



Brookland Infant and Nursery School

Inspection Report

Unique Reference Number 117272
LEA HERTFORDSHIRE LEA
Inspection number 280029
Inspection dates 8 December 2005 to 9 December 2005
Reporting inspector Mr. Ian Nelson LI

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

Type of school	Infant	School address	Elm Drive
School category	Community		EN8 0RX
Age range of pupils	3 to 7		
Gender of pupils	Mixed	Telephone number	01992629485
Number on roll	202	Fax number	01992630039
Appropriate authority	The governing body	Chair of governors	Mrs. Sheila Farmer
Date of previous inspection	Not applicable	Headteacher	Mrs. Debbie Hoy

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a slightly smaller than average infant and nursery school serving a socially mixed area of Cheshunt. Most of the pupils are of White British descent, with small numbers of pupils of Black or Black British, Mixed race or Asian heritage. Most children enter the school with skills and knowledge broadly typical of their age, although in some years the number of children with learning difficulties leads to attainment on entry being slightly below average. A small number of pupils are at an early stage of learning to speak English. An average number of pupils is entitled to free school meals. The number of pupils with special educational needs is below average. Their needs are mainly moderate learning difficulties. The school shares the site with a junior and secondary school and with a playgroup. The school is working towards the Healthy Schools Accreditation and the Hertfordshire Quality Standard.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school that gives very good value for money and the staff and governors recognise this. Standards are above average by the end of Year 2 because teaching and learning are excellent throughout the school and progress is outstanding. Children get an excellent start in the nursery and reception classes and make great strides with their learning and personal development. Standards by Year 2 are particularly good in writing, with a lot of children gaining the higher level 3. Although the numbers gaining this level in mathematics are above average they do not match those in writing because some children find problem solving difficult. The school is fully committed to involving all children, whatever their ability, gender or background, in the whole life of the school. This results in extremely happy, confident children who thoroughly enjoy contributing to the smooth running of the school through their roles as monitors and school councillors. They have very positive views of the school. Parents also think very highly of the school with one commenting, 'No fault can be found; the head and all the staff are brilliant'. The school has made many improvements since its last inspection including tackling the key issues, improving provision for information and communication technology and extending the building. The reason for the school's success is the exceptional quality of the leadership at all levels. The head teacher, staff and governors share a common vision for the future of the school and work exceedingly well as a team to turn that vision into reality. It is very well placed to continue improving.

What the school should do to improve further

- continue to help children improve their problem solving skills in mathematics so that even more of them achieve the higher levels in the national tests at Year 2.

Achievement and standards

Grade: 1

Achievement is excellent and pupils meet and often exceed the very challenging targets that are set for them. Children enter nursery with skills and knowledge broadly typical of their age, although in some years the number of children with learning difficulties leads to attainment on entry being slightly below average. Children make excellent progress through nursery and reception so that most reach, and some exceed, the goals expected of children entering Year 1. Progress continues to be excellent through Years 1 and 2 so that standards in the national tests are regularly above or well above average. Children do particularly well in writing, with around twice as many reaching the higher level 3 than most schools. This is because teachers expect children to do well and give them the support and guidance they need to develop their writing skills across most subjects. For example, Year 2 children wrote long and detailed accounts of part of the Nativity story, correctly using speech marks and adverbs to make their work more interesting. Children also do very well at the higher levels in reading. In mathematics the numbers gaining the higher levels are above average but do not

match those in writing or reading. This is because middle ability children find problem solving difficult, despite being extremely confident with basic number skills and knowledge. The school has identified this issue as a priority in the school development plan. Pupils who find learning difficult, and those whose home language is not English, achieve as well their peers because of the good quality support they receive. The school's commitment to helping all children do their best ensures that no groups underachieve.

Personal development and well-being

Grade: 1

Children's personal development, including their spiritual, moral, social and cultural development is outstanding. Pupils thoroughly enjoy their time in school and as a result their behaviour is exemplary and attendance is above average. Children explain that they help to write school and class rules and that if they misbehave or upset someone they must write a 'sorry' letter to apologise. Children are exceedingly confident and very keen to tell visitors how good their school is. They praise the teachers, support staff and lunchtime supervisors for looking after them and helping them to learn. Consequently they feel very safe and well cared for. Pupils have a highly developed sense of community spirit and are rightly proud of the contributions they make. Children take a leading role in helping to supervise the various areas of the playground and make sure they are used for their designated purposes. For example, one child was proud to explain that he was a walking monitor to make sure children only ran in the designated area, and walked in other areas. Pupils lead healthy lifestyles with plenty of energetic play with the equipment provided at break times. They enjoy fruit for snacks and water through the day to keep them fresh and alert. The good literacy, numeracy and social skills they acquire prepare them very well for the next stage of schooling and later life.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning across the school is outstanding. The school has worked hard to develop consistent, high quality planning and teachers make excellent use of this in providing a broad range of activities that excite and challenge children. This reflects the very high expectations that teachers have. Children with lower attainment and with learning difficulties are well supported, as are the faster learners. In the very best lessons, teachers make skilled use of questioning and discussion to develop children's self-confidence and to stretch their understanding at all levels. A wide range of different strategies, including songs and rhymes that help children to remember key facts, allows all children to learn at a rapid pace. The very good collaboration between teachers and learning support assistants ensures that the needs of different groups of children are very well met. Teachers make very good use of their knowledge of children's learning in making children aware of how well they are doing

and in spotting where they need to improve. Because of this, children have to think hard and consistently make rapid progress. The school has accurately identified the need to develop children's skills of problem solving in mathematics and has made a good start at implementing this plan.

Curriculum and other activities

Grade: 1

The learning activities provided are outstanding throughout the school because of the way in which they fully meet the needs of all children. Children's enthusiasm for learning is enhanced through carefully planned activities linking subjects and so they are helped to learn rapidly. The school is working hard to ensure that the best features of the nursery and reception class planning are continued into the early stages of Year 1 which leads to a seamless transition in children's learning. Children with special educational needs are exceptionally well provided for, as are the small number of children who do not speak English at home. The provision for personal and social education is exceptional, and strategies to encourage the well-being of children have been carefully woven into the curriculum. The school has introduced a broad range of extra activities and these are having a very positive impact on the confidence with which children develop and learn.

Care, guidance and support

Grade: 1

All staff demonstrate exceptionally high levels of care and commitment and the support and guidance they provide the children is outstanding. This makes a very positive contribution to the achievement and personal development of all the children. Rigorous child protection procedures and risk assessments are implemented very effectively, and ensure that children always learn in a safe environment. Children reach challenging academic targets and their views are regularly sought and acted upon. The school has very good relationship with parents and other agencies and all groups work together well as a team to ensure that learners make good progress. Children learn about their rights and responsibilities and know how to get help and advice when they need it. They are proud of the responsibilities they are given throughout the school and take their duties very seriously. This makes a strong contribution to their personal development and well-being.

Leadership and management

Grade: 1

Leadership and management are outstanding. The head teacher, governors and staff have a very accurate picture of how well the school is doing and what it needs to do to carry on improving. They have comprehensive systems for checking the school's performance. They accurately identify the school's ethos as one of its most significant strengths and this is confirmed by parents and pupils who have overwhelmingly positive views. One parent commented, 'Brooklands nursery and infant school is outstanding

in all that it does'. Governors take a full and active role in setting the long term direction and know the school exceptionally well. Teachers in charge of subjects have a very clear picture of how well those subjects are doing and are fully involved in school improvement planning. While all those with leadership and management roles appreciate how good the school is they are far from complacent. They have clear plans to make it even better, by improving children's problem solving in mathematics for example. The key to the school's success is the leadership of the head teacher who, together with the senior management team, has built a very cohesive staff team who work closely together to turn their vision into reality. The school enjoys a spacious and well kept site and is well resourced. It built up a large surplus in the budget to pay for extensive building improvements and manages its budget very effectively. Given the improvements made over recent years, the continuing high standards in the national tests and the commitment and dedication of all those who work at the school it is very well placed to continue improving.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	NA
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome when we visited your school recently. You told us that you go to an excellent school and we agree with you. Your teachers, teaching assistants and dinner ladies look after you very well. You always have someone to go to if you are upset. You do an excellent job of being monitors in the playground and helping to look after the equipment and each other. We also agree with you when you told us you have excellent teachers who help you with your learning. They help you to do very well in lessons and in the tests you take. You are particularly good at writing. We have asked your teachers to help you to get as good at mathematics, especially problem solving. Your behaviour is excellent and you are very polite and well mannered. You enjoy telling visitors about your work. We think that your head teacher does an outstanding job of running the school. She, the governors and staff work extremely hard to make sure you enjoy your lessons and other activities. We are sure that they will continue to work hard to make your school better and better.