

Inspection of Brimsdown Primary School

Green Street, Enfield, Middlesex EN3 7NA

Inspection dates: 5 and 6 December 2023

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

The headteacher of this school is Matt Clifford. This school is part of the Ivy Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Matthew Kleiner-Mann, and overseen by a board of trustees, chaired by Deborah Thompson.

What is it like to attend this school?

This is an inclusive, kind, and happy school. Pupils learn in a calm and caring environment. Leaders recognise that pupils benefit from consistency and stability, and this is seen across the school. This means that pupils have very clear routines, and they develop strong habits for learning from the very start of their time in school. Pupils behave exceptionally well around the school. They are polite and are keen to help others. The very strong ethos of inclusion is exemplified by the teaching of British Sign Language. All pupils learn to sign, which means that they can communicate with the deaf pupils in the school, as well as learning a useful life skill.

Pupils follow an interesting and well-thought-out curriculum. This exceeds the scope of the national curriculum. For example, in physical education (PE) pupils learn to play golf. Pupils with special educational needs and/or disabilities (SEND) are particularly well supported. Teachers and leaders know their pupils very well. This also helps them to keep pupils safe.

A range of interesting trips and activities enrich the curriculum and develop pupils' skills. The recent rock concert featured pupils from all backgrounds and abilities. Pupils are proud of their school.

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

The school has thought carefully about the curriculum, which is broad and balanced. Leaders are ambitious to make sure that pupils with SEND access the same curriculum as their peers. Those pupils whose needs are more significantly complex follow a carefully adapted curriculum, which enables them to learn important skills and knowledge. Subject content is carefully sequenced, so that pupils learn more over time. This starts in the early years. For example, in mathematics a strong focus on number work in Nursery develops over time into more complex work for older pupils.

Teachers have good subject knowledge. They give clear instructions, so that pupils know what to do and how to do it. Teachers regularly check pupils' understanding, and they refer to earlier learning to help pupils remember more. At times, the work that pupils are given does not reflect the ambition of the curriculum design and does not give pupils the opportunity to achieve as well as they could.

Reading is prioritised. This starts in the early years. In Nursery, pupils benefit from a language-rich environment. Teachers model the use of vocabulary and read to children regularly and enthusiastically. Pupils learn their letters and sounds from the start of Reception. Pupils are regularly assessed, and those who need extra support benefit from daily 1:1 sessions that help them keep up with their classmates. The school has thought carefully about the books that pupils read in class. A range of fiction and non-fiction texts celebrate diversity and reflect pupils' interests.

Leaders have high expectations of pupil's behaviour. Very strong habits for learning are taught from the very start. In Nursery and Reception, children benefit from clear routines and regular reminders. Children in the early years play and learn together very well, taking turns, sharing, and listening to instructions. These strong habits for learning continue as pupils get older. At social times, pupils play well together, organising their own games, sharing equipment, and making sure no one is left on their own. Pupils work and play well with others who are from different backgrounds or with SEND. Pupils know that unkind language is not acceptable.

The school is determined to support pupils' wider development beyond the academic. A range of trips helps to broaden pupils' horizons, including visits to different local places of worship. Pupils can attend several after-school clubs to develop new talents, including archery, dance and karate. There is a strong focus on developing pupils as active young citizens. Many pupils take on additional responsibilities such as reading buddies and sports leaders. Older pupils volunteer to become stewards, looking after the dining area and keeping the play areas tidy. Pupils have been involved in nationally recognised campaigns to raise the profile of British Sign Language at football grounds. A carefully sequenced programme of personal, social and health education (PSHE) teaches pupils how to stay safe and healthy in an age-appropriate way.

Governors and trustees know the school well. The trust provides appropriate support to the school, for example, in overseeing the recent rapid improvement in pupils' attendance. Staff feel very well supported and have access to training and development, including a well-established coaching programme. This includes teachers who are new to the profession and support staff who feel valued. Staff are proud of their school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, the work that pupils are given is not sufficiently ambitious. This means that some pupils are not able to achieve as well as they could. The school should work with staff to raise expectations, so that pupils learn more complex content and achieve stronger outcomes.

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	143202
Local authority	Enfield
Inspection number	10241281
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	541
Appropriate authority	Board of trustees
Chair of trust	Deborah Thompson
CEO of the trust	Matthew Kleiner-Mann
Headteacher	Matt Clifford
Website	www.brimsdown.enfield.sch.uk/
Dates of previous inspection	3 and 4 December 2019, under section 8 of the Education Act 2005

Information about this school

- The school has specially resourced provision for 12 deaf pupils. The school also has an SEN unit for 10 pupils with autism spectrum disorder.
- In addition to the above provision, the school has a much higher than average number of pupils with education, health and care plans. Many of these pupils have complex needs.
- The school does not use any alternative education providers.

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. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in reading, mathematics, geography, and PE. For each deep dive, they discussed the curriculum with subject leaders, visited lessons, looked at pupils' work and talked to teachers and pupils. The inspectors talked to leaders, visited lessons, and looked at curriculum information for a range of other subjects, including geography, writing and PSHE. The lead inspector listened to some pupils reading.
- The inspectors held meetings with the headteacher, members of the leadership team, and with members of staff, as well as a range of pupils.
- 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.
- The inspectors spoke with parents and carers and considered the survey responses from parents and staff.
- The lead inspector met with members of the local governing body, including the chair of governors. He also spoke with the chair of the trust, and with the trust's chief executive officer.

Inspection team

Bob Hamlyn, lead inspector	His Majesty's Inspector
Dawn Titus	Ofsted Inspector
Caroline Stone	Ofsted Inspector

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