

Inspection of Brettenham Primary School

Brettenham Road, London N18 2ET

Inspection dates: 13 and 14 September 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005.

The headteacher of this school is Stewart Humphreys. This school is part of Children First Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jane Flynn, and overseen by a board of trustees, chaired by Jenny Tosh.

What is it like to attend this school?

Pupils and staff work hard to reflect the school's values of honesty, awareness and responsibility in all aspects of school life. Pupils enjoy coming to school. Staff greet pupils warmly as they enter the school gates, ensuring a purposeful start to the day ahead.

Pupils are polite and respectful towards each other. They behave well in lessons and when moving around the school. Pupils concentrate during learning time and are motivated to achieve well. This is because staff have high expectations of them. Pupils feel happy and safe because they know staff will listen to them if they have a concern.

Pupils take on positions of responsibility. This includes acting as lunchtime monitors, mental health ambassadors and librarians. Pupil librarians take pride in their role. They support younger pupils to choose books and to follow the library rules.

Pupils are taught about different faiths and cultures. Visiting speakers from a range of faiths explain their beliefs to pupils. Pupils are encouraged to understand and respect different beliefs and customs.

Overall, pupils achieve well. Even though some pupils may arrive at different times during the school year, staff do all they can to ensure they settle in quickly and achieve well.

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

Reading is given priority here. Pupils are given opportunities to visit the school library regularly and staff read to pupils daily. Children in the early years learn songs and rhymes which they perform with delight. These experiences develop pupils' love for reading.

Staff teach children to read as soon as they join Reception. This is because leaders want every pupil to learn to read fluently and without delay. Pupils are given books to practise reading that are matched to the sounds that they know. Therefore, they read with increasing confidence and fluency. Staff are well trained in the teaching of phonics. They check the sounds that pupils know regularly and systematically. Pupils who find reading difficult are given the help they need to catch up.

The school is ambitious for all pupils to achieve well. The curriculum is well structured. Leaders breakdown key learning that pupils need to secure into logical steps starting from the early years. For example, pupils in Year 4 are able to send and receive a ball accurately because they have previously been taught the correct technique for each pass. In the early years, staff help children to remember important vocabulary very well across all areas of learning. For example, adults in the Nursery reinforce language such as 'build', 'taller', 'higher' and 'tower' when helping children to use building blocks. However, in a few subjects the curriculum is

not being delivered as the school intends and this means pupils have gaps in their knowledge, vocabulary and understanding.

In the majority of subjects, teachers have the subject knowledge they need to deliver the curriculum effectively. Misconceptions are corrected within lessons and teachers explain new content clearly. Pupils typically remember important vocabulary, skills and concepts over time. For example, pupils in Year 1 recall number bonds to 10 quickly. They can say one more and one less than a given number and use mathematical vocabulary with understanding. This is because they have been taught basic mathematical knowledge extremely well in Reception.

Pupils with special educational needs and/or disabilities (SEND) are accurately and effectively identified. However, on a few occasions pupils with SEND do not receive support that is precise enough to meet their needs. As a result, some pupils do not achieve as well as they could.

Pupils are engaged and show positive attitudes towards their learning. This means that the curriculum is taught without any interruption. Routines and expectations are firmly established. The school provides opportunities for pupils to understand and regulate their feelings. Pupils manage their emotions well. This includes children in the early years.

Personal, social, health and economic education is well structured. Pupils are taught how to identify risks both within and beyond the school. Pupils are taught about consent in an age-appropriate way. They collaborate well and are taught to share their opinions. For example, some pupils thought that all pupils should be given fruit daily. They spoke to leaders and wrote to local businesses and now pupils in Years 3 to 6 receive a piece of fruit every day.

Trustees are ambitious for all pupils. They have processes in place to check how well the school is doing and to hold school leaders to account. Staff are proud to work at Brettenham. They value the assistance they get from the school to support their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On a few occasions, pupils with SEND do not receive effective support. This means that some pupils do not achieve as well as they could. The school needs to ensure that pupils with SEND consistently receive support that is precisely tailored to their needs so that they achieve well in all subjects.

- In a few subjects at the earlier stages of development, the curriculum is not delivered as intended. This means that some pupils have gaps in their learning. The school needs to ensure that the curriculum is consistently delivered as intended and that processes are in place to check pupils are retaining key skills, knowledge and vocabulary.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	146946
Local authority	Enfield
Inspection number	10268496
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	444
Appropriate authority	Board of trustees
Chair of trust	Jenny Tosh
Headteacher	Stewart Humphreys
Website	www.brettenhamprimaryschool.co.uk
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- Brettenham Primary School is part of the Children First Academy Trust.
- Brettenham Primary School converted to become an academy in April 2019. When its predecessor school, also Brettenham Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school makes use of one registered alternative provider.
- The school runs a breakfast club.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the senior leadership team to discuss school development.
- Inspectors met with representatives of the local governing board, the trustees and the chief executive officer. They also met with a representative of Haringey Educational Partnership.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors scrutinised a wide range of documents, including those relating to pupils' personal development and behaviour and attendance. They also met with groups of staff and pupils to discuss these aspects of the school's work.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education, history and art and design. For each deep dive, inspectors 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.
- Inspectors also considered the curriculum in other subjects.
- The views of parents and staff were also considered, including through Ofsted's online surveys.

Inspection team

Deborah Walters, lead inspector	His Majesty's Inspector
Abdul-Hayee Murshad	Ofsted Inspector
Andrea Bedeau	His Majesty's Inspector

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