

Inspection of a good school: Broadwater School

Summers Road, Farncombe, Godalming, Surrey GU7 3BW

Inspection dates:

28 and 29 June 2023

Outcome

Broadwater School continues to be a good school.

What is it like to attend this school?

Leaders are highly ambitious and have a clear vision for the school and its pupils. The values of 'work hard, be kind, make a difference' are the foundations of the school. Pupils understand and live up to these values. They are proud of their school and enjoy their learning. Pupils gain a good all-round education, where academic success and well-being are equally valued.

The school is calm and orderly. The morning roll call sets the tone for the day. Pupils conduct themselves very well in lessons and when moving around the school. They settle quickly to their work and co-operate with staff and each other. Staff have very high expectations of behaviour. There is little disruption to lessons. Teachers address any poor behaviour consistently well. Relationships between staff and pupils are warm and supportive. Pupils are confident that if bullying happens, staff will deal with it right away. This helps pupils to feel happy and safe.

Many pupils take advantage of the extensive range of clubs and activities provided outside of their regular lessons. The annual 'Challenge Week' enables pupils to take part in a range of trips and residential activities.

What does the school do well and what does it need to do better?

Leaders have worked with determination to develop this school into one that pupils and the community are proud of. Exam results have improved significantly since the previous inspection, including for disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Parents express great confidence in the school. One parent's view reflecting the views of many, commented, 'The school has been fantastic at supporting both my children's educational, social, and personal needs throughout the time they've been there. I cannot fault their dedication and passion at all.'

Leaders have ensured that the curriculum is broad and ambitious for all pupils, including those with SEND. Curriculum leaders work closely with subject specialists from the trust.

Together, they have thought carefully about what pupils need to learn and check that they have learned it. Leaders have now extended the key stage 3 curriculum into Year 9. This is allowing staff to teach subjects in greater breadth and depth. In English, for example, pupils study a wide range of texts and poems, including aspects of Greek mythology. Pupils with SEND receive good support across the school. Staff know the needs of these pupils well. Pupils who attend the 'Coin Centre' receive expert help, which enables them to access the whole curriculum.

In most subjects, teachers generally teach the curriculum effectively so that pupils learn well. Pupils' positive attitudes to learning and staff's consistent use of the behaviour policy ensure a purposeful atmosphere in lessons. As a result, teachers can get on with teaching with very few disruptions. Clear routines are in place to help pupils recall and deepen their knowledge. However, in some subjects the curriculum is not as well embedded and pupils' learning is not always as secure. Sometimes pupils lack confidence when talking about their learning. They occasionally struggle to recall and explain key concepts and ideas accurately.

Staff actively promote pupils' confidence and enjoyment in reading. Pupils enjoy reading together with their teachers during daily reading lessons. These sessions help pupils appreciate an ambitious and diverse range of literature. Leaders carefully identify the pupils who are struggling with reading. Specialist teaching for the weakest readers ensures that these pupils catch up quickly.

The school's work to build pupils' character and develop their self-confidence is a significant strength. Pupils take-up of extra-curricular activities is high. Leaders ensure that disadvantaged pupils and those with SEND take advantage of the activities on offer. The school's work with a local independent school brings many benefits for pupils. The cadets programme is one of the unique opportunities available for pupils as a result of this partnership.

The multi-academy trust provides valuable expertise and support to school leaders and staff. Staff appreciate the training that they receive and the steps leaders take to reduce their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have an impressive knowledge of individual pupils and the risks that they may face. They work effectively together to ensure that pupils who are potentially at risk from harm receive the help they need from other agencies. Specialist staff provide support to specific vulnerable pupils.

Leaders ensure that all of the required pre-employment checks on staff are carried out and recorded. Staff receive high-quality training and guidance so they know exactly what to do if they have concerns about pupils or members of staff. The well-planned personal, social, health and economic education curriculum provides pupils with the knowledge they need to keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- As yet, the school's curriculum is not securely and consistently embedded across all subjects. In less well-developed subjects, pupils occasionally struggle to recall, apply and build upon prior learning securely. Leaders should ensure that staff deliver the curriculum effectively so that pupils can deepen their understanding of key concepts and ideas in all subjects and achieve well across the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, also called Broadwater School, to be good in October 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	147935
Local authority	Surrey
Inspection number	10268824
Type of school	Secondary Comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	659
Appropriate authority	Board of trustees
Chair of trust	Anne Spackman
Headteacher	Lizzi Matthews
Website	www.broadwater.surrey.sch.uk
Date of previous inspection	15 and 16 October 2019, under section 5 of the Education Act 2005

Information about this school

- The school joined the Greenshaw Learning Trust in September 2020.
- The school includes a resourced provision (the Coin Centre) for pupils with speech and language communication difficulties. Currently, 29 pupils attend this provision.
- The school currently uses one registered alternative provision.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with a range of leaders, including the headteacher and senior leaders. They also met with subject leaders, pastoral leaders, teaching and support staff.

- Inspectors carried out deep dives in these subjects: English, mathematics, physical education and science. For each deep dive, inspectors discussed curriculum design with subject leaders, carried out lesson visits, scrutinised pupils' work, spoke to teachers and spoke to pupils from the lessons visited about their learning. In addition, the inspectors visited lessons in some other subjects.
- Inspectors evaluated the effectiveness of safeguarding. They reviewed the school's single central record and met with the designated safeguarding lead to discuss case studies of safeguarding referrals. Inspectors also spoke with pupils and staff.
- The lead inspector met with representatives from the board of trustees and the local governing body.
- Inspectors considered the views of members of staff who responded to Ofsted's online staff survey. The views of parents were taken into account from the 214 responses to the Ofsted Parent View survey and parents' free-text responses. Inspectors met with groups of pupils formally and informally to discuss their views of the school and considered the 174 responses to the Ofsted survey.

Inspection team

Mark Bagust, lead inspector

Ofsted Inspector

Peter Woodman

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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