

# Brookland Junior School

## Inspection report

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<b>Unique Reference Number</b>	117233
<b>Local Authority</b>	Hertfordshire
<b>Inspection number</b>	379376
<b>Inspection dates</b>	19–20 September 2011
<b>Reporting inspector</b>	Tusha Chakraborti

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	224
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	June Robinson
<b>Headteacher</b>	Sharon Strank
<b>Date of previous school inspection</b>	10 November 2008
<b>School address</b>	Elm Drive Cheshunt EN8 0RX
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<b>Age group</b>	7–11
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## Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons taught by eight different teachers in the eight classes. Meetings were held with senior leaders, staff, pupils and members of the governing body. Inspectors observed the school's work, and looked at the school's improvement plans, policy documents, pupils' work, records of the monitoring of teaching and learning, minutes of the governing body's meetings and safeguarding documentation. They also scrutinised responses to the inspection questionnaires from 77 parents and carers, 65 pupils and 12 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What are the current rates of progress throughout the school, especially in writing?
- How effective are the strategies being employed to raise attainment in writing and eradicate underachievement of higher attainers?
- How effectively do staff use assessment information to track pupils' progress and set challenging targets, especially in writing?
- How effective is the current leadership structure at driving focused school improvement?

## Information about the school

This is an average-sized junior school. The large majority of pupils are of White British heritage. The proportion of pupils who are known to be eligible for free school meals is below average. The percentage of pupils with special educational needs and/or disabilities is above average, although the number with statements is below average. The proportion of pupils from minority ethnic backgrounds is broadly average, while the proportion of those who speak English as an additional language is well below average. Few pupils are at the early stages of learning English. The school has National Healthy Schools status and the Activemark award. The current headteacher took up post at the beginning of this academic year, just two weeks before the inspection. In addition, the Chair of the Governing Body is new to her role.

**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**

**3**

## Main findings

The school provides a satisfactory quality of education. It is a harmonious and welcoming community where pupils enjoy learning and feel very safe and secure. They develop good personal and social skills and grow up as confident learners in response to the well-organised and effective systems for care, guidance and support. Pupils' behaviour is good and their attitudes to learning and all aspects of school life are positive. This is reflected in their above average attendance and enthusiastic participation in all school activities. A strength of the school is the extent to which leaders, teachers and support staff work in close liaison with outside agencies to support all pupils, including those whose circumstances make them vulnerable. This is confirmed by the very positive responses of parents and carers who believe that their children are happy, safe and well cared for.

Attainment is broadly average. It is above average in mathematics but average in English. Pupils make satisfactory progress, though their progress is more rapid in mathematics and reading than in writing, which remains below average. The school has recently introduced several new strategies to improve pupils' performance in writing but it is too early for them to have taken full effect. Pupils with special educational needs and/or disabilities are making good progress as a result of carefully targeted intervention programmes.

Staff have good relationships with pupils, praise their efforts and make good use of interactive white boards and other resources to support learning. In the best lessons, teachers are clear about what they want pupils to learn and how this will be achieved, matching work well to individual needs. They engage pupils well in paired and whole-class discussions that support their learning well. Nevertheless, assessment information is not always used effectively enough to plan lessons to meet the varying needs of all pupils. As a result, higher attaining pupils are not challenged sufficiently to ensure that they achieve as well as they can, especially in writing. Marking is encouraging but does not consistently provide enough guidance to pupils about how to improve. In some lessons, teachers' spend too long talking to the class so that pupils do not have enough time to engage effectively in their learning. Teachers have not had sufficient opportunity to observe good practice, in order to identify the features that make for good or better teaching.

The new headteacher has a clear vision for the school. Members of the leadership team have started to take steps towards greater ownership and development of their roles in monitoring and evaluating the effectiveness of all aspects of the school's

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work, with a clear focus on raising attainment in writing across the school. The assessment system has been revised and a more rigorous system for tracking pupils' progress is now in place to provide a correct level of challenge for higher attaining pupils through personalised target setting. The monitoring and evaluation roles of middle leaders, including subject leaders, are not sufficiently developed. The senior leaders have prioritised this area for development and have begun to address this issue. Self-evaluation of the current leadership team is broadly accurate and provides a secure basis for development planning. The governing body, led by the new Chair, has a secure understanding of the school's strengths and areas for improvement. Although the school has introduced several recent strategies to raise achievement, the impact of these actions is yet to be fully evident. The school's capacity to improve, therefore, is satisfactory.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**What does the school need to do to improve further?**

- Raise attainment and accelerate pupils' achievement in writing across the school by using assessment data more effectively to plan work matched to the needs of higher attaining pupils so that they are challenged consistently.
- Improve the quality of teaching and learning further by:
  - establishing a programme whereby teachers are able to improve their skills by observing best practice
  - ensuring that marking consistently supports pupils in understanding how they can improve their work.
- Increase the capacity of leadership at all levels by improving the monitoring and evaluation roles of middle leaders.

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

Across the school, pupils thoroughly enjoy learning. They start in Year 3 with skills that are above average in mathematics and average in English. They make satisfactory progress in mathematics and reading but less progress than they should in writing. Although attainment in mathematics has been above average over the past three years, that in English remains broadly average. The school has taken action to address this weakness by introducing new writing strategies and has begun a rigorous monitoring of the impact of these schemes on pupils' progress. Observations of lessons show that pupils listen carefully to their teachers and concentrate on the tasks they are set. When given the opportunity, they enjoy discussing their ideas with others and working cooperatively. Pupils enjoy reading a wide variety of books and narrating stories. However, their skills in writing for

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different purposes, using a range of vocabulary, are not sufficiently developed. In mathematics, pupils enjoy investigative work, such as investigating the rules of odd and even numbers. They use their numeracy skills well to solve problems. There are no significant differences in the performance of boys and girls. Pupils who speak English as an additional language, including the very small minority who are at the early stages of learning English, are making satisfactory progress.

Pupils have a good understanding of how to stay safe and live healthy lives. Most take part enthusiastically in a range of sporting activities. Pupils make a strong contribution to school life. They take on a range of responsibilities and help in the smooth running of the school. They also raise funds for local, national and international charities, and provide support to their link school in Africa. Pupils’ good spiritual, moral, social and cultural development is evident in their good behaviour and their willingness to look after and cooperate with each other. They respect others’ values and beliefs. They develop good understanding of the needs, and celebrate the achievements, of others. Pupils are satisfactorily prepared for their future lives because of their satisfactory achievement and good personal development. Attendance remains consistently above average.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
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	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teachers have good subject knowledge, and the good relationships between adults and pupils contribute well to pupils’ growing confidence and successfully promote their enjoyment in learning. The purpose of lessons is effectively shared with the

<sup>1</sup> 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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class so that pupils know what they are expected to learn. Interactive whiteboards are used well to illustrate key teaching and learning points. There are good opportunities for pupils to discuss their learning and work in groups to investigate and solve problems. Teaching assistants are skilful in supporting all groups of pupils, particularly those with special educational needs and/or disabilities. Teachers have started to set individual targets for pupils to track their progress more effectively and to meet individual learning needs appropriately. This is beginning to have a positive impact on the quality of teaching and is leading to more accurate and rigorous monitoring of pupils’ achievement, particularly that of higher attainers.

The curriculum provides a satisfactory range of interesting and varied activities and opportunities that extend pupils’ learning experiences. It contributes effectively to pupils’ personal development and well-being. The school has put in place a broad and balanced programme to ensure effective cross-curricular links to develop pupils’ literacy, numeracy and information and communication technology skills across different subjects. These developments are beginning to support pupils’ learning more effectively. A satisfactory range of after-school clubs including arts and sports clubs, as well as learning opportunities through visits to places of historical interest, enhance pupils’ learning experience.

The school places a high priority on caring for and supporting pupils. It works efficiently with parents and carers and outside agencies to support the learning and well-being of pupils. Pupils with social, emotional and learning needs and those whose circumstances make them potentially vulnerable are well supported and make good progress. This is because the school’s assessment and review procedures are effectively used to track and analyse the achievements of these pupils and to target appropriate intervention strategies. The arrangements for transferring pupils from the infant school as well as between Year 6 and the secondary schools are well organised and effective. Steps to promote regular attendance are successful and the well-organised breakfast club provides a welcoming, healthy and positive start of the day.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The new headteacher, supported by staff and the governing body, has reviewed the role of leaders to see how teamwork can be strengthened and to increase the drive for improvement. Her vision is clearly shared by other leaders and staff, who are fully

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committed to improving the school. There is a clear focus on monitoring the quality of teaching to ensure effective support for staff. Rigorous assessment and monitoring systems are being put in place with a clear focus on raising standards in writing. These measures are in the process of being implemented and there is still more to do to ensure that the improvements are applied consistently. Governance is satisfactory. The governing body demonstrates a shared understanding of the priorities for school improvement and recognises the need for more rigorous monitoring of the work of the school.

The school has successfully developed a strong partnership with parents and carers, involving them increasingly in their children’s education. It is committed to equal opportunities and is seeking ways to raise standards of achievement for all groups of pupils with increasing success. Community cohesion operates well at the school and local level. Developing global links, including that with a school in Africa, give pupils a appreciation of cultural diversity and provide good opportunities for them to contribute to wider community cohesion. Leaders and the governing body have put in place secure arrangements for safeguarding the welfare of the pupils. The school successfully works in close partnership with outside agencies and local schools, and this supports pupils’ learning and well-being effectively.

*These are the grades for leadership and management*

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

**Views of parents and carers**

The vast majority of the parents and carers who returned the questionnaire report that their children enjoy school and most are very pleased with their children’s experience in this school. They appreciate that the school keeps their children safe and ensures that they develop a good understanding of how to live a healthy lifestyle. Several parents and carers comment that the teaching staff are ‘excellent’



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and are 'good at dealing with any problems.' Most parents and carers feel that they are well informed about their children's progress. A very small minority are concerned about pupils' behaviour and bullying. The inspectors looked into these concerns. They found that pupils' behaviour is good overall and that any inappropriate behaviour is dealt with immediately and effectively.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brookland Junior 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 224 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	55	34	44	0	0	0	0
The school keeps my child safe	33	43	38	49	3	4	0	0
The school informs me about my child’s progress	34	44	33	43	6	8	0	0
My child is making enough progress at this school	21	27	45	58	2	3	1	1
The teaching is good at this school	31	40	39	51	3	4	0	0
The school helps me to support my child’s learning	32	42	36	47	6	8	0	0
The school helps my child to have a healthy lifestyle	31	40	44	57	0	0	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	42	34	44	2	3	0	0
The school meets my child’s particular needs	26	34	45	58	2	3	0	0
The school deals effectively with unacceptable behaviour	23	30	38	49	11	14	0	0
The school takes account of my suggestions and concerns	23	30	41	53	6	8	0	0
The school is led and managed effectively	23	30	37	48	5	6	4	5
Overall, I am happy with my child’s experience at this school	30	39	40	52	3	4	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



21 September 2011

Dear Pupils

### **Inspection of Brookland Junior School, Cheshunt, EN8 0RX**

Thank you all very much for welcoming us to your school and being so friendly and helpful. Thank you also for the questionnaires that you filled in for the inspection and for sharing your views with us. We enjoyed talking with you and watching your singing performance in an assembly. We were impressed with your good behaviour and were pleased to see you enjoying playtimes and lunchtimes together and eating healthily. You work well together and are good at helping the school to run smoothly. Teachers find lots of interesting things for you to learn, and everyone looks after you well.

Your school is providing you with a satisfactory education. As a result, you make satisfactory progress and the majority of you reach the standards expected by the time you leave Year 6. To improve your school further, we have asked the headteacher and staff to:

- help you to make faster progress with your writing
- make sure that the work provided for you is just a bit harder to move your learning forward as rapidly as possible
- make sure that teachers help you to understand how you can improve your work
- make sure that more of the teachers take on responsibility for leading some of the improvements in your school.

I am sure that you and your teachers will work hard to make these improvements. You can help the school to get even better by working hard and by continuing to behave well, so that your school is always a happy place.

I wish you well for the future.

Yours sincerely

Tusha Chakraborti  
Lead inspector

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