely improving and some things it does are good. These are some of the things that we found:

- The headteacher and other staff lead the school well. They know what it does well and what could be better.
- All the adults in school work hard to care for you and make sure that you are safe.
- The youngest children get off to a good start
- You enjoy learning and work hard because lessons are interesting.
- You behave well in class and around the school.

Your headteacher and her staff are determined to make Broadwater Farm a better school and to make sure you achieve as well as you can. We discussed with them the most important things they need to do and we have said that they should:

- improve the proportion of good teaching so that most of you make good progress
- make sure that most of you reach the expected level in information and communication technology.

Yours faithfully

Alison Storey

Her Majesty's Inspector

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