

Inspection of a good school: Bilingual Primary School - Brighton & Hove

The Droveaway, Hove, Brighton and Hove, East Sussex BN3 7QA

Inspection dates:

7 and 8 December 2021

Outcome

Bilingual Primary School - Brighton & Hove continues to be a good school.

What is it like to attend this school?

Pupils at this school feel safe, happy and well cared for. They respect each other and their teachers. Pupils have a strong understanding that it is okay to be different and say that 'everyone is welcome here'.

Pupils enjoy learning Spanish at this bilingual school. They like having their music lessons taught in Spanish. Parents and carers support the plans leaders have to increase the number of subjects that are taught in Spanish.

Pupils behave well. They are confident and courteous. Pupils say that bullying is rare and that teachers are quick to help if they need it. They enjoy earning 'sonrisas' for their positive actions and look forward to finding out which team will win the weekly colour trophy.

Teachers have high expectations for pupils' academic and personal success. They challenge pupils to work hard and are quick to offer extra support to any who need it. Pupils enjoy going on school trips that are linked to the topics they study and are pleased that these are starting up again. Year 6 pupils enjoyed recounting their recent trip to an air raid shelter as part of their history topic.

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

The headteacher joined the school in September 2020. With the support of governors, he has set about revising the bilingual strategy. This ambitious plan has led to an increase in the amount of the curriculum being taught in Spanish. Leaders are determined to realise their vision of half the curriculum being taught in Spanish.

Leaders and staff prioritise reading. Staff have received high-quality training in the school's approach to teaching phonics. They expertly support pupils to learn new sounds quickly. Pupils who struggle or fall behind receive the extra help they need. Older pupils enjoy their daily reading lessons and the engaging and challenging books their teachers

choose for them. Pupils leave the school as confident readers and are well prepared for the next stage of their education.

Pupils achieve well in mathematics. Teachers plan lessons carefully so that pupils' knowledge builds over time. In the early years, adults give clear explanations which help children to be able to describe similarities and differences well, such as the difference between an oblong and a square. Teachers across the school have good subject knowledge. Pupils enjoy the challenge they encounter in mathematics lessons. They say, 'It's hard but we can do it!'

Subject leaders are enthusiastic about their areas of curriculum responsibility. They have produced curriculum plans for foundation subjects that build on pupils' learning from the early years to Year 6. Typically, most teachers use these curriculum plans to design appropriate sequences of learning that meet pupils' needs well. Consequently, in most subjects, pupils achieve well. However, some staff lack sufficiently detailed subject knowledge to deliver plans effectively. In these cases, pupils are not achieving as well as they could.

The use of assessment in English and mathematics is strong. In other subjects, it is developing. The restrictions caused by the COVID-19 pandemic have hindered the rate of leaders' planned improvements to the way assessment is used to inform curriculum development in these other subjects. Teachers check what pupils have understood in lessons to help them know what to teach next. However, this information is not used by subject leaders to see what is working well and what needs improving. This hampers leaders from making further improvements to the curriculum.

Pupils with special educational needs and/or disabilities are well supported. Leaders ensure that all pupils have the same opportunities in school. The special educational needs coordinator (SENCo) knows pupils well. Effective support is in place for pupils who need it.

Pupils show great empathy to others. The links they have with children in Spanish-speaking classes around the world help them to be globally minded. Pupils enjoy taking part in local events and celebrations, such as the Brighton Festival. They look forward to when they can do so again.

Staff are proud to work at the school. They are committed to the ambitious bilingual vision for the school. Staff say that leaders listen to them. Governors carefully consider the workload of all staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors have ensured that there is a strong culture of safeguarding in the school. Staff are well trained to spot any signs of abuse. Leaders keep detailed records of any concerns raised and the actions they take to keep pupils safe. Good links with external services help to keep pupils safe. Support is available to families when they need it.

Pupils learn how to keep themselves safe. They have a good understanding of risks in the local area, such as crossing busy roads. Pupils also understand how to keep themselves safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have improved the design of the foundation curriculum. However, teachers do not always have the required subject knowledge to translate the improved curriculum planning into sequences of lessons that help pupils build their knowledge over time. Leaders should ensure that staff receive appropriate subject-specific training to ensure they can teach all aspects of the improving curriculum effectively.
- Assessment in the foundation subjects does not systematically check the key knowledge and skills that pupils need to have learned at different points in the curriculum. This limits how effectively leaders evaluate the impact of the curriculum on pupils' learning. Leaders should ensure that assessment information from foundation subjects is used more effectively to evaluate what pupils know and remember over the long term and adapt the curriculum as required.

Background

When we have judged a school to be 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 the school to be good in October 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	138261
Local authority	Brighton and Hove
Inspection number	10200178
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	572
Appropriate authority	Board of trustees
Chair of trust	Guy Henning (co-chair) and Lizbeth Navas-Aleman (co-chair)
Headteacher	Simon King
Website	www.bilingualprimaryschool.org.uk
Dates of previous inspection	5 and 6 October 2016, under section 5 of the Education Act 2005

Information about this school

- The headteacher was appointed in September 2020.
- The school does not use any alternative providers.
- The school is the only member of the Bilingual Primary School Trust. The co-chair model for the trust has been established since the last inspection in 2016.

Information about this inspection

- This was the first routine inspection the school 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.
- Deep dives were conducted in these subjects: reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. The inspector also listened to some pupils read.
- The inspector held meetings with senior leaders, the SENCo and other school staff.

- A meeting was held with the members of the governing body.
- The inspector considered 181 responses to Ofsted's online survey, Parent View, and parents' free-text responses.

Inspection team

James Freeston, lead inspector

Ofsted Inspector

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