

# Inspection of Millbrook School

Gews Corner, Cheshunt, Waltham Cross, Hertfordshire EN8 9BX

---

Inspection dates: 8 and 9 May 2024

## **Overall effectiveness**

## **Requires improvement**

---

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Requires improvement

## **What is it like to attend this school?**

Pupils enjoy coming to school. Staff greet them warmly every day. Pupils make every effort to follow the school motto of 'Believe and Achieve'. The school's values include inspiring and respecting others. These underpin the positive relationships pupils have with each other. Pupils are happy. They say that their teachers care about them. This helps them feel safe.

Pupils follow a broad, increasingly ambitious curriculum. The curriculum is now designed to meet the needs of all pupils, including those with special educational needs and/or disabilities (SEND). However, weaknesses in the quality of education over time mean that some pupils have gaps in their learning. These pupils are not as well prepared for the next stage of their education as they should be.

Pupils generally behave well in lessons and at playtimes. They are thoughtful and well mannered. Pupils feel proud when their good behaviour is recognised. They delight in the rewards they receive, including house points for behaving well and working hard.

Pupils excel in their various roles and responsibilities. These include acting as junior ambassadors, eco-warriors and house captains. Pupils contribute to school life through these roles, including leading a project about school meals.

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

The school recognised that not enough pupils were achieving well in English and mathematics. The school prioritised staff training in these subjects. Curriculum plans are now clear. Consequently, in these subjects, pupils typically experience lessons where explanations build on what they know. The activities they complete help them to demonstrate and deepen their understanding.

In other subjects, leaders have developed clear curriculum plans. However, the curriculum is not implemented effectively. Pupils' knowledge is not checked rigorously, so gaps in their knowledge are not always identified and addressed. Sometimes, pupils do not have the understanding they need to successfully complete activities in class. This means that, in some subjects, pupils' learning is insecure.

Pupils with SEND are fully included in the life of the school. Their needs are effectively identified. However, some staff do not yet have the knowledge they need to adapt the curriculum so that all pupils with SEND can access it successfully.

Recent improvements to provision in the Reception Year mean that children are now getting off to a positive start. Staff deliver the curriculum very well. They have designed a curriculum that is well suited to children's needs and interests. Staff have carefully redesigned the environment to support children's achievement across the curriculum. Adults ensure that activities follow children's interests. Staff interact

extensively with children, effectively supporting them to become creative and curious. Children in the Reception Year are therefore increasingly well prepared for key stage 1.

The school has prioritised reading. Pupils relish reading a wide range of books available to them. They enjoy listening to adults enthusiastically read carefully chosen books to them. Children in the Reception Year and pupils in key stage 1 have a secure knowledge of phonics. However, inconsistencies in previous approaches mean that some pupils still have gaps in their knowledge of how to read. They are not as fluent or accurate readers as they should be. The school is addressing these gaps through an improved programme of support.

Leaders have raised expectations about behaviour across the school. Staff regularly remind pupils about classroom rules and explain their importance. Consequently, pupils typically behave sensibly in lessons. They have positive attitudes to learning. Most pupils attend school well.

The school extends pupils' learning beyond the classroom. Well-considered trips, such as to an aquarium or a local museum, complement the curriculum and broaden pupils' experiences. Pupils learn about decision-making and managing their feelings and emotions. This helps them to stay safe and consider their well-being. Pupils develop their talents and interests through various clubs and a range of sports.

Governors have recently made good use of training and support to develop an accurate view of the challenges facing the school. The school has made important decisions that have increased leadership capacity and enhanced the curriculum. However, many changes are yet to be embedded fully. Leaders understand where improvements are still required to ensure all pupils achieve consistently well.

The school is attentive to the impact of changes on staff workload and well-being. Leaders seek the views of staff and consider how best to implement new initiatives without overburdening colleagues. Consequently, staff feel valued and well supported.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- There are inconsistencies in the effectiveness of the implementation of the curriculum, especially in foundation subjects. Learning activities are not always well enough designed, adapted or delivered to meet the needs of pupils, including pupils with SEND. This means that some pupils do not develop a secure enough understanding and do not achieve as well as they should. The school should

ensure that all teachers have the knowledge and skills they need to implement the curriculum well across all subjects.

- Teachers do not always check how well pupils remember the knowledge they have been taught rigorously enough. This means that gaps in pupils' learning are not successfully identified or addressed. The school must ensure that assessment is used effectively to check what pupils know and remember across all subjects.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	117379
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10318588
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	148
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jane Acreman
<b>Headteacher</b>	Jespy Pereira-Barker
<b>Website</b>	<a href="http://www.millbrook.herts.sch.uk">www.millbrook.herts.sch.uk</a>
<b>Date of previous inspection</b>	14 July 2021, under section 8 of the Education Act 2005

## Information about this school

- The headteacher commenced the role in September 2023.
- The school offers before-school childcare for pupils who attend the school. It is run by school staff and managed by the governing body.
- The school does not use any off-site providers of alternative education.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and computing. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils

about their learning and looked at samples of pupils' work. Inspectors listened to some pupils read to a familiar adult.

- Inspectors also discussed the curriculum in some other subjects, including science and geography. Inspectors explored pupils' writing in English and in the wider curriculum. As part of these discussions, inspectors looked at samples of pupils' work.
- Inspectors held meetings with leaders, including the headteacher, two assistant headteachers, the special educational needs coordinator, two governors and a representative working on behalf of the local authority.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record, took account of the views of leaders, staff and pupils, and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors took account of a range of other school information, including development plans, policies, minutes of meetings of the governing body and reports from the local authority.
- Inspectors took account of pupils' and staff's views by observing interactions and holding separate discussions with groups of them.
- Inspectors considered the views of parents through the 17 responses to Ofsted Parent View, including 11 free-text comments. An inspector also met with several parents at the start of the school day.

### **Inspection team**

Nick Rudman, lead inspector	Ofsted Inspector
James Puxley	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024