

# Bromet Primary School

Oxhey Road, Watford, WD19 4SG

**Inspection dates** 14–15 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress because teaching is good.
- Pupils enjoy school. They say they like learning and that lessons are interesting.
- Pupils' behaviour is good. They say they feel safe, and that infrequent bullying is dealt with very well.
- Children in Reception make good progress because teaching is good and children are well cared for.
- The headteacher provides very good leadership. She works well with other leaders and the governing body to raise standards, and to take swift action to deal with areas for improvement.
- Leaders provide good training to help teaching improve and to support new staff.

### It is not yet an outstanding school because

- Occasionally the work for some pupils is not demanding enough.
- Pupils' writing is sometimes poorly presented.
- At times, classroom assistants do not help pupils to work on their own.
- Teachers do not always give pupils clear information when marking about how well they make progress, guidance on how to improve their work, or make sure they follow advice when it is given.

## Information about this inspection

- Inspectors observed nine teachers in 26 lessons or parts of lessons. Three were observed jointly with the headteacher. Inspectors also listened to pupils read.
- Meetings were held with staff, pupils and with members of the governing body. Inspectors spoke to parents bringing their children to school and to those attending activities at the school. They also spoke to a representative of the local authority.
- Inspectors examined documents about the school’s work, including information about the achievement of pupils, development planning and the school’s self evaluation.
- They took account of 48 responses to the Parent View online questionnaire, and the school’s own survey of parents’ and carers’ views.

## Inspection team

Edward Wheatley, Lead inspector

Additional Inspector

Isobel Randall

Additional Inspector

Paul Barraclough

Additional Inspector

## Full report

### Information about this school

- The school is average in size for a primary school.
- The proportion of pupils from minority ethnic backgrounds is broadly average and a very small number are at the early stages of learning English.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium is below average. This is additional government funding for children looked after by the local authority or who are known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment in English and mathematics.
- The school has had a large turnover in teachers in recent years.

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

- Improve the quality of teaching and pupils' achievement by making sure that:
  - work is always demanding for all pupils
  - teachers are always clear in their marking about how well pupils are achieving, explain how they should improve their work, and check that they follow the advice given
  - pupils always produce neat written work
  - teaching assistants encourage pupils to work on their own.

## Inspection judgements

### The achievement of pupils is good

- Standards are above average. In both English and mathematics standards are rising, and above average proportions of pupils reach the higher National Curriculum levels. The pace of progress is improving, and some pupils make excellent progress. After changes in staffing, progress in all years is now good and improving.
- Children in Reception make good progress. They enter school with broadly expected skills, although the percentage with lower than expected skills is increasing. By the time children enter Year 1 all have average standards. This is an improvement on progress in recent years.
- By Year 6 pupils' reading skills are above average. Those pupils who struggle with reading link sounds and letters together well when they meet unfamiliar words. Most pupils enjoy reading and are keen to read well.
- Standards in writing are above average, and have improved rapidly recently as a result of the school's efforts. Pupils have a wide vocabulary, and write well in all subjects. However, at times their handwriting is untidy and spoils the overall effect of otherwise good writing.
- Pupils have good mathematical skills. They practise them regularly through a wide range of problem-solving activities. This means that that both mentally and on paper they are quick, accurate and confident in carrying out calculations.
- Disabled pupils and those who have special educational needs make good progress. Occasionally, however, teaching assistants do not encourage pupils enough to work by themselves, to solve problems and answer questions independently, in order that they gain confidence in their own abilities.
- The small number of pupils who speak English as an additional language make good progress. They are well supported by staff, who make sure they work and play with pupils who help them acquire good language skills.
- Pupils known to be eligible for the pupil premium make good progress. Pupils eligible for free school meals start school more than one year behind their classmates, but by Year 6 the gap has narrowed to between one and two terms in both English and mathematics. Funding is used effectively to provide individual and small-group support to help promote their progress.

### The quality of teaching is good

- In most lessons work is closely matched to pupils' abilities, fast paced and suitable for those who learn quickly and need extra challenges. There is also step-by-step support for those who learn more slowly.
- Teachers use their knowledge about pupils' past understanding to plan new learning. However, occasionally information on how well pupils have made progress in the past is not used well enough to make sure current work is demanding enough for pupils.
- Teachers' questioning is searching so that pupils have to think about and explain their understanding. For example, in a Year 1 lesson about giving instructions to programme simple

controllable toys, the teacher's questions encouraged pupils to be very accurate in their explanations about why they had chosen to use particular instructions.

- Most lessons include many opportunities for pupils to share their ideas, and to collaborate when answering questions. This promotes their social and moral skills particularly well, and their acceptance of the values of pupils from different backgrounds.
- Teachers' marking is mostly good. It gives pupils a good idea of how well they are doing, what their targets are and how they can improve their work. Teachers usually provide time for pupils to follow advice given on how to improve their work. However, occasionally teachers do not give pupils a clear enough picture of how well they are doing, how to improve their work, or check that the advice they give is followed.
- Occasionally classroom assistants provide too much help for less-able pupils, and this slows how quickly these pupils learn to work on their own.
- Links between subjects are good so that themes run through several subjects, and pupils find this approach makes learning interesting. Pupils are encouraged to write in most subjects and this is helping improve the quality of their writing.
- Teaching in the Reception classes is good overall, and sometimes excellent. It is leading to rapidly improving progress. In most lessons, teachers make sure there are frequent opportunities for children to talk with each other and adults to improve their vocabulary and to help them express their ideas clearly. Indoor and outdoor activities are well organised so that children have opportunities to learn how to work and play independently.

### **The behaviour and safety of pupils are good**

- Pupils enjoy school. They behave well, concentrate on their work and enjoy having challenging work.
- Pupils have a good understanding of the main forms of bullying. They say bullying happens occasionally, but that it is always dealt with well. They know how to stay safe, and are well aware of the risks associated with the internet.
- They say they feel safe and would know who to go to if they were worried about anything. This includes at lunchtimes, where staff have been trained to support and care for pupils.
- Pupils get on well with each other, and with adults. They treat each other with respect and consideration, and help each other around school. Older pupils look out for younger ones.
- They take on responsibilities readily and carry them out well. For example, some pupils act as librarians, others organise assemblies, and write and read out football match reports to the whole school. The school council suggested and helped organise a very successful cake 'bake off' and sale to raise money for 'Comic Relief'.
- Attendance is broadly average and is improving. The school works closely with external agencies to reduce the persistent absence of a small number of pupils, and is gradually being successful in its efforts.

**The leadership and management are good**

- The headteacher provides very good leadership and direction for the school to improve. All leaders have a thorough understanding of the school's priorities for improvement and work effectively to deal with them.
- The school has tackled inadequate teaching, and provides good support for new staff, especially those new to teaching. Teachers have targets to help them improve their work. These are linked closely to training, the school's priorities for improvement and to pupils' progress. Other staff, for example, office staff and lunchtime supervisors, are well managed.
- The school is well supported by the local authority. It provides support for new teachers and supports the school's improvement well through a regular review of its effectiveness. This helps the school plan the improvements it needs to make.
- The school organises the subjects it teaches well and provides a wide range of extra activities to support learning. For example, trips to the Isle of Wight, the Victoria and Albert Museum, and theatres, expand pupils' learning beyond school and promote their spiritual, moral, social and cultural development effectively.
- Parents and carers are mostly pleased with the school. A large number support school activities during the school day, and all of those met by inspectors, spoke highly of the school. A very small number expressed concern by letter at the quality of communication and support. However, inspectors found that the range of letters home, availability of staff at the start and end of the day, information sent to parents and carers, and extra support offered to them, is very good.
- The school is effective in making sure all pupils make equally good progress. Pupils' progress is improving, and the school acts quickly to deal with occasional underachievement. After a period of staff changes, teaching is improving and attendance is improving. The school makes sure all pupils are treated fairly and does not accept any form of discrimination. The school's capacity for further improvement is strong.
- **The governance of the school:**
  - The governing body is well informed about the quality of teaching and supports the school well. Its members are well trained, and well equipped to hold the school to account by asking challenging questions. It knows how pupils perform compared with those in other schools. It checks, for example, how well pupil-premium funds are used to raise standards, and how well funds to support pupils with special educational needs have been used. Governors check that the school has effective procedures to evaluate the performance of teachers, and that their progress on salary scales is linked to pupils' progress, professional training, and how well teachers contribute to dealing with the school's priorities for improvement. They know how the school rewards good teaching and how it tackles underperformance. The governing body makes sure safeguarding requirements are met, and that there are thorough checks on the suitability of staff to work in the school.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	117308
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	403313

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	281
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Lawson
<b>Headteacher</b>	Yvonne Graves
<b>Date of previous school inspection</b>	20 January 2008
<b>Telephone number</b>	01923 227133
<b>Fax number</b>	01923 227938
<b>Email address</b>	admin@bromet.herts.sch.uk



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