

Broadmere Community Primary School

Inspection report

Unique Reference Number	125105
Local Authority	Surrey
Inspection number	340716
Inspection dates	2–3 March 2010
Reporting inspector	Michael Barron

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	245
Appropriate authority	The governing body
Chair	Peter Francis
Headteacher	Patricia Cahillane
Date of previous school inspection	3 October 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons and observed 10 teachers. They also held meetings with the headteacher and members of the school's senior leadership team, subject leaders, members of staff, groups of pupils and parents and carers. They observed the school's work and looked at school development planning, minutes of governors' meetings, school policies, including those associated with safeguarding procedures, assessment and tracking documentation, pupil records and samples of pupils' work. Inspectors analysed the views of parents and carers in the 78 Ofsted questionnaires returned.

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

- the effectiveness of leadership and management, especially that of the headteacher and the governing body, in bringing about school improvement
- the effect of possible inconsistencies in pupils' attendance rates on achievement and the impact of initiatives to improve attendance
- how well the school caters for the needs of different groups of pupils, including pupils who speak English as an additional language and those with hearing impairments, and how this impacts on pupils' progress, not only in academic terms but also in terms of their personal development.

Information about the school

This is an average-sized primary school serving the needs of children living on an estate to the eastern side of Woking. The majority of pupils come from minority ethnic backgrounds and a small number are at the early stages of English language acquisition. There is Early Years Foundation Stage provision in the school's Nursery and Reception Year classes. The school features a specialist unit for supporting pupils with hearing impairments therefore the number of pupils with statements of special educational needs is well above average. The school is in the process of federating with a nearby primary school and the headteacher presently has responsibility for both schools, sharing her time equally in each one. This federation is due to commence in September 2010, when both schools will then have a single governing body. The school holds several awards including Healthy School status.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. The headteacher and her dedicated staff have created a caring environment where pupils feel safe and say they really enjoy learning. Pupils' attitudes to work are outstanding and this is reflected in their excellent behaviour. Parents and carers are positive in their views of the school. One commented the school had 'really improved over the last two years' while another praised the 'hard work of the staff and headteacher'. Inspectors agree with these views expressed in the returned parents' and carers' questionnaires.

Pupils' attendance is broadly average. The school has successfully implemented several initiatives to improve attendance and punctuality since the last inspection. The vast majority of pupils now have very good attendance records but a very small and diminishing number still go on extended visits abroad in term time, even though the school does not sanction such absence.

The quality of teaching is good and this is reflected in the good progress pupils make in all year groups. Teachers display good class management skills and have good relationships with pupils. Pupils' work is marked frequently but the quality of marking is inconsistent and does not always give pupils guidance about improving their work.

Children make good progress in the Early Years Foundation Stage from a low baseline especially in regard to their social and language development. They continue to make good progress in Years 1 and 2 because the school has worked hard to raise pupils' achievement in these year groups since the last inspection. This has ensured an improving trend in pupils' attainment by the end of Year 2, although it remains below the national average. Pupils in Years 3 to 6 also achieve well. The school has developed good tracking procedures which it uses effectively to ensure that all pupils make good progress in all year groups. School data, supported by inspection evidence, confirm that pupils are presently on target to attain average standards in the national tests this summer. However, attainment in English is better than in mathematics because pupils find problem solving difficult, especially when they are required to use and apply mathematical language.

Pupils make a good contribution to the school and the local community. The school has developed partnerships with several outside organisations which it uses well to increase the range of opportunities for pupils to develop both socially and academically. Systems for monitoring and evaluating the school's work are used effectively to enable the headteacher and governors to have an accurate understanding of the school's strengths and weaknesses and set clear priorities for improvement. Staff work well as a team to ensure the school reaches the challenging targets it sets itself. As a result, the school's

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capacity for sustained improvement is good.

What does the school need to do to improve further?

- Improve pupils' understanding of how to raise their attainment by ensuring that teachers' marking consistently provides clear guidance for pupils on how to improve their work.
- Improve pupils' attainment and progress in mathematics by providing more opportunities for pupils to develop their ability to use and apply mathematical language when involved in mathematical problem solving.
- Improve the attendance of the small minority of pupils who regularly go on extended holiday leave in term time by increasing parents' and carers' awareness of the need for their children to attend school regularly.

Outcomes for individuals and groups of pupils

2

Pupils say they like attending school and some are not looking forward to the end of term. It is to the school's credit that pupils have developed such positive attitudes. Their spiritual, moral, social and cultural development is good with strengths in the moral and social aspects. As a result, pupils get on with each other very well regardless of the differences in their cultural heritages and instances of unsocial behaviour are rare.

Pupils list literacy and information and communication technology among their favourite subjects because 'teachers make lessons interesting', while other pupils say they enjoy the lunchtime and after-school activities. Expectations of how well pupils can achieve are high and there is a 'no excuse' culture within the school. Pupils work well in lessons, both independently and in small groups. This often leaves teachers and teaching assistants with the time to support pupils who are experiencing difficulties in learning. This was evident in a lesson with Year 2 pupils where the class teacher had the time to help individual pupils with their work while the others continued to work well independently. Pupils say teachers are 'kind' and 'fun'. They respond well to the caring approach taken by the school and this adds to their enjoyment of learning and to their progress. One example of the success of this caring approach was evident in a Year 6 literacy lesson when pupils made good progress in identifying connectives because of the high levels of care and support they received from the teacher. Pupils at the early stages of English language acquisition, and those with special educational needs and/or disabilities, make good progress as a result of the good level of care and support they receive. Pupils with impaired hearing are fully integrated into the school and take an active part in lessons because all classrooms are wired for sound. As a result, they make the same good progress as other pupils.

Pupils have a good grasp of the importance of eating healthy foods and exercising regularly. They talk enthusiastically about the sporting activities they take part in and how they are able to travel to school as part of the 'Walking Bus'. They believe the school listens to their views and they make a good contribution to the school community and take their responsibilities seriously. For example, pupils serve on the school council

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and older ones become prefects. Pupils' improving skills in literacy and numeracy, their outstanding attitudes to learning and their good collaborative and independent skills are preparing them well for their future economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
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	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The curriculum provides a wide range of experiences for pupils, who say they enjoy learning and look forward to school visits to places of interest, such as museums and theatres. They also appreciate the diverse programme of enrichment activities the school provides, including a wide range of popular lunchtime and after-school clubs such as football, dance and gardening. Teachers and teaching assistants work well together to make a positive contribution to pupils' learning. Classrooms are well resourced and teachers make good use of interactive whiteboards to enhance learning. During the inspection, the good teaching observed was characterised by good planning which showed how the lesson met the needs of different groups of pupils effectively. Pupils understood what they were doing and why they were doing it. Success criteria were clear. In a minority of cases when teaching was satisfactory rather than good, lesson

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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introductions were often overlong and opportunities missed to set appropriate work for pupils of differing abilities.

While the school's assessment and tracking systems are used well to support learning, the school's approach to marking lacks consistency. The school promotes a good level of pastoral care and support for pupils and this is the basis for their good personal development. Parents and carers value the way the school looks after their children and pupils say they always feel welcome at school and are confident they will be well looked after. Effective induction and transfer arrangements help pupils settle quickly into new routines and vulnerable pupils receive good levels of care and support to help them become fully involved in all school activities. The school works closely with outside agencies in order to offer a good level of support to families and pupils who are hard to reach or who are facing challenging circumstances.

These are the grades for the quality of provision

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

How effective are leadership and management?

The good quality of leadership and management is reflected in the thoroughness of the school's self-evaluation and the quality of its development planning. Leaders and managers at all levels share a common belief in continually striving for school improvement. Staff and parents and carers agree that the headteacher has been the main driving force behind the improvement in the effectiveness of the school since the previous inspection. She has led the school with dedication and been well supported by her senior leadership team and with the governing body, which offers a good level of support and challenge to the school. The headteacher has ensured that the systems she has put in place to enable the senior leadership team to manage the school in her absence, for two and a half days each week, have meant that her dual headship role has not had a negative impact on the effectiveness of the school.

The school has worked hard to forge good links with parents and carers and this has led to improvements in pupils' progress. For example, school initiatives have ensured a marked increase in the number of parents and carers attending consultation evenings, and this has led to them becoming more involved in their children's learning. Parents and carers say that they appreciate the way in which the school tackles discrimination and places equality of opportunity at the heart of its work, making sure that all pupils are given equal chances to succeed. This is a key factor in ensuring that all pupils, regardless of their background or ability, make good progress, not only in their

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academic work but in developing their social skills, including their respect for others. Safeguarding procedures are good and meet all requirements. This is reflected in the precision of the staff recruitment and vetting checks. Staff and governors receive regular training about safeguarding and child protection issues and are well aware of the importance of their roles in protecting pupils.

The school's work in promoting community cohesion is good. It has built up effective links with the local community, which it uses well to develop pupils' understanding of different cultures and shared values. However, pupils' appreciation of the diversity of cultures and beliefs in the wider national community is not quite as well developed as their understanding of those in their local community.

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	2
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	2

Early Years Foundation Stage

Children's skill levels when they join the Nursery class are well below those typically expected for their age, especially in relation to their social and language development. Children then make consistently good progress in all areas of learning because good teaching caters well for their needs, regardless of their abilities or previous experiences. Leadership and management of the Early Years Foundation Stage are good and ensure the needs of all children are fully met. However, teachers' planning does not always take into account the fact that different children progress at different rates. Welfare is given a high priority and, as a result, children are happy, feel safe and behave well. Progress in personal, social and emotional development is good and children are prepared well in their Reception Year for transfer into Year 1.

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Teachers prioritise improving children's language skills while ensuring that they have the opportunities to build up a better understanding of the world in which they live. The outdoor area is stimulating and exciting. It is shared between the Nursery and Reception classes and is used well to help children build up the skills associated with outdoor learning and play.

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 large majority of parents and carers who returned the questionnaires or who were spoken to by inspectors held positive views about the school. Several parents and carers who responded agreed with all the statements on the questionnaire. Nearly all were happy with their children's experiences at the school. The overwhelming majority believed their children enjoyed school and several commented favourably about how safe they felt their children were. Few parents and carers expressed any concerns although some felt the school did not deal effectively with unacceptable behaviour. A small number of parents and carers thought that their views were not always acted on and that they were not provided with sufficient information about their children's progress. A small minority felt the school did not promote healthy lifestyles for their children or prepare them well enough for the future.

Inspectors considered these comments and judged that the school dealt with unacceptable behaviour effectively, provided sufficient information for parents and carers and acted on their views where appropriate. Inspectors also judged that the school promoted healthy lifestyles and prepared pupils well for the future.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broadmere Community 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 13 statements about the school.

The inspection team received 78 completed questionnaires by the end of the on-site inspection. In total, there are 245 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	62	29	37	1	1	0	0
The school keeps my child safe	34	44	44	46	0	0	0	0
The school informs me about my child's progress	43	55	39	50	5	6	0	0
My child is making enough progress at this school	30	38	44	56	3	4	0	0
The teaching is good at this school	30	38	45	58	1	1	0	0
The school helps me to support my child's learning	30	38	38	49	1	1	0	0
The school helps my child to have a healthy lifestyle	32	41	40	51	6	7	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)	32	41	37	47	6	7	0	0
The school meets my child's particular needs	22	28	50	64	3	4	0	0
The school deals effectively with unacceptable behaviour	30	38	38	49	6	7	0	0
The school takes account of my suggestions and concerns	26	33	46	59	5	6	0	0
The school is led and managed effectively	32	41	41	53	1	1	0	0
Overall, I am happy with my child's experience at this school	37	47	40	51	1	1	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.



4 March 2010

Dear Pupils

Inspection of Broadmere Community Primary School, Woking GU21 5QE

Thank you for welcoming myself and the other two inspectors to your school. Everyone was very friendly and we enjoyed talking to you about what you like the most about school and seeing you all working hard in lessons. We agree with you when you say that your school is a good school.

Here are some of the main things we found out.

- The school has improved since the last time it was inspected.
- Children get off to a good start in the Nursery and Reception classes.
- Behaviour is excellent: you are a credit to your school.
- You make good progress in learning because teachers make lessons interesting.
- The school cares for you well and you all feel safe.
- The governors, together with the headteacher and her staff, have worked hard to improve the school and want to make the school even better.

These are the things we have asked the school to do to help it to improve.

- We have asked the school to make sure that when teachers mark your work they always give you ideas about how to improve. This will help you to make even better progress.
- We know some of you find solving mathematical problems difficult so we have asked your teachers to help you to improve your ability to solve these problems.
- We also know that you all like school a lot but a very small number of you are letting the school down by taking holidays in term time, so we have asked your school to try to improve the attendance of the pupils who do this.

Once again, thank you for making us feel so welcome in your school and remember you can help your school to get even better by continuing to work hard.

Yours sincerely

Michael Barron

Lead inspector

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