

# Bromet Primary School

## Inspection report

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<b>Unique Reference Number</b>	117308
<b>Local Authority</b>	HERTFORDSHIRE LA
<b>Inspection number</b>	312564
<b>Inspection dates</b>	22–23 January 2008
<b>Reporting inspector</b>	Philip Mann HMI

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	275
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Martin Lawson
<b>Headteacher</b>	Mrs Yvonne Graves
<b>Date of previous school inspection</b>	8 July 2002
<b>School address</b>	Oxhey Road Watford Hertfordshire WD19 4SG
<b>Telephone number</b>	01923 227133
<b>Fax number</b>	01923 227938

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

Bromet Primary School is average in size and located in a mixed residential area of Watford with some social and economic disadvantage. The children's starting points are broadly average overall but below average in early literacy and personal and social skills. An average number of pupils have learning difficulties and/or disabilities and the proportion learning English as an additional language is also average but on the increase. The number of pupils entitled to free school meals is broadly average. The school has been awarded 'Healthy School Status' and holds nationally recognised awards for sport and the arts.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Bromet Primary is a good school with some outstanding features. This is reflected in the school's own accurate view of itself. A very positive climate for learning exists and good teamwork amongst the staff ensures that all pupils achieve well. The vast majority of parents are overwhelmingly positive about the school. Comments such as, 'we are delighted with the stimulating teaching and learning' and, 'it is a very friendly school with a strong sense of community' reflect what many think.

Parents are right to express these views because the quality of education is good with some excellent elements. Lessons are well planned and much of the teaching is outstanding for the older pupils. The basic skills of literacy are now being taught well. However, previous weaknesses in teaching for younger pupils led to a drop in standards at the end of Key Stage 1. Shortcomings in provision for more able pupils, particularly in writing, are being addressed effectively and standards in both reading and writing are climbing back to average levels.

All teachers successfully endeavour to provide an extensive wide range of interesting and exciting activities for all abilities. Pupils respond very well to this good provision. They work hard in class and many reach above average standards in English and mathematics by the end of Year 6 with very high standards attained in science. Planning is thorough and teachers use information and communication technology (ICT) well to make lessons interesting and support pupils in their learning.

Personal development and well-being of pupils are excellent. Pupils behave very well both in class and around the school. Their attitudes to learning and relationships with others are particularly positive because provision for their spiritual, moral, social and cultural development is very good. Older pupils display a strong sense of responsibility by undertaking a range of tasks to ensure that the school runs smoothly. Participation in the class and school councils ensures pupils are encouraged to make a good contribution to their community and prepares them well for the future and their economic well-being.

The level of care, support and guidance for pupils is outstanding and a significant strength the school. Safeguarding procedures are very robust. The monitoring and assessment of pupil progress is detailed and thorough, providing good levels of academic guidance. Information gathered is used well to set targets for improvement and tailor support to the needs of individual pupils. Support staff make a significant contribution to the progress that those pupils with learning difficulties and/or disabilities make.

Leadership and management of the school are good. The headteacher provides strong leadership and sets high expectations for both staff and pupils. Good teamwork has rapidly moved the school forward since the reorganisation of management responsibilities and capacity for further improvement is excellent. Regular monitoring of teaching and self-evaluation are used well to identify areas for further improvement. Good partnerships exist with the community and other supportive bodies. Governance is good and individual governors are fully involved in monitoring the school's work. As a result, the governing body has a clear view of the school's strengths and areas needing improvement. Taking all factors into account, the school provides good value for money.

## Effectiveness of the Foundation Stage

### Grade: 2

Provision is good overall. All staff working with children of Reception age work effectively as a team. Planning is detailed and covers all the areas of learning for children in the Foundation Stage. The quality of teaching is good and this ensures that children make good progress. Staff display a strong sense of teamwork and demonstrate high levels of care for the children. A good focus is placed on the teaching of phonics and early literacy skills. Inspection evidence indicates that many children are likely to attain average levels in these areas of learning by the time they start in Year 1. Very good use is made of the outdoor area to enhance learning and link it to work done in the classrooms. Procedures for the ongoing monitoring and assessment of the children's development are very comprehensive.

### What the school should do to improve further

- Raise standards in literacy at Key Stage 1 and especially in writing for more able pupils.

## Achievement and standards

### Grade: 2

Achievement is good overall. However, teacher assessments for the last three years indicate that standards in reading and writing at the end of Key Stage 1 fell to below average levels with very few pupils attaining the higher Level 3 in writing. Standards in mathematics remained average. Improving the teaching of pupils' writing is now a key focus for school improvement and pupils in this key stage are now making better and, sometimes, rapid progress in writing. Results from national tests for the last three years at the end of Key Stage 2 confirm that progress for these pupils is good with the achievement of above average standards in English and mathematics; performance in science is exceptional with nearly all pupils in Year 6 attaining the higher Level 5 in 2007. Boys have responded particularly well to the 'Big Writing Project' and their achievement is above that expected nationally. Challenging targets are being set at the end of Key Stage 2 and were exceeded in 2007.

The achievement of pupils with learning difficulties and those who speak English as an additional language is good. The most able pupils are fully extended in many other subjects such as ICT and physical education, where work of a very high standard is achieved.

## Personal development and well-being

### Grade: 1

Pupils' personal development and well-being are outstanding. They attend well, enjoy lessons and are very keen to learn. A Year 6 pupil said, 'Learning is fun, especially in science.' Pupils respond excellently to outstanding spiritual, moral, social and cultural provision. Behaviour in lessons and around the school is exemplary and visitors are impressed by the pupils' polite and friendly manner. Pupils work very productively with each other and have excellent, relaxed relationships with adults. Pupils contribute strongly to the life of the school; for example, they take part in assemblies and school concerts and many help to raise funds for charities. Some pupils helped in formulating the behaviour policy. School council members are very enthusiastic about their roles and are keen to talk about their successes. All Year 6 pupils take on responsibility as prefects and some have trained as playleaders. Pupils say that they feel safe at school and they are confident that adults will deal quickly with any concerns they may have. Pupils are very aware of the need to eat healthily and to adopt healthy lifestyles. They also

understand the importance of physical exercise and demonstrate high levels of enjoyment in using equipment and playing happily with each other in the play areas. The overall good standards achieved in literacy, numeracy and ICT ensure that pupils develop good basic skills and their economic awareness is enhanced through their participation in the 'Young Enterprise Scheme' and the successful Year 6 business venture.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good with some outstanding features. Where teaching is outstanding, there is an atmosphere of high expectation and pupils show exceptional enjoyment, such as singing songs prior to their writing task. Slower pace and insufficient challenge for the most able pupils are common features in the less successful lessons. However, all teachers and support staff have good relationships with pupils and this creates a very positive climate for learning. Pupils experience effective independent, paired and group learning; they are beginning to evaluate their own work and the work of others. All teachers make good use of the interactive whiteboards to engage pupils in their learning. Teachers' marking is regular, accurate and fully informs pupils of what they need to do next to improve. Targets are frequently shared with parents to involve them in their children's learning. Pupils with learning difficulties and/or disabilities and those who speak English as an additional language receive good support. The focus on pupils' handwriting and presentation of work is satisfactory and rightly developing a more consistent approach throughout the school.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good. Pupils have access to a wide range of learning experiences. This includes opportunities for pupils to experience and write about different cultures and customs, such as studies about Zambia, Australia and the Ancient Greeks. Curriculum planning is good overall. However, the school is beginning to develop a skill-based curriculum to cater even more effectively for mixed aged classes because it recognises that there is still some work to do in this area. The focus on 'Big Writing' and phonetic development is beginning to have a positive impact on overall writing and reading standards. ICT is used very well to develop links between subjects and provide access to web-based homework facilities. Enrichment activities, such as learning French, make lessons especially interesting and enjoyable. There is a comprehensive programme for personal, health and social education. A good range of visitors, including the local Rabbi, the 'Compost Bin coordinator' who talks to the Gardening Club and representatives from professional sports clubs, provide further levels of enrichment. Pupil participation is very high in the wealth of extra activities provided, such as learning to play an instrument, coaching in various sports and the homework club.

### **Care, guidance and support**

#### **Grade: 1**

The school provides outstanding care, guidance and support for its pupils. A strong caring ethos permeates all aspects of school life. This is a view shared by parents. One said, 'All staff, including the office staff, take an interest in getting to know each child'. Another commented 'The school has a friendly family atmosphere'. There are robust systems in place for child

protection and health and safety, which ensure that pupils work and play in a safe environment. A very successful behaviour policy, clearly understood by adults and pupils, underpins these procedures. Pupils say that adults are approachable if they need help. Pupils get good support and guidance in their work. Pupil progress is monitored regularly and teachers make sure that pupils know how to improve. Strategies to help those pupils who are not achieving as well as they should are effective. The school makes good provision for pupils who have additional needs, including those who are at the early stages of learning English. There are good links with senior schools to make the transition as smooth as possible.

## **Leadership and management**

### **Grade: 2**

Leadership and management of the school are good. The headteacher provides good leadership, sets high expectations for staff and pupils alike and manages the school well. Teamwork is a very strong feature and leadership responsibilities are distributed effectively amongst senior staff. A very positive and inclusive climate for learning exists, where the efforts of all are valued. Teaching is monitored well and members of staff with a subject responsibility are playing an increasingly active role in this area in order to further develop the curriculum and raise standards in literacy. Self-evaluation is thorough and good use is made of targets to raise standards. Appropriate areas for action are included in a comprehensive plan for school improvement with evidence of a positive impact, for example, on pupils' writing. Governance is good. Individual governors take their roles seriously and make regular visits to monitor the school's work.

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## Annex A

## 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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

24 January 2008

Dear Pupils

Inspection of Bromet Primary School, Watford, WD19 4SG

I would like to thank you all on behalf of the inspection team for making us feel so welcome. We really enjoyed visiting your school and were impressed with how you all get on so well with each other.

What is most satisfying to see is the way you all love taking part in all the good things that the staff plan for you to do. You clearly enjoy being at school and are keen to talk about your experiences with others. It is such a pleasure to see you all playing happily together in the play areas.

We all noticed that you work very hard in lessons and that your behaviour is excellent. This is because the teachers and other staff work very hard as a team to make lessons interesting for you. Mrs Graves leads and manages the school well and under her guidance all the staff work together to ensure you get the best levels of care and support for you to succeed at school. They have all been working hard to help you improve your reading and writing, including your handwriting. Those of you at the top of the school are doing really well in these skills but the teachers are going to try to ensure that those of you in the lower part of the school make even quicker progress in these areas.

The governors make every effort to make sure that your headteacher and staff are given all the support that they need to make sure that the school is run smoothly. They work very closely with the staff to learn what might be needed to make the school even better.

Thanks again for making us so welcome and I wish you all the very best for the future,

Philip Mann

HMI