

Inspection of Brook House Primary School

881 High Road, Tottenham, London N17 8EY

Inspection dates: 12 and 13 July 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

The Brook House '5 ways', which include kindness, honesty and respect, are fundamental to the work of this school and all of the successful things that happen here. From the early years on, children are introduced to and revisit these values. They learn about their importance and they are taught to reflect on the way they treat one another. This helps to create an environment where pupils are happy and safe.

Pupils manage their own behaviour extremely well. Children in early years learn well together, take turns and move calmly between different activities. Older pupils are keen to learn in their lessons and respond quickly to teachers' instructions. Behaviour rarely disrupts learning in the classroom. Break times are lively and fun, with pupils enjoying the outside space. Leaders and staff manage these areas well. Bullying is rare and any issues are dealt with swiftly by staff.

Leaders are highly ambitious for all pupils in the school. They expect pupils to achieve consistently well in all areas of their learning. Staff waste no time teaching pupils to read from the very start of Reception Year. Reading is a priority throughout the school, so that pupils have the skills they need to access the broad range of subjects on offer. Pupils achieve exceptionally well, and this is reflected in their high outcomes at the end of their time at the school.

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

Leaders have developed a curriculum that is extremely ambitious in both its breadth and its depth in individual subjects. Pupils study a broad curriculum that prepares them well for the next stage of their education. They learn knowledge in depth and apply it fluently. For example, children in early years planting seeds, explained confidently how the soil and the water would make them grow. In science, older pupils have plenty of time to test out and deepen their understanding of scientific theories as they develop their practical skills.

Leaders have thought very carefully about what they want pupils to know in each subject. From early years onwards, they have planned pupils' learning, so that it is built up step by step over time. Teachers check that pupils know and remember this key knowledge before they move on in lessons. If pupils do not understand a concept, teachers repeat their teaching and give more time for pupils to practise. As a result, pupils are ready to apply their learning to more complex ideas later. Teachers have very strong subject knowledge. This is, in part, due to the comprehensive subject resources developed by the trust.

Leaders are quick to identify the needs of pupils with special educational needs and/or disabilities (SEND). Leaders assess all pupils as soon as they join the school. They develop individual education plans for pupils with SEND. All subjects are planned in a way that breaks down knowledge into smaller chunks, so that pupils

with SEND can access the same ambitious curriculum as other pupils. As needed, teachers and leaders then break these chunks down further in planning sequences of learning. They regularly review how pupils with SEND are progressing through each subject.

Leaders have implemented a rigorous early reading programme, including for phonics. This means pupils become accurate and fluent readers as quickly as possible. If pupils fall behind in the reading programme, teachers intervene quickly to get them back on track. Teachers read to pupils every day. They make reading fun and enjoyable. Pupils of all ages are encouraged to read as much as possible. Pupils receive rewards for their reading and can exchange tokens for books from the reading vending machines.

Pupils are keen to go to Brook House because they enjoy being here immensely. They go to lessons with an appetite to learn new things. They listen carefully to teachers and to one another. In discussions, pupils ask each other questions with kindness and respect. Learning is rarely disrupted. On the odd occasion that teachers do need to intervene, they do so consistently and fairly.

Excellent provision is planned to support pupils' personal development, including aspirational programmes for relationships and health education and personal, social, health and economic education. What is taught in class is supplemented well by a thoughtful programme of assemblies. Pupils learn in depth about fundamental British values and different religions and beliefs. Pupils relish opportunities to make decisions in the school via the school council. Year 5 pupils were enthusiastic about their chance to become Year 6 ambassadors next year. They value this role, as the ambassadors are elected by their peers and not teachers. There is a very wide range of after-school clubs for pupils to attend. Most participate in at least one activity and leaders carefully monitor this. Pupils' requests for new clubs, such as Lego, are acted on. Leaders also moved some clubs to lunchtime for those pupils who are unable to stay after school.

Leaders at all levels have a clear vision for the school. They have put governance systems in place, from the trust level to leaders, to ensure that pupils achieve ambitious aims. Trust leaders hold school leaders to account, and challenge them to improve how well pupils achieve. Pupils' outcomes when they leave the school are excellent.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding in the school. Staff receive the training they require to identify and support vulnerable pupils. This training is updated regularly during the year with bulletins and online modules. Staff know how to spot signs of abuse or concern and they know how to report this. Pupils are taught to keep themselves safe physically and online.

Safeguarding leaders meet weekly to discuss ongoing cases and to consider potential vulnerable pupils who may need extra support. Leaders work well with outside agencies to make sure pupils get the help they need.

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	141209
Local authority	Haringey
Inspection number	10240711
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	404
Appropriate authority	Board of trustees
Chair of trust	Robin Thompson-Clarke
Headteacher	Aaron Wright (executive headteacher) Luke Renwick (head of school)
Website	www.brookhouseprimary.net
Date of previous inspection	24 and 25 November 2021, under section 8 of the Education Act 2005

Information about this school

- Leaders do not make use of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, head of school and other senior leaders. Inspectors met with the chair of the trust, the chief executive officer and the chair of the local parental advisory body.
- Inspectors did deep dives in these subjects: early reading, history and mathematics. For each deep dive, inspectors visited a sample of lessons, reviewed pupils' work, met with pupils to discuss their learning and met with subject leaders and teachers to discuss the curriculum. Inspectors also considered pupils' learning in other subjects, including art, geography, music and science.

- Through discussions with leaders, governors, pupils and staff, inspectors considered how effectively pupils are safeguarded. Inspectors also looked at records related to safeguarding, including records of employment checks carried out before staff are appointed.
- Inspectors met with groups of pupils in all key stages. Pupils' behaviour in lessons and at breaktimes was observed.
- Inspectors spoke to a range of staff about the school's work, including about safeguarding and behaviour. Inspectors spoke to parents at the start of the school day. Inspectors also looked at staff, parent and pupil responses to Ofsted's surveys.

Inspection team

Mark Smith, lead inspector	His Majesty's Inspector
Joel Sager	Ofsted Inspector
Jonathan Newby	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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