

# Brunswick Park Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	101264
<b>Local Authority</b>	Barnet
<b>Inspection number</b>	354970
<b>Inspection dates</b>	11–12 July 2011
<b>Reporting inspector</b>	Mike Capper

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	242
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter White
<b>Headteacher</b>	Andy Griffiths
<b>Date of previous school inspection</b>	2 July 2008
<b>School address</b>	Osidge Lane Southgate London N14 5DU
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<b>Email address</b>	office@brunswickpark.barnetmail.net

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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 17 lessons taught by nine teachers. Meetings were held with parents and carers, members of the governing body, staff and groups of pupils. The inspectors observed the school's work and looked at school documentation, including teachers' planning, assessment information, policies regarding the care and protection of pupils (safeguarding) and samples of pupils' work. Inspectors analysed 61 questionnaires from parents and carers, 28 from staff and 100 from pupils in Key Stage 2.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The evenness of progress across the school and the impact of recent work to improve progress in reading.
- The effectiveness of teaching at providing the right level of challenge for all pupils.
- The use of performance data to track pupils' progress.
- Pupils' level of responsibility taking and how well they understand how to improve their work.

## Information about the school

Most pupils come to this average-sized primary school from the local community. The proportion of pupils identified as having special educational needs and/or disabilities is above average. These pupils have a wide range of needs, including specific learning difficulties and behavioural, emotional and social difficulties. The proportion of pupils known to be eligible for free school meals is above average. Pupils come from very diverse backgrounds. About half are from minority ethnic groups and speak English as an additional language. The most common home language for these pupils is Tamil or Farsi. About one in 10 pupils is in the early stages of English language acquisition.

Children in the Early Years Foundation Stage are taught in the Nursery and in a Reception class. There is a breakfast club which is run by the school.

**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: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school where pupils flourish socially and academically. The school is particularly successful at helping pupils to develop an enthusiasm for learning and ensuring that they are settled and happy at school.

Children get off to a good start in the Early Years Foundation Stage and then build on this well in the rest of the school. Pupils' attainment is broadly average by the end of Year 6 and it has been rising. The latest Key Stage 2 national test results in 2011 indicate attainment is the best ever. There are many contributory factors to pupils' good achievement and their improving attainment. Teaching and learning are good and pupils are extremely well cared for. The school has excellent procedures to keep pupils safe (safeguarding) and this helps pupils to feel extremely safe at school. The school works very closely with outside groups and agencies and these excellent partnerships contribute enormously to pupils' learning and to their well-being. For example, financial support from a local baker contributes greatly to the success of the well-attended breakfast club that gives pupils a healthy and nutritious start to each school day.

Pupils make good progress in most classes and they quickly acquire new skills, but there is still some unevenness in progress across the school. Leaders are aware that there is a dip in progress when pupils move from the Reception class to Year 1. This is because the school has not yet achieved the right balance between building on good early years practice and moving towards more formal teaching and learning in Year 1 and moving to the National Curriculum. The school has clear plans to tackle this in the next academic year. In addition, when teaching is satisfactory, work does not provide the right level of challenge for all pupils, slowing the pace of learning.

Pupils thoroughly enjoy school. They behave well and enthusiastically take responsibility. For example, the school council is helping pupils to make the school even better. The school's very good efforts to promote positive values are reflected in the pupils' excellent understanding of the importance of staying healthy. Pupils grow their own food in the school's superb gardens and they participate enthusiastically in competitive sport. The school has good systems for promoting attendance and this has resulted in levels rising this year.

There has been good improvement since the last inspection due to the drive and vision of the headteacher and other key staff. Self-evaluation is rigorous and this means that developments are well planned and effective. There has been a sharp and largely successful focus on developing teaching, and performance data are being used sharply to track the progress of different groups. Where this has shown weaknesses, effective steps are taken to tackle them. Successful actions, such as recent work on raising attainment in reading, are ensuring sustained improvements in pupils' progress. All of these elements confirm the school's good capacity for further improvement.

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The school's engagement with parents and carers is outstanding. Parents and carers are especially positive about the 'read-with-me' sessions when they come into class to read with their child. They are very well attended and as one parent commented, 'As a result of these sessions I feel much more confident about helping my child at home to support their learning.'

**What does the school need to do to improve further?**

- Improve continuity between the Early Years Foundation Stage and Year 1 so that there is no dip in progress when children change classes.
- Move remaining pockets of satisfactory teaching to good by ensuring that there is the right level of challenge in all lessons for every pupil so that the pace of learning is brisk all of the time.

**Outcomes for individuals and groups of pupils****2**

Most children are working below the levels expected for their age when they start school and, from these starting points, their achievement is good. Pupils' good behaviour contributes significantly to the good and sometimes outstanding progress that is seen in most lessons. In an outstanding literacy lesson, pupils made rapid progress in improving their reading and writing because they were inspired by a sense of awe and amazement as the teacher slowly revealed a mystery box that she had 'discovered' in her garden. Pupils then worked extremely hard as they wrote about its contents and read new vocabulary. In a good mathematics lesson, pupils learnt quickly because they were encouraged to think like mathematicians. They cooperated well and explained clearly how they were going to solve their number problems. On the few occasions where progress in lessons is satisfactory, the pace of learning is not quick enough and not all pupils listen well. For example, in a lesson when pupils were talking about their favourite words not all participated well enough when they were expected to talk to each other about their ideas.

Pupils with special educational needs and/or disabilities are supported well, ensuring that they learn quickly. They work very hard when being taught in small groups, making especially good progress at these times. Pupils who speak English as an additional language make good progress as their needs are catered for well. They quickly improve their language skills and most attain well in national tests at the end of Year 6.

Pupils become sensible young citizens and enjoy taking on responsibilities. They develop very good confidence and self-esteem, ensuring that they are well prepared for the next stage of their education. They are sociable and articulate and talk very confidently to visitors. They show very good concern for the needs of others by organising fund raising events and they develop a good awareness of managing budgets by running their own class bank. Pupils greatly enjoy having a half termly 'Culture' Club and this contributes well to their cultural development. The school's Get Set award demonstrates how the forthcoming Olympics are being used to teach pupils to aim high in their own achievements. This is reflected in pupils' willingness to have a go without fear of failure.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Adults place pupils' well-being at the centre of their work and they willingly go the extra mile to make school a happy and safe place to be. The school works very closely with outside agencies to support families and pupils who may be experiencing difficulties. This exemplary support is greatly appreciated by parents and carers. As one commented, 'The school has gone to great lengths to support us as a family.' Pastoral support is greatly enhanced by highly skilled learning mentors who are always available to sort out problems.

Teachers have high expectations of pupils' behaviour which helps their attitudes to learning. Skilled teaching assistants are deployed effectively and have a good impact on learning. There is a good challenge in most lessons although just occasionally the pace of learning slows because work is not pitched at quite the right level for all pupils in the class. Those pupils who are learning English and those with special educational needs and/or disabilities are supported effectively by well-deployed and skilful teaching assistants. In most classes, pupils have an excellent knowledge of the next steps in their learning. They talk knowledgeably about their targets and feel that they are helping them to improve their work.

The curriculum takes good account of pupils' interests and aptitudes and promotes good progress in basic skills, although there is a lack of continuity in provision for the transition from the Early Years Foundation Stage to Year 1. Throughout the school, teachers link

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subjects together very effectively. This is especially strong in literacy and numeracy, and the way that these skills are used in other subjects is helping to raise attainment.

Clubs and visits support pupils' personal development extremely well, and are greatly enjoyed by pupils who say, 'There is always something fun to do.' High quality displays reflect the school's excellent work in fostering pupils' creativity.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

This is a school that is not standing still, because leaders are determined to do the best for the pupils and are constantly striving to improve. Their drive for improvement and ambitions for the school are embedded well across the school and recent initiatives are already beginning to bear fruit in rapidly improving test results at the end of Year 6. Well-focused support and coaching are helping to iron out the remaining small pockets of satisfactory teaching and leaders are committed to maintaining this drive in the next academic year. The governing body is supportive and provides good levels of challenge.

The school promotes equality successfully. Leaders carefully check data to ensure that no group is doing less well than others, and they are doing the right things to ensure that progress is equally good across the school. There is no discrimination because pupils learn to respect different beliefs, reflecting the school's good contribution to community cohesion. Leaders work very closely with parents and carers and this, along with their excellent partnerships with others, means that the school is very responsive to local need. Activities in the 'parent hub' are very well attended and provide a range of activities which ensure that parents and carers are fully involved in the life of the school. Pupils are developing a strong awareness of their place in the world through links with schools in Paris and Entebbe. This complements their well-developed knowledge of differences represented in communities both local and national.

Adults give pupils' safety a high priority and are vigilant in responding to any potential dangers that they may encounter. The school has clear and thorough procedures in vetting staff appointments. Staff training on child protection is comprehensive and underpins the excellent safeguarding practice seen in school.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

A parent/carer summed up some of the key strengths of provision for children in the Early Years Foundation Stage when writing, 'My child has developed not only academically but socially too.' Children are taught well in both the Reception and Nursery classes and this means that they make good progress. Consequently, children's attainment is broadly average by the end of the Reception Year. There is a delightful atmosphere in lessons with adults giving children sensitive support which helps them to learn quickly. Children from the Nursery and Reception classes mix together happily as they choose where to work. Adults make good use of the superb outdoor areas and give children good opportunities to think for themselves. Resources such as a video clip of a cricket making a noise help to make learning exciting in developing children's curiosity and language skills. Teachers take good account of children's different starting points, including the needs of those who are in the early stages of English acquisition, although early assessments in home languages are not always carried out so that they can be certain that work is pitched at the right level for these children. Nevertheless, there are good opportunities for children to develop language skills through a range of work, for example when talking about how to make a buzzing noise with an electrical circuit, and over time children who speak English as an additional language make the same good progress as others.

Provision is well led and managed. Leaders monitor children's progress closely and set them clear targets for improvement. They have a good knowledge of strengths and weaknesses and are currently implementing plans to ensure that the transition from the Reception class to Year 1 goes more smoothly so that children's progress does not slow.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Although the number of questionnaires returned by parents and carers was lower than average, a very high number of parents and carers were seen in school during the inspection either working with their children in lessons or taking part in other activities. The vast majority of parents and carers are very pleased with the work of the school. Positive comments included, 'This school is a family school', 'I am extremely pleased with the teaching and the care given to my child' and 'All the staff are helpful and approachable and act swiftly if there are any worries.'

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brunswick Park Primary and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 61 completed questionnaires by the end of the on-site inspection. In total, there are 242 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	72	17	28	0	0	0	0
The school keeps my child safe	42	69	18	30	1	2	0	0
My school informs me about my child's progress	37	61	24	39	0	0	0	0
My child is making enough progress at this school	32	52	29	48	0	0	0	0
The teaching is good at this school	39	64	21	34	0	0	0	0
The school helps me to support my child's learning	34	56	25	41	2	3	0	0
The school helps my child to have a healthy lifestyle	31	51	26	43	3	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	49	25	41	2	3	0	0
The school meets my child's particular needs	34	56	25	41	2	3	0	0
The school deals effectively with unacceptable behaviour	32	52	25	41	3	5	0	0
The school takes account of my suggestions and concerns	28	46	33	54	0	0	0	0
The school is led and managed effectively	30	49	28	46	0	0	0	0
Overall, I am happy with my child's experience at this school	39	64	22	36	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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 July 2011

Dear Pupils

**Inspection of Brunswick Park Primary and Nursery School, Southgate N14 5DU**

Thank you for welcoming us to your school and completing our questionnaires. You were very polite and friendly when we talked to you. We agree with you that your school is good and that you learn new things quickly.

Here are some of the things we found out about your school.

- Children in the Nursery and Reception classes are very happy and make good progress.
- In Years 1 to 6, good teaching helps you to make good progress most of the time.
- You behave well and very enthusiastically take responsibility. There are lots of fun things to do outside lessons.
- You rightly feel that you are kept very safe and you develop an excellent understanding of the importance of being healthy. It is great that you are able to grow your own food in the lovely school's gardens.
- All of the adults in the school are very kind and they give you excellent help if you are struggling with your work. They work very hard to keep you safe.
- Your headteacher and other staff are working very hard to make the school even better.
- Your parents and carers are very pleased that you come to this school.

What we have asked your school to do now.

- Make sure that the move from the Reception class to Year 1 does not result in your progress slowing down.
- Make sure teachers give you work that is just right for you so that you learn quickly all the time.

We wish you all well for the future. You can all help your teachers by continuing to work hard all of the time!

Yours sincerely

Mike Capper

Lead inspector

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