

# Brookmans Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	117570
<b>Local Authority</b>	Hertfordshire
<b>Inspection number</b>	312657
<b>Inspection date</b>	10 July 2008
<b>Reporting inspector</b>	Robert Drew

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>	Foundation
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	336
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Graham Dean
<b>Headteacher</b>	Mrs Lesley Stevens
<b>Date of previous school inspection</b>	23 May 2005
<b>School address</b>	Bradmore Way Brookmans Park Hatfield Hertfordshire AL9 7QY
<b>Telephone number</b>	01707 652355
<b>Fax number</b>	01707 662787

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## Introduction

The inspection was carried out by an Additional Inspector. The inspection evaluated the overall effectiveness of the school and these specific areas: trends in achievement; aspects of pupils' personal development and the quality of care, guidance and support; the quality of teaching and learning; and the overall effectiveness of the Foundation Stage. Evidence was gathered from observations of lessons and pupils' work, parents' questionnaires, interviews with staff, pupils and the chair of governors and analysis of school documentation, including its self-evaluation. Other aspects were not investigated in detail, but the inspector found no reason to suggest that the school's own self-evaluation was not justified and this has been included where appropriate in this report.

## Description of the school

The school is larger than average and draws pupils from Brookmans Park village and surrounding areas. The vast majority of pupils are White British with a very small number from minority ethnic communities. Relatively few pupils are eligible for free school meals. The proportion of pupils with learning difficulties is below average. The school holds a variety of awards; it is a Healthy School and has the Active Sports Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school and pupils' personal development is outstanding. Parents responding to the recent Ofsted questionnaire are right to express their strong support for the school.

Leadership and management are good, reflecting pupils' good standards and achievement. There are existing strengths and several upward trends in performance. Much of the improvement stems from the very strong leadership of the headteacher. She provides clear guidance and motivates pupils and staff very well. Her evaluation of the school's strengths and weaknesses is accurate and she has established good teamwork amongst colleagues. Areas which self-evaluation showed to be in need of development have recently made excellent improvement. For instance, information and communication technology (ICT) provision and the efficacy of coordinators are both much stronger than at the last inspection. Coordinators now lead their subjects very effectively. Their policies have already shown a rapid positive impact on pupils' speaking and listening skills and in the use of practical tasks in mathematics and science lessons. Coordinators are a new and highly effective force for change, so that coupled with the headteacher's established skills, they increase the school's capacity for further improvement to the point where it is now excellent. Good, well-informed and active support from the governing body further contributes to this strong position. Governors are frequently in school gaining valuable first-hand knowledge and acknowledging the hard work of staff. They act effectively as 'critical friends' to the headteacher.

Standards at the end of Key Stage 2 in English, mathematics and science are well above average. Occasionally they are exceptionally high, for example, in mathematics in 2007. Achievement is good, having recovered from a period when it was generally satisfactory. The school is aware of the need for greater year-on-year consistency in pupils' progress and attainment. It has begun addressing both areas and the work of current pupils, especially in Year 5, shows the benefit of several initiatives to improve teaching methods, the curriculum and the tracking of pupils' progress.

Teaching and learning are good and some exceptional practice exists. Very occasionally, teaching quality is satisfactory. The features of best practice are not always shared well enough. Relationships are good in all lessons; teachers consistently explain ideas clearly and demonstrate good subject knowledge. In the best lessons, there are very demanding expectations of pupils and a brisk pace. Together, these promote pupils' excellent progress; engagement of pupils is high, and questioning is lively and rapid and brings all pupils into discussions. 'Talking partners', where pupils regularly discuss ideas in pairs, are used well. In the many good lessons, some but not all of these features are present, and the pace and pupils' involvement are generally more modest. Pupils' progress is nevertheless good.

Pupils' personal development is outstanding. The headteacher and staff have been consistent in expecting and accepting only the very best behaviour. Pupils' spiritual, moral, social and cultural development is good. Pupils show a good knowledge of how to stay safe and an excellent understanding of how to live healthily. Above all, they show excellent enjoyment of school and commitment to serving others. They contribute exceptionally well through service to the school council or charity fund raising and by mentoring younger pupils. Pupils' preparation for the next stage of their education is good. Those aspects of care, guidance and support that promote pupils' personal growth are excellent. Other elements, notably those that guide their academic progress, are good. The school is aware of the need for further efficiencies in the way assessment

information is used to promote pupils' progress. Statutory requirements for safeguarding and child protection are in place.

There is a good curriculum enhanced by a wide range of extra-curricular activities. Specialist staff in science, French, physical education and ICT have assured the quality of the school's work in these areas. The school rightly seeks to complete the introduction of the work to develop pupils' skills, such as those in reading and writing, across the whole curriculum. Links with other schools and the wider world are good, especially with secondary schools in the area. Pupils have participated and done well in the county song-writer competition.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

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### **What the school should do to improve further**

- Ensure all year groups consistently achieve well and raise standards further in English, mathematics and science.
- Increase the proportion of outstanding teaching and learning by sharing the best practice in the school.

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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?	2
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	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
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	2

### 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?	2

<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

11 July 2008

Dear Pupils

Inspection of Brookmans Park Primary School, Hatfield, AL9 7QY

Thank you for your welcome during my recent visit to the school. I enjoyed my time at Brookmans Park because so many things are working well. Overall, this is a good school. It already has some outstanding features. Here are some impressive aspects of your school's work.

- Your personal development, especially your behaviour and willingness to contribute, are excellent.
- You make good progress in the subjects you study and your standards are well above average by the time you leave. Results are occasionally exceptional.
- Teaching and learning are good, with some that is outstanding.
- Leadership and management are good, with some aspects excellent; your school's ability to improve further is excellent.
- Care, guidance and support are good.

If the school is going to improve even more it needs to:

- Make sure pupils in all classes regularly make good progress so that they reach consistently higher standards in English, mathematics and science.
- Increase the proportion of outstanding teaching and learning by sharing the best practice in the school.

You can help by continuing to behave as well as you do and trying hard. Best wishes for the rest of your time at Brookmans Park.

Yours sincerely

Robert Drew Lead inspector