

Inspection of a good school: Brook House Primary School

881 High Road, Tottenham, London, N17 8EY

Inspection dates:

24 and 25 November 2021

Outcome

Brook House Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

What is it like to attend this school?

At Brook House, pupils do their best to live up to the values of the school. They learn to do things well and take pride in their work. Pupils enjoy their lessons and are very well prepared for life after primary school. They are encouraged to look after each other. This means being kind to each other even if they are not close friends.

Expectations for every pupil are high. Staff strive to make sure that all pupils achieve well, enjoy their lessons and are ready for the next stage in their education. Pupils feel happy and safe at school and care about each other. They know about different types of bullying. If bullying did happen, pupils know that staff would deal with it immediately.

Staff have high expectations of pupils' behaviour and attitudes towards their learning. Any low-level disruption is dealt with fairly and swiftly by staff. In the classrooms, pupils work hard and have a determination to do their best. They have strong and respectful professional relationships with staff. As soon as children join the early years, teachers ensure that children learn about respect, compassion and good manners.

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

Leaders have high aspirations for all pupils. They have planned and put in place a relevant and ambitious curriculum. Pupils benefit from high-quality learning and are well prepared for living in an ever-changing world. Pupils particularly enjoy opportunities to contribute to school life, including being ambassadors, eco warriors and school council members.

Early reading is particularly strong. From the early years, children learn phonics systematically. Teachers waste no time in making sure that children recognise letters and the sounds that they make. In Years 1 and 2, pupils continue to build up their phonics knowledge exceptionally well. Teachers carefully select pupils' reading books. They make

sure that reading materials are exactly matched to pupils' phonics knowledge. Pupils develop a real love of reading. They talk with enthusiasm about their books. Pupils particularly value the time the school gives them to read regularly. They enjoy visiting the library. Staff ensure that pupils receive appropriate extra help with their reading when needed.

Leaders have implemented ambitious and well-sequenced plans for all subjects. Even in the more recently developed subjects, such as music and personal, social, health and economic (PSHE) education, pupils' learning is ordered precisely. This enables pupils to deepen their understanding year on year. Leaders provide substantial support for staff new to the school or leading a subject. They have clear systems to check how well the curriculum is taught. Teachers also regularly check what pupils know and understand. They ensure that pupils who need extra support receive it without delay.

Teaching focuses sharply on making sure pupils understand essential subject content. This is also the case in the early years. Here, children learn and apply knowledge very well, including in the well-organised outdoor area. For example, children explore number, books and language through carefully selected practical tasks. Staff are experts in building up children's speaking and listening skills. Children are very well prepared for their future learning.

Teachers are skilled in making adaptations to learning to meet the needs of pupils with special educational needs and/or disabilities (SEND). Consequently, adults support these pupils very well to access the same curriculum as their peers.

Mathematics is another example of how the curriculum is put into practice exceptionally well. Pupils regularly go back over concepts they have learned in the past. Teachers explain new ideas clearly, so that pupils understand them. Leaders have high expectations of pupils with SEND. Teachers provide just the right equipment and support to pupils who need extra help. Teachers check frequently what pupils know. They adapt learning and provide additional explanations if pupils need them.

Pupils behave exceptionally well in class and around school. Each class has a calm atmosphere, where pupils can listen to their teacher, concentrate and work hard.

Leaders promote British values well. Pupils get regular opportunities to learn how to become responsible and respectful citizens, including activities to develop their understanding of democracy. Pupils attend a wide range of extra-curricular activities which complement their learning. Pupils said how much they enjoyed attending the clubs on offer.

Trustees and members of the parental advisory board understand the strengths of the school. They are also clear about the actions required for the school to develop further. They ask leaders searching questions, so they have an accurate view of the school.

The school is very well led. Staff feel valued. Teachers are fully involved in deciding how best to adapt and strengthen the education that pupils receive. Staff appreciate how leaders consider their well-being and offer support when needed.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training and updates on how to keep pupils safe. They know the warning signs that a pupil may be in danger and what to do if they are concerned. Leaders' responses to concerns raised are appropriate and effective. This includes seeking and acting on advice from external professionals.

Pupils said that they feel safe in school and the vast majority of parents agree. Staff teach pupils how to stay safe, both inside and outside school. Pupils learn how to stay safe when using the internet and social media. They said that cyber-bullying is rare. They know what to do should it happen to them or a friend.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have put in place an ambitious curriculum. They check that this is taught effectively. Leaders need to build on the strengths in their existing work, and in particular focus on further refining the selection and ordering of subject content in music and PSHE.

Background

When we have judged good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged Brook House Primary School to be good on 30 November–1 December 2016.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141209
Local authority	Haringey
Inspection number	10204476
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	384
Appropriate authority	Board of trustees
Chair of governing body	Afi Adjei
Executive Headteacher	Aaron Wright
Website	www.brookhouseprimary.net
Date of previous inspection	30 November – 1 December 2016, under section 5 of the Education Act 2005

Information about this school

- The Brook House Primary School joined the Lion Academy Trust in 2014.
- The school uses no alternative provision.
- Since the previous inspection, the leadership of the school has changed. A new head of school joined the school in September 2021. There is also a new chair of the local governing body, known as the parent advisory board.

Information about this inspection

- This was the first routine inspection the school has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector met with the executive headteacher, head of school, deputy headteacher and assistant headteacher. The inspector also met with the special educational needs

coordinator and carried out joint lesson visits. A meeting was held with members of the parent advisory board.

- The inspector carried out deep dives in these subjects: reading, mathematics, PSHE and music. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- The inspector also looked at curriculum plans and spoke to leaders about other subjects, including history and computing.
- The inspector listened to pupils read to a familiar adult and visited reading and phonics lessons.
- The inspector spoke to members of the safeguarding team and considered documentation about safeguarding.
- The inspector considered responses from staff, pupils and parents to the Ofsted online questionnaires.

Inspection team

Phil Garnham, lead inspector

Her Majesty's Inspector

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