

Broxbourne CofE Primary School

Inspection report

Unique reference number	117437
Local authority	Hertfordshire
Inspection number	379419
Inspection dates	11–12 January 2012
Lead inspector	Richard Blackmore

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	Clare Woollard
Headteacher	Shirley Whales
Date of previous school inspection	4 July 2007
School address	Mill Lane Broxbourne EN10 7AY
Telephone number	01992 462419
Fax number	01992 462419
Email address	admin@broxbourne-pri.herts.sch.uk

Registered childcare provision	Broxbourne CE Primary School Before and After School Club
Number of children on roll in the registered childcare provision	16
Date of last inspection of registered childcare provision	NA

Age group	3-11
Inspection date(s)	11–12 January 2012
Inspection number	379419



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Introduction

Inspection team

Richard Blackmore

Additional inspector

Lynda Walker

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed sixteen lessons taught by eight teachers. Meetings were held with members of the leadership team, curriculum leaders, members of the governing body and the school council. Inspectors observed the school's work, and looked at: the school's action plan; documents and policies detailing how pupils are kept safe; the school's tracking data to see how well pupils are doing; and analyses of pupils' standards. Inspectors scrutinised 101 completed questionnaires from parents and carers. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection.

Information about the school

The school is average in size for a primary school. The majority of pupils are of White British heritage. The proportion of those who speak English as an additional language is below average, as is the proportion of children identified as having special educational needs and/or disabilities. The proportion of pupils known to be eligible for free school meals is below average. The school exceeds the current floor standard set by the government, which determines the minimum expectations for attainment and progress. There is a before- and after-school club managed by the governing body. The school has a number of awards, including the Leading Aspect award for literacy and the Church Schools 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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- This is an outstanding school. The headteacher and the senior staff constantly communicate a strong vision for excellence and work effectively as a team, driving the excellent achievement of all pupils.
- Achievement is outstanding across subjects because teachers ensure pupils use many skills in each lesson.
- Excellent spiritual, moral, social and cultural development of pupils is underpinned by a focus on practical experiences to develop their knowledge of other cultures and their understanding of the importance and consequences of their own actions.
- The behaviour of pupils is exemplary with very positive attitudes toward each other and staff.
- The procedures for safeguarding pupils are extremely effective and demonstrate the school's capacity to provide a secure and stimulating environment for all pupils, including those with disabilities. As a result pupils say they feel very safe.
- Teaching is excellent because teachers know their pupils exceptionally well and are extremely well supported by diligent and knowledgeable teaching assistants who focus very well on pupils' learning. Very occasionally, there is not enough challenge for the higher attaining pupils.
- The curriculum is exemplary in the way it is matched to the specific learning needs of individual pupils; the use of literacy, numeracy and information and communication technology (ICT) across the curriculum contributes to pupils' outstanding achievements in all subjects.
- School leaders undertake frequent and highly effective monitoring of teaching and learning, with sharing of expertise. This is very effective in maintaining high standards and a continued drive for further improvement.

What does the school need to do to improve further?

- Ensure all teachers plan activities that consistently stretch higher attaining pupils.

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Main report

Achievement of pupils

Observations of pupils at work in lessons and a scrutiny of their books confirmed that standards are high in Key Stages 1 and 2 in all subjects. From average starting points when they join the school, children get off to an excellent start, making rapid progress and attaining above the expected level of development in reading in the Early Years Foundation Stage. This is due to a detailed assessment of their skill levels on entering school and the lively and exciting environment for learning both in the classroom and outside. Pupils continue to progress outstandingly well through school, so that by the time they leave Year 6 their attainment, both boys and girls, is well-above average, especially in English, mathematics, science and information and communication technology.

Attainment in reading is well-above average by the end of Key Stage 1 and remains so to the time pupils leave school. The teaching of phonics enables pupils to have an excellent grasp of the link between letters and sounds and consequently to read difficult words. For example, in Year 1 one a pupil was able to correctly read the word 'illustrator', which he did not know previously, using his knowledge of sounds.

Pupils new to the school make very quick progress because of the excellent assessment system that pinpoints pupils' abilities very quickly. This results in very little variation in progress between different groups of pupils and if achievement of any pupil slows it is quickly tackled and improved. Exceptionally well-organised additional intervention programmes provided for pupils who find learning more difficult and those with special educational needs and/or disabilities ensure that they also do very well. This is the result of the adults' sensitive and astute understanding of their needs and their expertise in generating pupils' self-belief in their ability to learn. The school places a high priority on the rapid development of excellent language and communication skills which supports the development in other subjects. Almost all parents are pleased with their child's achievements.

Quality of teaching

In the very large majority of lessons seen during the inspection, the quality of teaching resulted in pupils making outstanding progress in their academic as well as their spiritual, moral, social and cultural development. In the Early Years Foundation Stage excellent opportunities are provided to develop children's skills using a wide variety of resources which stimulate interest and enthusiasm. Activities are well organised and create a buzz of excitement. For example, the making of pizzas generated huge interest and enthusiasm. Pupils in Year 1 relished being challenged by the task of counting money. Following an excellent demonstration by the teacher,

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they made rapid progress, delighting in using their knowledge of place value to understand the difference between tens and units.

All adults have high expectations of what pupils can achieve, reflected in parents' very positive views, one saying, 'Teaching is excellent'. Teachers' strong subject knowledge and a dynamic style of delivery inspire pupils and build accurate understanding across all subjects.

Curriculum and lesson planning is based on accurate assessments of what pupils already know and includes effective and exciting challenges for pupils of all abilities so that they can progress equally well. In lessons pupils were highly motivated following brisk, purposeful introductions and clear instructions on how to tackle interesting work which was tailored to their needs. For example, from the outset of a Year 6 lesson pupils investigated angles and properties of a triangle at a ferocious pace because of the teacher's high expectations; consequently, they made excellent progress.

Pupils understand their targets well and work on these diligently. There are examples of high-quality, analytical marking in English and topic work which challenges pupils to improve and gives good advice in support. The topic books seen contained extensive, well-structured and extremely well-presented work. Pupils say they enjoy this approach and it is evident in the quality of their work.

Teachers develop pupils' social skills through the use of 'talk partners' and an extensive range of opportunities to work together on projects and tasks that encourage discussion and debate that contribute significantly to their understanding. For example, lessons on recycling and the environment quickly shaped pupils' moral perspectives and understanding on ethical issues related to the use of the earth's natural resources and climate change.

Behaviour and safety of pupils

Pupils' excellent behaviour and attitudes, as observed during the inspection and confirmed by other available evidence, are major factors in enhancing learning. Above average attendance and the great pride they take in their achievements also demonstrate pupils' enjoyment of learning. Pupils' positive views on behaviour are borne out by the comment of one pupil: 'everyone treats each other how they would want to be treated'. From the outset, in the Early Years Foundation Stage, children develop personal qualities such as sharing, turn-taking and cooperation.

There is a culture of respect which is reinforced through the 'School Promise' which pupils sign up to. In all lessons seen and observations around the school pupils continually acted out the expectations of the 'Promise'. They have a highly responsible approach to being part of school life. For example, pupils organise arrangements for assembly and the members of the 'Kingfisher council' take the lead, alongside school staff, in the school's further development.

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In the Early Years Foundation Stage the safety of children is paramount and the level of care is of the highest quality. Similarly, pupils feel very safe in school and say that bullying is extremely rare and if it occurs it is dealt with promptly and effectively. This is because the systems for ensuring their safety and welfare permeate every aspect of the life of the school and are known well by each member of staff.

All parents who returned the Ofsted questionnaire say their child feels safe in school. One parent, summing up this view, said 'The school offers a safe, secure and kind place to learn'. The diligence of the staff is central to the school's success in providing this environment. The very large majority of parents believe that behaviour is good and the inspection team found that any incidents are dealt with sensitively and adeptly.

Leadership and management

The headteacher's and senior leaders' thoughtful and inspirational management continue to underpin the success of the school. All decisions for improvement are firmly rooted in what is best for the pupils in their care and the highly accurate evaluation of the school's strengths and aspects for further development. The rising standards in mathematics from above average to well-above average during the last three years, alongside the maintenance of high standards and very quick rates of progress across the curriculum, indicates the school's capacity to develop further.

Adults undertake regular training to enhance their skills, with a strong focus on meeting the pupils' current needs. Governors have an effective knowledge of the strengths and weaknesses of the school and play an important part in determining its strategic direction based on regular monitoring of the school's effectiveness. They regularly check the school's vetting arrangements for staff and safeguarding procedures, which are excellent. Policies are comprehensive, training for staff is rigorous and procedures to ensure pupils are protected and supported are highly effective.

There are very strong links with a wide range of external agencies which contribute to children's well-being. The promotion of equal opportunities is excellent. The ethos established in the school is one of vigorously promoting equality and tackling discrimination so that, for example, pupils know that racist behaviour or harassment of any form is not tolerated. The school's ambitions for all groups have led to consistent performance throughout the school and a very harmonious school community: as one parent wrote, 'The school has an almost family feel and gets everybody involved'.

The curriculum is outstanding because it is exceptionally well organised and teachers reinforce key skills in all lessons, ensuring pupils make very quick progress. It is highly creative and provides excellent opportunities for all pupils to extend their life experiences and make outstanding progress academically and personally. Opportunities to learn about children from a wider range of religious, ethnic and

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cultural backgrounds are outstanding. For example, pupils have learned about the culture and experiences of people in Africa and Pakistan through music workshops and hearing from visitors such as a missionary. Pupils take part very enthusiastically, asking and responding to questions, and as a result are able to talk very knowledgably about experiences, lifestyles and traditions different from their own. Pupils' spiritual, moral, social and cultural development is enhanced because lessons regularly include philosophical debate on numerous issues; meaningful assemblies develop pupils' understanding and reflection on the consequences of right and wrong actions.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



13 January 2012

Dear Pupils

Inspection of Broxbourne CofE Primary School, Broxbourne, EN10 7AY

Thank you for making us so welcome when we inspected your school recently and I am writing to tell you what we found out. You go to an excellent school and here are some of the aspects that we were very impressed with.

- You achieve outstandingly well in all subjects and apply your skills in all lessons very carefully.
- The standard of your work is very high.
- You behave excellently and have very positive attitudes to learning.
- You attend very regularly and nearly always arrive at school on time.
- Teachers plan lessons that are exciting and make you think hard.
- Your spiritual, moral, social and cultural development is excellent.
- You are helped to improve your skills because you are told very clearly how to make your work better.
- The headteacher continually looks at how she can make the school better and has made very important improvements.

We know from what you told us that you agree with our findings. We have asked the school to do just one thing to make it even better. This is to ensure that all lessons provide sufficient challenge for those of you who are attaining very highly.

You can play your part by continuing to work hard. I wish you all the best for the future.

Yours sincerely

Richard Blackmore
Lead inspector

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