

Inspection of Brunswick Park Primary School

Picton Street, Camberwell, London SE5 7QH

Inspection dates:	26 and 27 November 2024
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

The school has high academic expectations for pupils, and the pupils respond well to them. Many parents and carers described the school as 'like a family', with a strong sense of community. Staff get to know all pupils and their families. They provide pupils with the support that they need to succeed at school. Pupils are considerate and respectful. This is visible during lunchtimes, when they eat together, socialise, help serve and clear away each other's food.

The personal development programme prepares pupils excellently for their next steps. Pupils spoke confidently of the advice and guidance that the school provides about maintaining good physical health and mental well-being. Pupils also know how to keep themselves safe and secure online.

Pupils hold leadership responsibilities throughout their time at the school. For example, children in the early years are a 'helper for the day' and all pupils in Year 1 regularly visit a care home to support the local community. Year 3 pupils become 'community gardeners' and in Year 4 they learn to cook using the vegetables grown by Year 3 pupils. Older pupils read with younger pupils, and all raise money for charity each year. Pupils are also elected to the school or eco-councils.

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

The school has designed a broad curriculum that prioritises all subjects. The curriculum in English, including reading, and mathematics is well established. Pupils, regardless of their background, achieve equally highly in these subjects. This is reflected in the strong published academic outcomes for pupils in reading, writing and mathematics in Year 6. In a few subjects, including a few aspects of the early years, the school is refining and improving the curriculum design.

The reading curriculum is well embedded. It provides plenty of opportunity for pupils to practise new sounds and revise previous learning. The books that pupils take home help them to practise the sounds that they are learning at school. Pupils who need it receive support to catch up with their peers. This continues for pupils of all ages. Teachers read enthusiastically and engagingly with pupils every day. In the early years, children enjoy joining in with familiar stories and rhymes.

Teachers explain new content clearly. They also typically check that pupils, including those with special educational needs and/or disabilities (SEND), understand what has been taught before more complex ideas are introduced. Occasionally, teachers do not identify gaps in pupils' knowledge and skills. When this happens, teaching is not adapted to address these gaps as effectively as it could be.

Leaders organise a very wide range of educational visits for all pupils each half term. These trips are carefully planned so that pupils increase their knowledge and enjoyment of the wider curriculum. For example, children in Reception regularly visit the local area and go to the park to count 'minibeasts', including ladybirds and caterpillars. Pupils in Year

5 recently visited the science museum to learn about the solar system in depth. All pupils in the school sing or play an instrument in concerts each year.

Pupils participate fully in clubs including gymnastics, arts and crafts, and dance. Every year, pupils visit a different art gallery and work with a professional artist in residence as part of their art curriculum.

Pupils are kind. They behave very sensibly in class and during breaktimes. They look out for one another and support each other's mental health. In classes, pupils work enthusiastically and follow instructions promptly. In the early years, children learn to take turns and to share. This gives teachers more time to focus on teaching and learning.

The school ensures that pupils in the specially resourced provision for pupils with SEND (specially resourced provision) receive an ambitious curriculum. Wherever possible, these pupils attend mainstream classes, educational outings and socialise with their peers. Staff working in the provision build strong and caring relationships with these pupils and ensure that they are safe and happy. The school's response to the increased number of children with SEND in the early years is ongoing. Here, leaders have set up and continue to refine specialist support for pupils who need it. When in mainstream classes, pupils with SEND are typically well supported so that they can access the same ambitious curriculum as their peers.

Those responsible for governance have the necessary skills to check that leaders are held to account. They scrutinise the school's work closely, ensure that the school sets the right priorities and monitors these areas carefully. The school considers staff workload when decision making and provides frequent and relevant professional development for all staff.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, teaching is not adapted for some pupils to support them to learn the curriculum. When this happens, pupils do not understand and remember what has been taught as securely as they could. The school should ensure that teachers routinely check that pupils have learned key knowledge and skills, and appropriately adapt their teaching and resources if necessary, following these checks.

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	131843
Local authority	Southwark
Inspection number	10345880
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	427
Appropriate authority	The governing body
Chair of governing body	Anthony Doudle
Headteacher	Susannah Bellingham
Website	www.brunswickparkprimary.co.uk
Dates of previous inspection	24 and 25 April 2019, under section 5 of the Education Act 2005

Information about this school

- The school uses one unregistered alternative provider.
- The school has specially resourced provision for up to 14 pupils with autism. These pupils are taught in one of two classrooms. Pupils in this provision attend mainstream classes for part of each day.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- During the inspection, the inspectors met with the headteacher and other senior leaders. The inspectors met with leaders with responsibility for pupils with SEND, safeguarding, behaviour, attendance, the early years and pupils' wider development.
- The inspectors met with representatives from the governing body and the local authority school improvement partner.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also discussed the curriculum in some other subjects.
- 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 considered the views of parents submitted via Ofsted Parent View, including the free-text comments. They reviewed the responses to Ofsted's surveys for school staff and pupils.

Inspection team

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