

Brimsdown Primary School

Green Street, Enfield, EN3 7NA

Inspection dates 8–9 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils across the school, including the most-able, do not always make good progress in reading, writing and mathematics.
- Pupils do not attain as well as their peers nationally by the end of Key Stage 1 and Key Stage 2.
- Teaching does not consistently meet the needs of pupils, especially those who are most able, because of insufficiently challenging tasks.
- Pupils are not always motivated enough in lessons and sometimes they behave irresponsibly in lessons and around the school.
- Marking does not always make clear how pupils might improve their work or encourage them to respond to teachers' feedback.
- Senior leaders have not been able to make sure that teaching is consistently good across the school. Outcomes from checks on teaching and learning are not used rigorously enough to raise expectations in the classroom.
- School leaders and the governing body do not allocate pupil premium funding consistently well enough. As a result, those who are eligible for the funding, especially the most able, do not always have sufficient opportunities to reach their full potential.

The school has the following strengths

- The school is starting to improve. Changes to the way literacy is taught help pupils make better progress, particularly in Years 5 and 6.
- Through effective partnership work, the school helps parents to support their children's learning. Workshops for parents are popular.
- Children in the Early Years Foundation Stage make good progress from their low starting points.
- Disabled pupils and those who have special educational needs make good progress.
- The school's work to keep pupils safe and secure is good.

Information about this inspection

- Inspectors observed 27 lessons, 11 of which were joint observations with members of the leadership team. In addition, the inspection team made 26 shorter visits to lessons to learn more about specific aspects of the school's work.
- Inspectors listened to pupils read from Years 2 and 5, attended three assemblies, and visited the breakfast club.
- Meetings were held with a group of pupils, the headteacher, subject leaders, members of the governing body and a representative from the local authority.
- The online Parent View questionnaire did not provide sufficient evidence on the opinions of parents and carers. The inspectors therefore took account of comments from parent surveys carried out by the school. Members of the inspection team also spoke to parents and carers who were attending the school for a weekly workshop.
- The inspection team observed the school's work and looked at the school improvement plans, data on pupils' current progress, pupils' written work, minutes from meetings of the governing body and records relating to behaviour, attendance and safeguarding.

Inspection team

Janev Mehmet, Lead inspector

Additional Inspector

Alistair McMeckan

Additional Inspector

Kate Robertson

Additional Inspector

Fatiha Maitland

Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in the care of the local authority and pupils known to be eligible for free school meals, is higher than the national average.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is above the national average. The proportion supported at school action plus or with a statement of special educational needs is also above the national average.
- The majority of pupils are from minority ethnic backgrounds and most of them speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school has a specialist resource provision for 14 pupils with hearing impairment.

What does the school need to do to improve further?

- Improve the quality of teaching so that all pupils do equally well and have positive attitudes to learning by ensuring that:
 - teachers plan activities that are at the right level of difficulty, particularly for the most able
 - all pupils are inspired to do as well as they can and maintain high levels of motivation and concentration
 - pupils know how they might improve their work and are consistently encouraged to respond to teachers' feedback.
- Make sure pupils take greater responsibility for behaving sensibly at all times.
- Ensure that the school achieves a good overall effectiveness judgement at the next inspection through ensuring that:
 - priorities to improve pupils' learning and the quality of teaching are addressed fully and with urgency
 - governors and senior leaders improve the allocation of pupil premium funding to ensure eligible pupils make even better progress.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Too few pupils from Years 1 to 6 make good progress in reading, writing and mathematics.
- By the end of Key Stage 1 and Key Stage 2, pupils' attainment is below the national average in reading, writing and mathematics. Despite some improvements in teaching, pupils' progress is still not consistently good enough to ensure the gap with their peers nationally is closed quickly.
- The achievement of the most able pupils continues to require improvement. It is still the case that fewer pupils reach the highest standards in assessments at the end of Year 6 compared with national averages, particularly in reading and mathematics.
- Pupils' skills in reading, writing and mathematics are generally improving across the school, but this is not consistent enough across Years 1 to 4. In Years 5 and 6, pupils make more rapid progress because of the effective interventions that have been put in place to improve their progress in English and mathematics lessons.
- In assessments at the end of Year 6 in 2013, pupils eligible for the pupil premium were two terms behind the others in writing and mathematics. This was a similar gap to that found nationally. In reading they were one term behind the others, a narrower gap compared with that found nationally. Compared to their classmates in school, they generally make good progress from their low starting points. However, those who are the most able make slower progress than their classmates, in both mathematics and English, because teaching does not ensure they reach their full potential.
- Pupils who speak English as an additional language do not make good enough progress from their starting points. Too few of them achieve the highest levels of attainment.
- Disabled pupils and those who have special educational needs, including pupils in the specialist hearing impaired resource, make good progress. They benefit from specialist support and guidance tailored to their individual needs.
- Children join the school with skills and knowledge that are well below those expected for their age. They make good progress from their starting points by the end of Reception. They make good progress in learning phonics (the sounds that letters make) through play and singing. In 2013, fewer pupils than nationally reached the expected level in the Year 1 phonics screening check.
- Pupils across the school enjoy reading. Pupils in Years 5 and 6 are rapidly improving their skills as a result of the recent drive to encourage reading and make literacy fun. The new library books that the school has purchased help motivate pupils to read widely.

The quality of teaching

requires improvement

- Pupils' learning across the school is not consistently good enough. Pupils, especially some boys, are not as motivated to learn as they could be. This is because teaching does not capture their interest and is not always challenging enough. As a result, they do not always answer teachers' questions, or take responsibility for completing tasks.
- Pupils work is marked regularly. However, marking does not always give pupils precise enough guidance for improvement. When pupils do not respond to teachers' comments and feedback, their progress does not improve quickly.
- Teachers and their assistants generally understand how well pupils are doing. They check pupils' progress regularly. However, in some lessons, teachers do not always use the information to set the most-able pupils suitably difficult tasks.
- Recent changes to the way English and mathematics are taught are starting to help pupils make better progress overall. However, inconsistencies remain in the standard of teaching and in rates of progress made by different groups of pupils. In the Early Years Foundation Stage, the teaching of language, literacy and communication skills has improved since the previous inspection. Children learn to sound out letters confidently. They also count and write numbers

with enthusiasm. Children working in the numeracy area were keen to show inspectors the numbers they had written.

The behaviour and safety of pupils require improvement

- The behaviour of pupils requires improvement. Not all pupils behave responsibly enough in lessons and around the school.
- In some lessons, pupils do not take responsibility for listening to instructions and completing their work quickly. Around school, including in the lunch hall and in assemblies, some pupils create low-level disruption when they feel that adults are not watching them.
- Working relationships between pupils and their teachers are generally positive. Many pupils are enthusiastic to learn, arrive to lessons promptly and settle quickly to work. However, this is not consistent across the school because a few pupils waste learning time.
- The school's work to keep pupils safe and secure is good. Pupils understand how to keep safe when using computers. They feel safe in school and are confident that staff will deal with any incidents in school, if the need arises.
- Parents and carers have a more positive view of the school since the previous inspection. They are now more involved in the school and attend weekly workshops to help them support their children's learning. They feel confident that the school keeps their children safe and happy.
- Attendance is now in line with the national average. This is because of the school's efforts to maintain good relations with families within the community.

The leadership and management require improvement

- Leaders and governors efforts to raise the quality of teaching since the last inspection have not secured improvements quickly enough. Teaching is still not good because it is too variable. Checks on teaching and learning are not used rigorously enough to set appropriate expectations to secure good achievement for pupils. Pupils do not all have an equal opportunity to achieve as well as they should.
- In the past, leaders of subjects have not raised standards in their areas of responsibility. They now take responsibility for monitoring and evaluating pupils' progress in their subjects. They are beginning to have an impact on improving the teaching of English and mathematics, but it is too early to see the effect this will have on pupils' long-term achievement.
- Senior leaders have started to introduce a more appropriate school curriculum. Recently introduced improvements to the teaching of reading and mathematics are having a positive impact on pupils' attitudes. However, they have yet to result in pupils' good achievement. These developments demonstrate that the school has the capacity to improve. However, leaders and governors are aware that there is more to be done for the school's work to be judged good at the next inspection.
- The school provides opportunities to enrich pupils' learning through extra-curricular activities such as school trips and activities that link to topics. For example, pupils in Years 1 and 2 were excited about the farm animals' project where a goat, a pig and chickens visited the school with a farmer. For some pupils, this was the first time they had seen live farm animals.
- The school makes good use of the additional government sports funding to promote physical education, and pupils' health and well-being. Pupils talked enthusiastically about the variety of clubs that the school organises for them after school including tennis, dodge ball and dancing. Pupils have also improved their standards and levels of confidence through swimming lessons.
- Leaders and teachers ensure that pupils' spiritual, moral, social and cultural learning is promoted successfully. Pupils enjoy studying French and learning about different religions and countries. Older pupils are keen to take on 'buddy' roles to support the younger children at break time. They also contribute positively by hearing the younger pupils reading. They take these roles seriously. Pupils are welcoming to visitors. Monthly whole-school 'values' foster pupils' caring

attitudes and understanding of others.

- Safeguarding practices meet statutory requirements.
- The local authority recognises the priorities to improve the school's effectiveness. It is supporting the school by carrying out reviews, providing training and helping senior leaders to recruit new staff.

■ **The governance of the school:**

– Governors are still not thorough enough in checking how effectively the pupil premium funding has been allocated. Consequently, even though gaps between groups of pupils are closing, more-able pupils who are eligible for the funding are not always reaching their full potential. The Chair of the Governing Body generally holds the school to account well and ensures that other governors effectively contribute their skills to the leadership of the school. Governors develop their skills through regular training. They now have a good understanding of information on the school's performance and the need for leaders to continue developing the quality of teaching. They visit the school regularly and challenge the headteacher in every aspect of the school's long-term plans for improvement. They are aware of the recent improvements in progress, as well as the gaps in learning of some pupils as a result of weak teaching. Governors ensure that teachers' salary progression relates to the quality of their teaching and pupils' achievement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135535
Local authority	Enfield
Inspection number	431628

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	680
Appropriate authority	The governing body
Chair	Christine Bachelor
Headteacher	Jez Fisher
Date of previous school inspection	11–12 September 2012
Telephone number	020 8804 6797
Email address	jez@brimsdown.enfield.sch.uk

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