

Broadfield Primary School

Inspection report

Unique Reference Number	135339
Local Authority	Hertfordshire
Inspection number	381876
Inspection dates	22–23 November 2011
Reporting inspector	David Shepherd

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	452
Appropriate authority	The governing body
Chair	Nick Evans
Headteacher	Matthew Heasman
Date of previous school inspection	29 June 2009
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Age group	3–11
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Introduction

This inspection was carried out by four additional inspectors who observed 29 lessons led by 16 different teachers. Meetings were held with the senior staff, a group of pupils and four members of the governing body. Inspectors observed the school's work, and looked at safeguarding documentation and the school's analysis of its data. Questionnaires from 152 parents and carers, 37 staff and 96 pupils were received and analysed.

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

- Why, according to data, has attainment in mathematics declined in 2011?
- How consistent are teaching and assessment throughout the school?
- What is the impact of the monitoring carried out by subject coordinators on pupils' progress and attainment?

Information about the school

This school is larger than most primary schools. The proportion of pupils from minority ethnic backgrounds is below average as is the proportion of pupils who speak English as an additional language. An above-average proportion of pupils have special educational needs and/or disabilities, but a lower than average proportion have a statement of special educational needs. A higher than average proportion of pupils are known to be eligible for free school meals. The Early Years Foundation Stage consists of one Nursery class and two Reception classes. A second Nursery class starts next term. The school has gained an International School Award and a Quality Study Support award.

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

Broadfield Primary School provides a satisfactory education for its pupils. As a result pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, make satisfactory progress. There are a number of strengths in the school. Children get off to a good start in the Early Years Foundation Stage. Relationships between adults and pupils are good and this promotes pupils' willingness to make positive contributions around the school. Pupils are looked after well and this helps them to feel safe. They are adopting healthy lifestyles because the school emphasises this aspect effectively throughout the curriculum. Children from different backgrounds get on well together and learn to respect the views, customs and differences of each other. This is appreciated by all those parents and carers who completed the questionnaire; a typical view was expressed by one parent who wrote, 'Broadfield is a great school with great staff.' Links with parents and carers are outstanding.

Pupils' attainment at the end of Year 6 is average. Attainment in reading and writing is higher than in mathematics, and the gap between these widened in 2011. This is because, occasionally, a few teachers do not have sufficient expertise to teach mathematics to pupils at different levels of ability and some activities are not pitched with the correct level of challenge. These mean that some pupils, especially the more able, do not make the progress of which they are capable. There are no significant differences in the achievement of boys and girls; between pupils known to be eligible for free school meals and other pupils; or between those who speak English as an additional language and those pupils whose first language is English.

Teaching and learning are satisfactory overall. Some teaching is good and fully engages and motivates pupils in their learning. Technology is used well by staff as a valuable aid to make teaching clear to pupils. Planning indicates the main focus of lessons but does not always show what pupils at different levels of ability are expected to learn. As a result, work is not always tailored to meet individual needs and this slows down pupils' progress. Marking is encouraging, but does not always provide enough guidance for pupils about how to improve and not enough opportunities are given for them to respond to suggestions made. The curriculum is enriched by a wide variety of additional activities after school and visits to places of interest.

The headteacher has a clear vision for the school. A typical view expressed by parents and carers is, 'Broadfield is such an excellent school led by a very supportive

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and dedicated headteacher.' Monitoring and evaluation are mainly carried out by the headteacher and senior staff. Subject coordinators have few opportunities at present to carry out their monitoring and evaluation roles, and this limits their impact on teaching and learning across the school. Self-evaluation is generally accurate and key priorities for improvement are identified. The school's capacity to sustain further improvement is satisfactory.

Up to 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?

- By July 2012, raise attainment and progress in mathematics to the national average by:
 - increasing teachers' expertise to enable the subject to be taught effectively to pupils at different levels of ability
 - using data more effectively to match activities closely to the different levels of ability, especially for more-able pupils.
- By April 2012, ensure greater consistency in teaching and assessment by:
 - indicating in planning what pupils at different levels of ability are to learn in lessons
 - providing feedback in marking that indicates the next steps in pupils' learning
 - providing opportunities to respond to the suggestions made.
- Ensure that the monitoring and evaluation carried out by subject coordinators lead to improved outcomes for pupils by:
 - training subject coordinators further in the techniques of monitoring and evaluation
 - providing opportunities for them to monitor and evaluate outcomes in their areas of responsibility
 - devising and implementing plans that correct the weaknesses identified.

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

Pupils' achievement is satisfactory, given that they start in Year 1 with skills that are average, and progress to the point where test results, as well as standards seen by inspectors in lessons and books, are average. Pupils from all backgrounds, including those with special educational needs and/or disabilities and those who speak English as an additional language, are developing their basic skills satisfactorily and are well equipped with wider skills and personal qualities for their future lives. Pupils enjoy their work and settle down to it quickly. For example, pupils in Year 6 really enjoyed working in pairs identifying silent vowels. They were eager to be the first to spot one and then respond to their teacher when asked. Year 2 pupils enjoyed using their

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senses outside as a stimulus to suggesting interesting words. They were delighted with their descriptions such as, ‘fiery melting leaves’ and ‘drops like drippy diamonds’ when describing what they saw. Pupils from Year 1 were enthusiastic as they discovered aspects of the natural world in the Forest School.

Pupils have a good knowledge and understanding about healthy eating and the importance of regular exercise. They enjoy physical activities in lessons, at playtimes and after school which help promote their healthy lifestyles. Pupils make a good contribution to the school and local communities. For example, they willingly carry out tasks in classrooms to make lessons flow smoothly. Year 5 and 6 pupils organise and run the school shops. Pupils in Key Stage 2 help supervise younger pupils during lunchtimes. They also helped with the community litter pick in the ‘Tidy Dacorum’ campaign. Elected pupils represent their peers on the school council. Pupils reflect thoughtfully upon some of the broader issues in life, such as why it is important to help others.

These are the grades for pupils’ outcomes

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

How effective is the provision?

Lesson preparation and classroom organisation are effective in enabling lessons to flow smoothly. Teachers and teaching assistants support pupils with special educational needs and/or disabilities, and those for whom English is an additional language, satisfactorily on an individual and/or group basis, and this helps these pupils in their understanding of particular aspects of their work. In the best lessons, teachers provide clear guidance by showing pupils what is expected of them.

¹ 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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Occasionally, the introductions in lessons are too long for some pupils to sustain their concentration, and the pace of learning in these lessons is not as rapid. This is particularly the case in mathematics where the mental starter and the main teaching for the lesson are on different topics. The impact of this is that pupils do not have enough time to consolidate their own learning.

The school provides a wide range of enjoyable experiences and opportunities for pupils who talk enthusiastically about visits out of school to, for example, St Albans Cathedral, Kew Gardens and the residential stays at Woodrow High House. The Forest School and the nature area provide important opportunities for pupils to learn about the environment. Out-of-school clubs are popular with pupils, as indicated by the high take-up for activities such as football, ukulele, active sports and homework. The impact of the Quality Study Support award can be seen by the many opportunities pupils receive for out of school learning.

Good arrangements for pupils joining the school ensure that they settle quickly. One parent wrote, ‘Children are getting a very good start to making their lives work.’ In replies to their questionnaires, nearly all pupils responded that they were looked after well by staff. Pupils with special educational needs and/or disabilities are identified effectively and suitable provision is allocated to meet their needs. One parent wrote: ‘My son has special needs and he truly thrives at this school and he is happy. If he is happy, I am happy.’

These are the grades for the quality of provision

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

How effective are leadership and management?

Morale is high because staff feel that their contributions are valued by the headteacher and senior leaders. There is a strong sense of pulling together to achieve goals because the headteacher, supported by senior staff, has satisfactorily instilled a sense of ambition and drive to improve the work of the school. Initiatives, such as the accessibility of staff before and after school; text messaging; daily communications about specific issues; the school calendar at the beginning of the year; website; Bring Your Special Adult to School; and parent volunteers, help to promote the outstanding relationship with parents and carers. Parents and carers are invited into school on a number of occasions, such as for consultation evenings, special assemblies and productions. One parent encapsulated this relationship when writing, ‘The headteacher seems to be quite exceptional. He greets every child and parent by name. We are so happy with this school.’

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Governance is satisfactory. The governing body is supportive and enthusiastic for the school to do well. However, it does not challenge the school sufficiently to ensure pupils make good progress in all subjects. Safeguarding procedures are good. Staff and, where required, volunteers are rigorously vetted and records meticulously maintained. In replies to their questionnaire, nearly all pupils, parents and carers, and staff feel that the school provides a safe environment for pupils. Links with medical services and social services help to promote effectively the personal development and well-being of pupils, and links with the other schools are having a good impact on outcomes for pupils, especially in music and thinking skills for more-able pupils. The school promotes equality satisfactorily for the different groups and tackles any racist behaviour and discrimination effectively. This enables all groups of pupils to achieve satisfactorily. Community cohesion is good. Pupils have a good understanding of their local community, national and international communities. The links with schools in Ghana, America and Wales in particular are promoting well international understanding. These reflect the impact of the International Schools Award.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children start school with skills and abilities that are below those typically expected for their age in reading, writing and calculation. In other areas of learning, their skills and abilities are at expected levels. Children make good progress from these starting points in all areas of learning. Children with special educational needs and/or disabilities and those who speak English as an additional language also make good progress in line with their capabilities because they are supported effectively in small groups.

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Children enjoy their learning and tackle their activities with relish and enthusiasm. They played with great energy and gusto on tricycles and scooters around the marked out road ready for their driving test. They used their imaginations well as they made teddy bear masks. The foamy water play was a popular activity for the boys in particular. Three children were playing in a mature way as one was telling a story that two others were acting out with teddy bears. A particular strength of children’s development is how well they tidy up after their activities and wash their hands ready for their lunch. Children are looked after well and are kept safe. They are given good opportunities to chat to adults about what they are doing. Children intently engage in activities that promote reading, writing, counting and creative play. They are challenged effectively at their different levels of skills and abilities. Behaviour is good and children get on very well with each other and with adults.

The inside and outside learning environments are stimulating, child-friendly and well organised. They provide children with an enjoyable range of activities that help develop their understanding and skills in all areas of learning. The balance between adult-led and child-initiated activities is good. The Early Years Foundation Stage is well led and staff work well together as a team with a good understanding about early years provision. Children’s progress is monitored and recorded systematically in their ‘learning journey’ books. However, assessments of skills do not always link closely to planning. Links with parents and carers are excellent, as are induction procedures that enable children to settle very quickly into school routines.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The views of parents and carers are extremely positive. Approximately one quarter of the questionnaires returned included written comments, nearly all of which were positive. Written comments focused on the children’s enjoyment of school, friendly and helpful staff, the quality of teaching, provision for pupils with special educational needs and/or disabilities and leadership and management. A very few respondents expressed concern about how the school deals with unacceptable behaviour. Inspectors looked into this and found that pupils’ behaviour is good, with staff dealing promptly with any matters that arise.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broadfield Primary 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 152 completed questionnaires by the end of the on-site inspection. In total, there are 452 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	113	74	39	26	0	0	0	0
The school keeps my child safe	113	74	38	25	1	1	0	0
The school informs me about my child’s progress	91	60	60	39	1	1	0	0
My child is making enough progress at this school	90	59	59	39	2	1	0	0
The teaching is good at this school	94	62	57	38	0	0	0	0
The school helps me to support my child’s learning	91	60	59	39	1	1	0	0
The school helps my child to have a healthy lifestyle	86	57	64	42	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)	88	58	52	34	2	1	0	0
The school meets my child’s particular needs	85	56	59	39	3	2	0	0
The school deals effectively with unacceptable behaviour	84	55	61	40	4	3	0	0
The school takes account of my suggestions and concerns	86	57	60	39	0	0	0	0
The school is led and managed effectively	108	71	41	27	0	0	0	0
Overall, I am happy with my child’s experience at this school	109	72	42	28	0	0	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).

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



24 November 2011

Dear Pupils

Inspection of Broadfield Primary School, Hemel Hempstead, HP2 4BX

Thank you for making us so welcome when we visited your school recently. We enjoyed meeting and talking to you. Thank you to those of you who completed the questionnaire for us. We found your responses very helpful. You go to a satisfactory school where adults work hard to prepare you for the future. Here are some of the best things we found.

- You enjoy school very much and get on well with each other.
- You feel safe and understand the importance of eating healthy foods and taking exercise.
- You really like your teachers and teaching assistants, and try your best to please them.
- You make a good contribution to the school by helping each other.
- You like learning out of doors, especially in the Forest School.
- You enjoy visiting places of interest and taking part in clubs after school.
- You are looked after well by the adults.

We have asked your headteacher, teachers and the governing body to do three things to make your school better.

- Help you to become better at mathematics.
- Let all of you know what you are expected to learn, always let you know how well you have done, and give you time to carry out the improvements suggested in marking.
- Make sure that the plans they have to help you do even better in different subjects are working.

All of you can help by continuing to work very hard.

Yours sincerely

David Shepherd
Lead inspector

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