

Bromet Primary School

Address: Oxhey Road, Watford, Hertfordshire, WD19 4SG

Unique reference number (URN): 144908

Inspection report: 21 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Pupils demonstrate positive attitudes to school. Leaders and pastoral staff work closely together to promote high attendance. Leaders rigorously track attendance and carefully follow up absences. They work closely with families to identify concerns early and respond quickly. This work is making a positive difference, including in reducing persistent absence. Leaders combine high expectations with well-coordinated pastoral care. They think strategically about how school routines and events encourage pupils to attend well, including adapting the timing of some events to reduce avoidable absence. Leaders pay careful attention to the attendance of pupils with special educational needs and/or disabilities. They adapt support where barriers to attendance emerge. Leaders' actions are contributing well to consistently positive attendance over time.

Pupils' excellent behaviour supports the calm, purposeful atmosphere across the school. Staff have clear expectations and model the behaviour they expect for pupils. Pupils respond positively and learn and play well together. Relationships are caring and respectful. Leaders track incidents carefully, identify patterns of concern and intervene early to stop behaviour escalating. They provide prompt and sensitive support to help pupils to manage their behaviour when needed. This helps pupils to feel safe, supported and ready to learn.

Early years

Strong standard ●

Before children start school, leaders work with families, specialists, previous early years settings and children themselves to understand children's needs and design their provision carefully. Through a structured transition programme, leaders identify needs quickly and begin shaping the curriculum from the outset so that children, including those with special educational needs and/or disabilities, are well prepared to begin school. This helps children settle quickly and build firm foundations for future learning.

The curriculum is designed to develop communication and language, early reading and mathematical understanding. Adults use assessment precisely to respond to children's needs. Teachers and teaching partners work collaboratively and skilfully to adapt learning and support development. Purposeful indoor and outdoor learning helps children build curiosity, independence and confidence. Leaders respond to emerging needs, including through adaptations to provision and careful placement within mixed-age classes.

Children develop secure foundational skills in reading, writing and mathematics. Phonics is taught consistently well and children apply what they learn through well-established routines. Staff use questioning effectively in order to extend children's thinking and language. Staff work closely with parents and carers. Close collaboration between the Reception Year and Year 1 supports confident transition to the next stage of learning. As a result, children achieve well so that by the end of the Reception Year they are well prepared for Year 1.

Inclusion

Strong standard 

Leaders are ambitious for all pupils. They identify pupils' needs early and reduce barriers to learning effectively. This work begins before pupils, including pupils with special educational needs and/or disabilities and pupils who speak English as an additional language, start at the school. Leaders work closely with families and external professionals to support pupils' transition into school from the early years. Staff sustain this precise identification of needs as pupils move through the school, ensuring any challenges pupils face are supported.

Staff are skilled in meeting pupils' needs and helping them to learn well. Staff provide skilled support to pupils when necessary. They use alternative ways for pupils to show what they know and apply strategies that help pupils succeed alongside their peers. These approaches develop pupils' independence and confidence.

Leaders use additional funding effectively for disadvantaged pupils to reduce their barriers to learning, widen access to enrichment and provide targeted academic and pastoral support. Disadvantaged pupils benefit from access to wider enrichment opportunities, personalised pastoral support and targeted academic help. Leaders check the impact of this support closely and respond quickly when needs emerge. All pupils participate fully in school life and benefit from a school culture that helps them to succeed.

Personal development and wellbeing

Strong standard 

Leaders place improving pupils' life chances at the heart of their work. They have designed a personal development programme thoughtfully around the school's community and local area. They make the most of wider opportunities, enrichment activities and the school's diverse community to broaden pupils' experiences, confidence and aspirations.

Leaders listen to pupils and shape opportunities in response to pupils' interests. Pupils' participation in clubs and activities is high because leaders actively encourage pupils to take part. They think carefully about how all pupils can be included. Experiences such as residential visits, enterprise activities, music, sport and cultural visits help pupils to develop resilience, learn teamwork and broaden their horizons.

Pupils contribute meaningfully to the life of the school. All pupils have opportunities to take on leadership responsibilities over time. Pupils act as ambassadors in different ways across the school. 'Head pupils' help to welcome visitors. Pupils appreciate that their voice matters and they are included in decisions made for their personal development.

The personal, social and health education curriculum helps pupils develop a secure understanding of equality, equity and fundamental British values, such as democracy and mutual respect. Pupils discuss these ideas thoughtfully. They explain similarities across different religions with maturity and show respect for the beliefs of others. From the early years onwards, pupils learn to challenge stereotypes and consider difference thoughtfully. This is reflected in the way pupils speak ambitiously about future careers without stereotypical assumptions about gender or background. Pupils show a mature understanding of online safety, including risks linked to misinformation and emerging technologies such as artificial intelligence. They learn about these aspects and curriculum content such as healthy relationships, consent and personal safety in age-appropriate ways.

Pupils' personal development is woven through the life of the school. Pupils develop into thoughtful, responsible citizens who are well prepared for life beyond school.

Expected standard

Achievement

Expected standard 

Pupils achieve well overall. Across the school, pupils achieve well in reading, writing and mathematics. Published outcomes at end of Key Stage 2 in national assessments are consistently above national averages. Pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities, typically progress appropriately from their various starting points.

Pupils secure firm foundations of knowledge in reading, writing and mathematics and apply this learning with confidence. This prepares pupils well for their next stages of education. Leaders have prioritised sustaining positive outcomes for pupils over time, while further refining aspects of curriculum and teaching. However, pupils do not consistently apply their knowledge with the same depth and security across the wider curriculum as they do in reading, writing and mathematics. As a result, when learning is drawn together or used in different contexts, pupils' understanding is sometimes less secure.

Curriculum and teaching

Expected standard 

Leaders have designed a curriculum that identifies the important knowledge pupils should learn and the order in which they should learn it. Across subjects, the curriculum is sequenced to help pupils build knowledge over time. Teaching in reading, writing and mathematics is secure and pupils learn the important knowledge and skills they need well. Leaders have ensured that the curriculum reflects pupils' needs and the school's context. Leaders have focused on refining aspects of teaching, including writing in different subjects. This work is strengthening teaching and supporting improvements in the quality of pupils' work.

Leaders have a secure understanding of the curriculum's strengths and where further improvements are needed. Teaching typically helps pupils to learn well. Staff use their assessment of pupils' learning to identify misconceptions and adapt teaching and support to help pupils, including pupils with special educational needs and/or disabilities, learn successfully. In some areas of the wider curriculum, teachers do not check pupils' understanding as precisely as they do in reading, writing and mathematics. As a result, misconceptions are not always identified or addressed, and pupils do not consistently build and connect knowledge securely over time.

Leadership and governance

Expected standard 

Leaders provide clear direction and have established a positive culture of wanting the best for pupils, across the school. They know the school's strengths and priorities well and have

taken thoughtful action to refine provision, including in curriculum implementation and inclusion.

Staff value leaders' support and the training and professional development they receive to improve their practice. Staff benefit from opportunities for collaboration with colleagues, coaching and shared learning. These experiences help staff, including early career teachers and the school's 'teaching partners', to strengthen their expertise and respond well to pupils' changing needs over time. Staff work well together as a team and are supported and empowered in their roles. Leaders give appropriate attention to the workload and wellbeing of staff and recognise that leaders' actions are purposeful and support them to do their jobs well.

Trust leaders provide valuable strategic support for the school and for leaders' professional development. Leaders are proactive in their work across the trust, which provides valuable opportunities for leaders to work with other trust schools and share effective practice. This collaborative approach reflects leaders' shared vision, rooted in inclusion, equity and belonging across the trust community.

Trustees provide strong strategic oversight and hold leaders to account for the school's performance. Governors carry out their duties in line with their roles and responsibilities. The local governing body understands the school and the local community and maintains appropriate oversight of the school's safeguarding procedures and leaders' actions to support pupils' welfare and education. Leaders work meaningfully with parents and carers and the wider community.

What it's like to be a pupil at this school

Pupils flourish in a school where they are known well. There are positive relationships that create a warm and inclusive community. Pupils from different backgrounds learn together with respect and kindness. Pupils live the school's values of excellence, enjoyment and achievement for all. Bullying is rare and staff deal with any behaviour concerns quickly and effectively. Pupils value being part of a community where everyone is expected to contribute and do their best. Through opportunities such as the school council and leadership roles, pupils learn to take responsibility and understand that their views matter.

Pupils behave well and enjoy learning. Classrooms are calm and purposeful. Pupils engage positively in learning. At social times, pupils play happily together and look out for one another. Pupils feel safe in school. They are confident that staff take any concerns seriously and deal with issues quickly and effectively. Pupils attend well because they enjoy being part of school life.

Pupils achieve well in reading, writing and mathematics. This prepares them well for the next stage of education. Pupils who speak English as an additional language, disadvantaged pupils and pupils with special educational needs and/or disabilities, are included fully in learning and school life. Staff adapt learning thoughtfully to help pupils overcome barriers and succeed. Pupils benefit from a broad curriculum and wider opportunities that develop their curiosity, confidence and ambition.

Pupils thrive in a school where inclusion shapes daily life. They participate fully in clubs and wider experiences. Leaders think carefully about how all pupils can benefit from these opportunities and adapt provision to support participation and success. This includes targeted 'mop-up' swimming sessions to ensure pupils leave school able to swim and understand how to keep safe around water. Pupils develop a secure understanding of equality, respectful relationships and contributing to others. They grow in confidence and independence and develop into thoughtful, responsible citizens who want to make a positive difference in the world.

Next steps

- Leaders should improve the consistency with which teachers check and build pupils' understanding across the wider curriculum so pupils connect knowledge and apply learning with greater confidence beyond English and mathematics.
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About this inspection

This school is part of Agora Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rebecca Daulman, and overseen by a board of trustees, chaired by Carol Shutkever.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Inspection activities:

Inspectors spoke with the headteacher, assistant headteachers, the special educational needs and/or disabilities coordinator, teachers and support staff. The lead inspector met with representatives from the trust board, the local governing body and representatives of the trust's executive team.

The inspectors confirmed the following information about the school:

The headteacher took up the position in September 2025.

The school does not use any provider of alternative provision.

Headteacher: Rebecca Whiteman

Lead inspector:

Cindy Impey, Ofsted Inspector

Team inspectors:

Mark Sim, Ofsted Inspector

Catherine Assink, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 21 April 2026

School and pupil context

Total pupils

274

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

280

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

8.76%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.09%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

10.58%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	61%	Above
2024/25 (revised)	85%	62%	Above
2023/24 (final)	80%	61%	Above
2022/23 (final)	64%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	74%	Above
2024/25 (revised)	93%	75%	Above
2023/24 (final)	83%	74%	Above
2022/23 (final)	69%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	72%	Above
2024/25 (revised)	88%	72%	Above
2023/24 (final)	83%	72%	Above
2022/23 (final)	74%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	73%	Above
2024/25 (revised)	88%	74%	Above
2023/24 (final)	88%	73%	Above
2022/23 (final)	85%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	19%	46%	Below
2024/25 (revised)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	14%	46%	Below
2022/23 (final)	33%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	38%	62%	Below
2024/25 (revised)	S	63%	S
2023/24 (final)	29%	62%	Below
2022/23 (final)	33%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	31%	59%	Below
2024/25 (revised)	S	59%	S
2023/24 (final)	14%	58%	Below
2022/23 (final)	50%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	44%	60%	Below
2024/25 (revised)	S	61%	S
2023/24 (final)	29%	59%	Below
2022/23 (final)	67%	59%	Close to average

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	19%	68%	-49 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	14%	67%	-53 pp
2022/23 (final)	33%	66%	-33 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	38%	80%	-42 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	29%	80%	-51 pp
2022/23 (final)	33%	78%	-45 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	31%	78%	-47 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	14%	78%	-63 pp
2022/23 (final)	50%	77%	-27 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	44%	80%	-36 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	29%	79%	-51 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	67%	79%	-13 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.6%	5.2%	Close to average
2023/24 (3 term)	4.6%	5.5%	Below
2022/23 (3 term)	4.6%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.6%	13.3%	Below
2023/24 (3 term)	12.3%	14.6%	Close to average
2022/23 (3 term)	7.0%	16.2%	Below

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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