

Inspection of Boxmoor Primary School

Cowper Road, Boxmoor, Hemel Hempstead, Hertfordshire HP1 1PF

Inspection dates: 19 and 20 March 2024

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Pupils at Boxmoor Primary School are exceptionally happy and confident. They work hard and flourish in this warm and friendly school.

Pupils helped create the school's 'Rainbow Rules' and they live and breathe them. Their behaviour and attitudes are exemplary. The school's high expectations and clear routines are well understood, even by the youngest children. Pupils show considerable thoughtfulness and kindness. Older pupils take their responsibilities as role models very seriously. Respectful relationships underpin the school.

Children thrive in early years. They learn to get along well with each other, and to focus for sustained periods in play and learning. Children leave early years very well prepared for Year 1.

Where pupils find learning difficult, teachers make sure they get the help they need. By the end of their time in school, pupils achieve well.

There are extensive and high-quality opportunities for pupils to develop their interests. They take part enthusiastically in clubs including art, chess, and the popular school choir. Pupils make a significant contribution to the school through leadership roles. They know their voice is important. Pupils regularly participate in local events and raise money for charities. This helps them strongly become community minded.

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

The broad curriculum carefully maps out how pupils build their knowledge and skills over time. Teachers plan lessons purposefully to revisit important ideas and vocabulary. They quickly spot gaps in pupils' understanding and skillfully adapt their teaching. They help pupils develop the skills to work things out for themselves. As a result, they develop detailed understanding in most areas and produce effective work. In a few areas, pupils do not develop their learning to the same depth. This is because the planning and assessment of those areas are not as ambitious or effective.

The strong culture of reading starts in early years and runs through the school. A well-considered phonics programme ensures pupils quickly learn the sounds that letters make. They practise with books which closely match their learning. Pupils who need extra help with their reading are quickly identified and support is put in place. Guided reading activities across the school help pupils develop their vocabulary and comprehension. As a result, they become confident and skilful readers.

The school values inclusion highly. Pupils with special educational needs and/or disabilities (SEND) access the same learning as everyone else. Teachers are adept at

adapting activities for these pupils to help them succeed. Other staff provide tailored support for those pupils who need it. As a result, pupils with SEND achieve well.

Children get off to a flying start in early years. From the moment they begin Nursery, clear routines promote their independence and behaviour for learning very well. Consequently, children quickly learn to take turns, share, and develop communication skills. The curriculum is comprehensive, well-structured and carefully linked to subjects taught in key stage 1. Well-chosen and purposeful activities prepare children very well for their later learning. Adults skilfully offer help and reassurance. As a result, children develop curiosity and interest in the world around them.

The school is a universally calm place. Leaders have built a very strong culture of purposeful behaviour based on mutual respect. Staff are caring, vigilant and supportive. Pupils know they can trust them. Pupils' attitudes in lessons are excellent. Attendance is high. Pupils show exceptional levels of maturity, self-control and cooperation. They are kind and friendly, mixing happily together in the playground. Pupils are notably understanding towards those who might find learning more difficult.

Provision for personal development is a particular strength. The meticulously planned curriculum teaches pupils about other cultures and different types of relationships. Well-planned visits and activities enrich pupils' views and experiences. Consequently, they talk about areas such as diversity and difference with considerable sensitivity and maturity. The school's strong work helps pupils build character, for instance their confidence and independence. Pupils learn to believe in themselves. This highly effective programme means they become well-rounded young people, ready for the next stage in their education.

Thoughtful and reflective senior leaders have a sharp understanding of the school's many strengths and how it can improve. Staff are proud to work here and value the support and professional development they receive. Governors are well informed. They are strongly committed to ensuring that pupils receive the best possible education. Parents are overwhelmingly supportive. They praise the 'great community atmosphere'.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few areas of the curriculum, the important knowledge that leaders want pupils to build up over time is not as clearly set out as it could be. In these cases, the autonomy given to teachers has led to variation in how well the school's plans are delivered. As a result, pupils sometimes do not develop their learning over

time to the same depth. The school should develop the subject leadership, planning and teaching of these areas to maximise pupils' achievement.

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

Unique reference number	117107
Local authority	Hertfordshire
Inspection number	10323635
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	239
Appropriate authority	The governing body
Chair of governing body	Michelle Fennelly
Headteacher	Vicky Campos
Website	www.boxmoor.herts.sch.uk
Date of previous inspection	12 February 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.

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.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other school leaders. The lead inspector met with the chair of of governors and other members of the governing body and held a telephone conversation with the local authority's school effectiveness adviser.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to a sample of pupils read to a familiar adult.
- Inspectors discussed the curriculum and visited lessons in some other subjects. They also reviewed school policies, leaders' evaluations and development plans.
- Inspectors observed pupils' behaviour in lessons and at social times.
- To evaluate the effectiveness of safeguarding, the 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 spoke with a wide range of pupils, including single-sex groups, to understand what it is like to be a pupil in this school, and reviewed responses to Ofsted's pupil survey.
- Inspectors met with members of staff to discuss the school's work and considered responses to the confidential Ofsted staff survey. To consider the views of parents, inspectors reviewed 144 responses and 80 free-text comments submitted to Ofsted Parent View.

Inspection team

John Constable, lead inspector

Ofsted Inspector

Lynda Walker

Ofsted Inspector

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