

Inspection of a good school: Brunswick House Primary School

Leafy Lane, Maidstone, Kent ME16 0QQ

Inspection dates:

18 and 19 July 2023

Outcome

Brunswick House Primary School continues to be a good school.

What is it like to attend this school?

Pupils are cherished at this vibrant school. They are happy and feel safe. Pupils live out the school values of respect, teamwork, honesty, self-belief and empathy. Older pupils delight in taking on roles of responsibility. For example, 'online safety ambassadors' talk to pupils in assembly about staying safe when online. Pupils support local and global charities and learn about the importance of helping others.

Pupils show genuine care for one another. The 'buddies' champion positive behaviour during playtimes and make sure that nobody is left out. Pupils enjoy spending time in the sensory garden and exploring the school grounds. They behave well both in class and when at play. If bullying happens, pupils know that a trusted adult will help to resolve it quickly.

Pupils enjoy their time in class and most achieve well. They develop confidence because of the well-structured support that they receive. Staff ensure that the curriculum meets pupils' needs and interests well. This reflects and celebrates the cultural diversity of pupils in the school. Their artwork is celebrated through the corridors and parents delight in pupils' musical performances.

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

Leaders provide a curriculum that engages pupils and inspires them to learn. Subject leaders create clear steps in learning. This gives teachers clarity in both what to teach and how to deliver this in class. Subject leaders provide helpful training for teachers. They work alongside teachers to develop their delivery of learning. This leads to a consistent approach to the implementation of the curriculum. Leaders are mindful of the workload faced by teachers. Leaders ensure that new initiatives are manageable and give subject leaders time to review and develop their subject. Staff identify the needs of pupils with

special educational needs and/or disabilities (SEND) well and adapt lessons to support them effectively.

Following low outcomes in reading at key stage 1 in 2022, leaders have introduced a new approach to teaching phonics. Staff now have stronger knowledge about how to help pupils learn to read. Teachers help pupils to become fluent, capable readers and carefully check what pupils know. Staff support pupils with SEND and those who speak English as an additional language well in their reading. As a result, most pupils are now doing well and any who have fallen behind are catching up quickly.

Teachers use questioning in class to help pupils clarify their understanding. For example, teachers use visual prompts and quizzes to enable pupils to reflect on what they have learned before. This encourages pupils to recall what they have learned and use this to develop their thinking further. Teachers provide opportunities for pupils to explore their mathematical knowledge in other subjects. For example, pupils create graphs to represent the data collected during geography fieldwork. Staff provide children in the early years with rich opportunities to learn through play. This helps children to rehearse what they have learned and develop their vocabulary well.

While key stage 1 outcomes in mathematics were low in 2022, most pupils are now achieving well. In most other subjects, teachers ensure that pupils develop their knowledge and understanding effectively. However, in a few subjects, teachers do not use assessment well enough to identify what pupils remember. Consequently, pupils' recall of prior learning is less strong. Leaders are aware of this and are taking action to strengthen teachers' assessment practices.

Pupils develop their understanding of rights and responsibilities well. In personal, social and health education and assemblies, pupils learn about the importance of rules. They develop their understanding of the rights of children globally. For example, they learn about the life of children in Africa through a twinning link with a school in Malawi. Staff help pupils to relate children's rights and responsibilities to the class and school rules. This encourages pupils to behave well in class.

Staff develop pupils' interests and wider opportunities well. They provide a wide range of clubs which develop pupils' skills and talents. Clubs are accessible to all pupils and attended well by pupils with SEND and disadvantaged pupils. Visiting speakers enhance pupils' learning and enjoyment. For example, a graphic novelist spoke with pupils and inspired them to explore this reading genre. Staff encourage pupils to develop their self-confidence through performances. This includes pupils in the 'musical theatre' club performing to parents.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff receive training that helps them to identify pupils who may be at risk of harm. They undertake careful checks on all adults who work in the school. When concerns are raised about a pupil or a member of staff, leaders act swiftly. They

liaise with outside agencies and ensure that families receive the support needed to keep pupils safe.

Staff help pupils to learn about how to stay safe, including when online. Pupils are confident that they can speak to a trusted adult or one of the school's 'online ambassadors' if they have a worry.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, teachers are not clear about what pupils know and remember. They do not routinely identify or address gaps in pupils' learning. As a result, pupils' learning is not as secure as it could be. Leaders should ensure that teachers assess what pupils know and remember and use this information to plan for future learning.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in February 2018.

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.

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	118297
Local authority	Kent
Inspection number	10269128
Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	421
Appropriate authority	The governing body
Chair of governing body	Bhavini Kundaiker (co-chair) Shaf Allyman (co-chair)
Headteacher	Wendy Skinner
Website	www.brunswick-house.kent.sch.uk
Dates of previous inspection	27 and 28 February 2018, under section 5 of the Education Act 2005

Information about this school

- The school uses one unregistered alternative provider.

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 leaders and has taken that into account in this evaluation of the school.
- The inspector met with the headteacher, other leaders and a range of staff at the school. The inspector met with a co-chair of governors and members of the governing body. The inspector met with a representative of the local authority.
- The inspector carried out deep dives in these subjects: reading, mathematics and physical education. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also considered the curriculum in other subjects.
- The inspector reviewed a wide range of documents, including those relating to the governance of the school.

- The inspector considered the views of parents and carers through responses to the online survey for parents, Ofsted Parent View. The inspector spoke to staff, parents and pupils during the inspection and took account of the confidential online surveys for staff and pupils.
- The inspector spoke with the director of the alternative provision used by the school.
- To inspect safeguarding, the inspector met with the designated safeguarding lead and considered safeguarding documents and records. This included the school's records and plans for supporting pupils who have been referred to outside agencies. The inspector also talked to pupils, staff, governors and parents.

Inspection team

Graham Chisnell, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
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