

Broadfields Primary School

Inspection report

Unique Reference Number	134854
Local Authority	Barnet
Inspection number	341542
Inspection dates	23–24 March 2010
Reporting inspector	Linda Pickles

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	466
Appropriate authority	The governing body
Chair	Dr Ibrahim Dustagheer
Headteacher	Robin Archibold
Date of previous school inspection	24 March 2010
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Introduction

This inspection was carried out by four additional inspectors. The inspection team visited 26 lessons and observed all of the 17 class teachers at least once. They held meetings with governors, staff, groups of pupils and parents. Inspectors observed the school's work and looked at various papers, including development plans, the school's monitoring of provision, safeguarding documentation and 157 questionnaires completed by parents and carers. They also looked at questionnaires from 99 pupils in Years 3 to 6 and 43 staff.

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

- the achievement of pupils, particularly those from a White British background and those with a first language other than English
- the quality of teaching to determine if it challenges all pupils sufficiently
- the effectiveness of the school's leadership in securing improvement based on accurate self-evaluation
- the progress made by the youngest children from their starting points, particularly in communication, language and literacy.

Information about the school

This is a larger than average primary school. The proportion of pupils who come from minority ethnic backgrounds is well above average, as is the proportion who speak English as an additional language. The largest groups of pupils are from White British and Black African backgrounds. A very small minority are at the early stages of learning English. The proportion of pupils who are eligible for free school meals is well above the national average. The percentage of pupils with special educational needs and/or disabilities, including those with statements predominantly for behavioural, emotional and social difficulties, is well above that found nationally. The proportion of pupils who enter and leave the school at other than the normal times is higher than average. The school has resourced provision for pupils with autistic spectrum condition. The school has achieved a Healthy School award.

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

Broadfields Primary is a good school. Pupils' social, moral, spiritual and cultural development is outstanding as a result of the school's excellent promotion of community cohesion. Pupils from many cultural backgrounds work and play together harmoniously and this, together with their good behaviour, makes a significant contribution to their good achievement. As one pupil said, 'If you have a problem or a point of view you are always listened to.' Parents and carers greatly appreciate the school's work, particularly the outstanding care, guidance and support provided for pupils and their families. Almost all parents and carers who returned questionnaires said that they were happy with their child's experience at the school. This parent's comment is typical of many, 'It is a well run, caring, kind, colourful, vibrant school.'

Children enter the school with skills and understanding below those expected for their age and well below in communication, language and literacy. Pupils make good progress through the school so that they reach standards that are broadly average by the time they leave Year 6. Progress is slower in writing than other subjects. The monitoring of pupils' progress is rigorous and action taken to address previous underachievement by some groups of pupils has improved the progress they make. All pupils, including those from a White British background and with a first language other than English, make good progress. Pupils with special education needs and/or disabilities make good progress because their needs are quickly identified and they are well supported by additional adults.

The overall quality of teaching and learning is good, although not all lessons provide sufficient challenge to enable pupils of differing abilities to make the progress of which they are capable. In some instances, teachers do not check pupils' understanding by giving them opportunities to show what they have learnt. Assessment of pupils' learning is good and the school's actions to improve marking in English had a positive impact on improving the relatively low levels of attainment in writing in 2009. The guidance given to pupils about how to improve their work in other subject areas, however, is not as strong and pupils do not have enough opportunities to be involved in assessing their own progress. The curriculum is imaginative and well matched to the needs and interests of the pupils.

The headteacher's purposeful leadership and clear strategic planning, based on rigorous evaluation, has enabled the school to successfully address the issues arising from the last inspection and further consolidate good provision and outcomes. Senior leaders and managers make good use of monitoring activities to identify priorities for improvement and have a very accurate view of the school's strengths and weaknesses. Actions to close the attainment gap between groups of pupils, including those identified as

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vulnerable, have been particularly successful. This demonstrates that the school has good capacity to sustain improvement.

What does the school need to do to improve further?

- Accelerate progress and raise attainment through improving the proportion of good and better teaching by:
 - using assessment information consistently well to plan work which challenges pupils of different abilities
 - checking pupils' understanding during lessons by providing more opportunities for them to show what they have learnt.
- Improve the quality of assessment by building on existing good practice in the marking of writing by:
 - ensuring marking makes clear to pupils what they need to do to improve their work
 - providing pupils with more opportunities to assess their own learning

Outcomes for individuals and groups of pupils

2

The school has taken swift action to reverse the slower progress previously made by pupils from a White British background and in 2009 there was no marked variation in the performance of different groups of pupils. Pupils display very positive attitudes towards their learning and behave well. Pupils made excellent progress in a Year 6 mathematics lesson when applying their reasoning skills to explain which numbers should be placed on a puzzle. High levels of participation in the class discussion which challenged their thinking and clarified misconceptions, together with independent activities which accurately reflected the ability range within the class, ensured all pupils were actively involved throughout. Pupils make slower progress when they are not given opportunities to show what they have understood and activities do not sufficiently extend all pupils' learning. Pupils know their targets in English and mathematics but are not always sure what they have to do to reach them.

Pupils feel safe in school and are confident that adults will listen to them and sort out any concerns they may have. They have a good understanding of how to keep themselves safe outside school. They make a good contribution to the school and the large choir regularly performs in the wider community. The school council is involved in all aspects of school life, including planning for the new school building. Pupils of all ages have an excellent understanding of how physical activity and healthy diet contribute to their well-being and participation in games and sport at lunchtime is high. Pupils' outstanding social, moral, spiritual and cultural development is shown by, for example, the high consideration and respect pupils have for each others' differences and their extremely well-developed understanding of right and wrong. The extent to which they develop workplace skills, together with their average attendance, prepares them adequately for the next stage of their education.

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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	2
The extent to which pupils adopt healthy lifestyles	1
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	1

How effective is the provision?

Teachers manage pupils' behaviour well during lessons and relationships between adults and pupils are harmonious and positive. Teachers generally have good subject knowledge and plan activities which interest and engage pupils. In the best lessons teachers plan activities which match the different abilities of pupils within the class, challenge their thinking and use skilful questioning to check pupils' understanding as the lesson progresses. Where progress is slower, pupils have limited opportunities to demonstrate what they have learnt because there is too much teacher talk and planned activities are not sufficiently challenging to ensure all pupils make good progress. Marking is regular and teachers use it well to encourage pupils.

Excellent levels of care and support and close collaboration between teachers and adults make an excellent contribution to pupils' progress and emotional well-being. Careful planning ensures pupils with complex special education needs are fully integrated into all aspects of school life. Pupils in the specialist provision also attend daily lessons with whole classes and this, together with small group work and skilled support from additional adults, makes a significant contribution to their good progress.

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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The curriculum is well adapted to support pupils’ learning and cross-curricular topics, themed activities and specialist music and Spanish lessons make a significant contribution to pupils’ high levels of enjoyment. Cross-curricular links to promote pupils’ acquisition of basic skills are well established. Activities, including visits by authors, opera workshops and residential visits enrich pupils’ experiences and promote their good achievement. A wide range of extra-curricular clubs is well attended. The school recognises that pupils’ opportunities to use information communication technology (ICT) across all subjects are still developing and not yet fully consistent across the school. Concerns about individuals or groups are responded to promptly and the school has been particularly successful in raising boys’ achievement through the ‘123 intervention programme.’ Staff take extremely good care of pupils and the school’s exceptionally strong links with external agencies ensure the welfare needs of all pupils and their families are met. Parents speak enthusiastically about the extent to which they are involved in their children’s learning through workshops organised by the school. Links with new parents and carers who are unfamiliar with the education system are well established. Systems for monitoring attendance are rigorous and have been successful in reducing the proportion of pupils who are persistently absent.

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	1

How effective are leadership and management?

The headteacher, ably supported by the senior managers, has high expectations which are shared and understood by all staff. Staff are motivated and work collaboratively to secure further improvement. All aspects of the school’s provision are closely monitored by senior leaders, particularly the quality of teaching and its impact on pupils’ progress. Assessment data are used rigorously to monitor the progress of all pupils and identified groups. Leaders are aware that yet more needs to be done to ensure that teaching and assessment consistently provide the maximum challenge for all pupils. The school’s inclusive ethos is securely focused on promoting equality of opportunity amongst all groups of pupils and tackling discrimination. For example, the use of an author in residence to work with boys who find writing difficult is proving effective in helping these pupils to be fully involved in writing activities and increasing their progress in English.

Governors provide good challenge and are influential in determining the direction of the school and holding it to account for its performance. The school has extremely positive

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relationships with parents and carers, enhanced by clear and regular communication between home and school. Workshops for parents and carers are regularly organised and well attended. Safeguarding procedures are good and staff are well trained to meet the health and safety needs of pupils, including the most vulnerable. The promotion of community cohesion is outstanding because the school has a comprehensive understanding of the cultural diversity of its community. Links with schools in Romania and St Albans make an exemplary contribution to the harmonious relationships that exist both within school and the wider 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	1
The effectiveness of partnerships in promoting learning and well-being	1
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	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress from their starting points in Nursery and Reception. This is particularly so in communication, language and literacy and personal, social and emotional development, even though these are still lower than age related expectations by the time the children enter Year 1. The proportion of children reaching national expectations by the end of the Early Years Foundation Stage is improving because adults have a good understanding of child development and are skilled in working with children at the early stages of acquiring English. Actions to improve children’s progress in reading and writing are having a positive impact. Most children, including those with special educational needs and/or disabilities, make good progress because outcomes from observations are used to plan activities which interest and engage them. The indoor and outdoor learning environments reflect their interests and promote all areas of development, particularly physical aspects.

Although not based in this phase, the Early Years Foundation Stage leader provides

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clear direction and uses the outcomes of monitoring to identify clear priorities for improvement. Children develop good levels of independence because adults plan an appropriate balance of teacher and child-led activities. Children play happily together and are well supported and encouraged in their learning by adults’ skilful questioning, which extends their understanding and promotes their language skills. Children’s safety and welfare are promoted well through high levels of supervision. The school has extremely good relationships with parents and carers so transition arrangements are smooth and children settle quickly.

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

From the returned questionnaires it is clear that the school enjoys the confidence and support of almost all parents and carers, who agree that their children enjoy school and are safe here. A few noted concerns about the extent to which the school helps their child to have a healthy lifestyle and the extent to which it prepares pupils for the future. During the inspection the inspectors found that pupils of all ages had an excellent understanding of what constitutes a healthy lifestyle and that the school has very clear arrangements for preparing pupils for the next stage of their education.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broadfields 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 157 completed questionnaires by the end of the on-site inspection. In total, there are 468 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	107	68	45	29	2	1	0	0
The school keeps my child safe	88	56	65	41	2	1	0	0
The school informs me about my child's progress	87	55	63	40	3	2	0	0
My child is making enough progress at this school	79	50	73	46	2	1	0	0
The teaching is good at this school	95	61	55	35	2	1	1	1
The school helps me to support my child's learning	84	54	61	39	5	3	1	1
The school helps my child to have a healthy lifestyle	69	44	75	48	9	6	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)	70	45	67	43	7	4	0	0
The school meets my child's particular needs	63	40	85	54	3	2	0	0
The school deals effectively with unacceptable behaviour	73	46	72	46	7	4	0	0
The school takes account of my suggestions and concerns	62	39	77	49	6	4	1	1
The school is led and managed effectively	68	43	76	48	1	1	0	0
Overall, I am happy with my child's experience at this school	94	60	60	38	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.



25 March 2010

Dear Pupils

Inspection of Broadfields Primary School, Edgware HA8 8TN

Thank you for making the inspection team feel so welcome when we visited your school recently. We really enjoyed talking to you and listening to your views. You told us that you really enjoy school and learn a lot in lessons. We found that Broadfields is a good school.

These are the things we think are good about your school.

- You behave well and are very kind and considerate to each other.
- Pupils from lots of different backgrounds get on really well together in class and on the playground.
- The adults in school take really good care of you and check that you are doing well in your learning.
- You make good progress because teaching is good.
- Marking in your English books tells you how to improve your work.
- The governors help the headteacher and staff to make sure you do well.

To help your school become even better, we have asked the headteacher to:

- Make teaching better by making sure that work in lessons is hard enough for everybody and asking teachers to check your understanding.
- Ensure that teachers give you more information about how to improve your work.

You can help by continuing to behave well and working hard. Good luck in your new school.

Yours sincerely

Linda Pickles

Lead inspector

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