



Broadwater Farm Primary School

Inspection Report

Unique Reference Number 102131
Local Authority Haringey
Inspection number 286281
Inspection dates 13–14 March 2007
Reporting inspector Keith Williams

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

Type of school	Primary	School address	Moira Close
School category	Community		London
Age range of pupils	3–11		N17 6HZ
Gender of pupils	Mixed	Telephone number	020 8808 0247
Number on roll (school)	509	Fax number	020 8801 0685
Appropriate authority	The governing body	Chair	Mr Maxwell Akwaboa
		Headteacher	Mr Stephen Spooner
Date of previous school inspection	29 November 2004		

Age group	Inspection dates	Inspection number
3–11	13–14 March 2007	286281

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large primary school serves an area of significant deprivation and a much higher proportion of pupils than usual is eligible for free school meals. The vast majority of pupils are from a wide range of ethnic backgrounds. The largest groups represented are those from Black African backgrounds; White, mainly Turkish, heritage; and from families with roots in the Caribbean and Asia. Most pupils are learning English as an additional language and more than usual are at an early stage of acquiring the language. The proportion identified with learning difficulties, including those with a statement of special educational need, is about average. The school has Healthy School status.

At the last inspection in 2004 the school was identified as having serious weaknesses.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Broadwater Farm is an improving school that provides a satisfactory standard of education and has good features. Good leadership from the headteacher and senior staff has ensured that the weaknesses identified in its last inspection have been tackled successfully. All pupils, regardless of background, gender or ability are valued, well cared for and make good progress in their personal development. Most parents are very supportive of the school, one commenting, 'I am delighted with the commitment of the staff to the well-being of the children...as well as their educational progress'. The school's previous designation as having serious weaknesses no longer applies.

Children join the school with attainment that is very low and many have little English. Good teaching and provision in the Foundation Stage mean that children achieve well, although standards are below those usually found. Progress is particularly brisk in the Nursery, where excellent use is made of the outstanding facilities. Pupils in Key Stages 1 and 2 make satisfactory progress although standards are below average by the time they leave. Standards are rising because weaknesses in Key Stage 2 teaching have been dealt with.

The headteacher has galvanised staff in seeking improvements. Previously unsatisfactory management has improved, so that staff at all levels now share responsibility for managing and improving key areas of the school's work. They carry out these roles effectively. Good monitoring systems mean that a closer check is kept on teaching and learning; areas for development are identified and are tackled rigorously. Inconsistencies have largely been ironed out, unsatisfactory teaching has been eliminated and pupils benefit from an increasing proportion of good lessons. Pupils appreciate their teachers' raised expectations, one saying, 'They will help because they want you to get a good level when you leave'. Inconsistencies remain in the level of challenge presented to more able pupils and the school is rightly focused on tackling this. Assessment is used well to identify potential underachievement, provide extra help for those who need it and set targets for literacy and numeracy. Pupils have a good understanding of these goals, but do not always know precisely what they need to do to improve their own work. In addition, they are not always given enough time to respond to teachers' written comments.

As a result of the improving teaching and learning, pupils now make good progress in an increasing proportion of lessons. Their progress accelerates as they move through upper Key Stage 2 and, in Year 6, it is good. This is because of consistently good teaching and the well placed and timely use of a good range of extra support programmes. Standards are rising, but more remains to be done to ensure that this trend continues, particularly in writing. Pupils contribute well to the improving picture. Their behaviour is good; they work hard and are eager to please. This means that lessons are usually calm, purposeful and productive. Pupils enjoy their time in school and benefit from a good range of out-of-school activities.

Taking account of the senior leaders' accurate view of the school's performance, their success in tackling weaknesses, pupils' satisfactory achievement and rising standards, the leaders have good capacity to secure further improvement.

What the school should do to improve further

- Raise standards, particularly in writing.
- Improve consistency so that the more able pupils receive sufficient challenge in every class.
- Increase pupils' awareness of how they can improve their work.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Standards are below average. National test results for seven and eleven year olds have been significantly below average in recent years. In Year 6, they have risen significantly since 2004. In 2006, the results, although still below average, represented a satisfactory level of achievement. Pupils currently in Year 2 and Year 6 are on track to meet their challenging targets in reading and mathematics. The targets in writing are proving more difficult to meet, but good quality extra support is being provided to boost their chances of success. This difference in performance varies from year-to-year, however. For example, pupils in Year 6 in 2006 made the most progress in English. The proportion reaching the higher Level 5 in English was similar to that found nationally, while in mathematics and science it was below the national average. Across the school, senior leaders rightly recognise that the progress of more able pupils slows in lessons where teachers do not hold sufficiently high expectations of them. Pupils with learning difficulties, and those new to English, achieve as well as their classmates. Children in the Foundation Stage, particularly the Nursery, achieve well and strong teaching in Year 6 means that the oldest pupils make good progress.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are a strength and this makes a significant contribution to the school's improvement. Pupils enjoy school and benefit from positive relationships with adults and other pupils. Attendance levels have improved significantly, particularly amongst pupils in Key Stage 2, and are now close to the national average. More attention is rightly being given to improving the attendance of younger pupils. Pupils behave well in and out of lessons because expectations are high. Their spiritual, moral, social and cultural development is good. Pupils have a good awareness of others in the school's very diverse community and respond well to the very positive role models set by adults. They understand the importance of healthy lifestyles through, for example, the close attention given to bringing healthy packed lunches. Pupils feel safe in school and take care not to hurt others in the playground. They develop a keen sense of responsibility, for example through the influential school

council. Their improving basic skills mean they are satisfactorily prepared for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and improving. Pupils are benefiting from the improvements in teaching, which is accelerating their progress. Children in the Foundation Stage are taught well. Staff successfully meet their widely differing needs and provide a safe and supportive environment in which they achieve well. Unsatisfactory teaching in Key Stage 2 has been tackled and teaching is particularly effective in Year 6. In most lessons across the school, teachers are clear about what pupils are expected to learn. They ensure that all pupils, including those new to English, understand what they are expected to do and are fully included. Capable teaching assistants make a significant contribution. In the best lessons, good questioning helps teachers to check on pupils' understanding and any misconceptions are dealt with sensitively. Teachers have increased the emphasis on developing speaking, listening and subject-specific language and this works well. In some lessons, whilst otherwise satisfactory, the pace is too slow, so that pupils do not learn quickly enough or they become distracted. Inconsistencies remain in the level of challenge presented to more able pupils because, in some lessons, teachers do not expect enough of them. Marking has improved, but pupils are not always given sufficient time to act upon teachers' comments.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and improved planning in Key Stage 2 is contributing to rising standards. The Foundation Stage curriculum is good. Facilities in the Nursery are outstanding but there is still much to do to improve the outdoor area in Reception, which is barely adequate. Across the school, teachers' planning now takes appropriate account of pupils' previous experiences as they move from year to year. The amount of time devoted to most subjects is now satisfactory. The school has plans in place to give more curriculum time to physical education as, presently, this is below the recommended level. A strong feature is the good range of activities to enhance pupils' learning and enjoyment, including regular residential trips, visits and visitors. An extensive range of sporting, art, drama and music activities outside of lessons are appreciated by pupils. This is supplemented by homework clubs, out-of-school booster classes for English, mathematics and science and opportunities for gifted and talented Year 6 pupils to extend their learning.

Care, guidance and support

Grade: 2

The school takes good care of its pupils and ensures they are well supported in their academic and personal development. Staff are diligent about the safety and welfare of pupils. Child protection procedures are robust and all appropriate checks are made on adults who work with pupils. Pupils are given good information about their progress through national curriculum levels and helpful verbal and written feedback adds to their understanding of how well they are doing. However, some pupils are not sufficiently aware of their own personal targets for improvement and how to achieve them. Pupils' personal development is well supported by the learning mentors, who have been especially effective in improving attendance. Good support is given to pupils with learning difficulties, and those learning English as an additional language, so that these pupils make similar progress to their classmates.

Leadership and management

Grade: 2

Overall, leadership and management are good. There are some key strengths, including the good leadership of the headteacher and senior team, that are contributing to the school's improvement. Staff now work effectively as a team, so that there is a shared commitment to raising standards and improving teaching and learning. Staff at all levels are now fully involved in managing key aspects of the school's work, a significant improvement since the last inspection. Weaknesses in teaching and planning in Key Stage 2 have been tackled robustly, national test results in Year 6 have improved and attendance has risen markedly. A close check is kept on teaching and learning and test data and other assessments are analysed thoughtfully. Inconsistencies have largely been eliminated so that pupils increasingly benefit from good teaching. School leaders are not complacent. They recognise that there is still more to be done to accelerate pupils' progress further, raise standards generally and especially in writing, and secure greater consistency in teaching, particularly in challenging more able pupils. Governors are appropriately involved in planning for improvement. They are becoming increasingly able to challenge the senior leaders and hold them to account.

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Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Many thanks for the friendly way you welcomed us to your school when we inspected it recently. We enjoyed talking with you and observing you in lessons and around the school. Many of you told us how much you enjoy school and feel your work is getting better. We agree. Your school is satisfactory and we agree with your teachers and many of your parents that it is improving all the time.

Your teachers keep a close check on how well you are doing, so that they can give extra help to those of you who need it. We can see from your books and your lessons that this is working, because your work is improving. Those of you in the Foundation Stage and Year 6 are doing particularly well. The staff take good care of you and many of you told us that you feel safe in school. We were pleased to see how well everyone gets on together. Your behaviour in lessons and around the school is good and you are keen to learn. These are some of the reasons why your school is improving. Your headteachers and senior staff know how well your school is doing and what needs to be done to make sure it keeps on getting better. We are sure that you will do everything you can to help them.

There are three things that we have asked them to do. Your teachers need to make sure that your work continues to improve, especially in writing. We would like them to make sure that those of you who find some work easy always have hard enough work to challenge you. We were pleased to see that so many of you know your class targets. We would like your teachers to make sure that you know exactly how you can improve your own work, too.

Once again, thank you for your help during the inspection. We enjoyed being in your school and we wish you good luck for the future.

Yours sincerely

Keith Williams

Lead inspector