

# Inspection of a school judged good for overall effectiveness before September 2024: Brightside Primary School

Brightside, Billericay, Essex CM12 0LE

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Inspection dates:

3 and 4 December 2024

## **Outcome**

Brightside Primary School has taken effective action to maintain the standards identified at the previous inspection.

## **What is it like to attend this school?**

Staff at Brightside Primary School have high expectations and are determined that all pupils will achieve well. The school ensures that the curriculum meets the needs of all pupils. Pupils achieve well. Children in the early years get off to a flying start and are prepared well for learning in Year 1.

Pupils are polite, extremely well behaved and are positive ambassadors for their school. They enjoy coming to school and attend well. Pupils feel safe in school and have positive relationships with adults. Pupils are proud of the work they do. Their achievements are celebrated all around the school.

There are many opportunities for pupils to take on responsibilities. They become school councillors, reading buddies and anti-bullying ambassadors, for example. Pupils have access to many clubs, such as multi-skills, bright striders, choir and film making. Pupils live up to the school's values of determination, respect, enthusiasm, teamwork, honesty and individuality in all that they do. They learn about different faiths and cultures. They become ready for life in modern Britain. The mental health and well-being of pupils is a priority. A range of strategies are in place to support this, such as 'bright spaces' and 'quiet lights'.

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

The school has high expectations of every pupil. These are supported by an ambitious curriculum. Staff teach engaging lessons that build up pupils' knowledge, skills and key vocabulary over time. Consequently, pupils achieve well across the curriculum. For example, pupils, including pupils with special educational needs and/or disabilities

(SEND), remember detailed knowledge from previous historical and religious education topics.

Staff have strong subject knowledge across the curriculum. For example, in mathematics and science, teachers present information clearly. They address any misunderstandings as soon as they occur. This enables pupils to achieve well and produce work of a high quality. Consequently, most pupils are well prepared for secondary school. Despite this, some pupils have gaps in their knowledge. This is because, in some subjects, the school's use of assessment does not identify these pupils early enough.

Reading is a high priority. Pupils' enjoyment of reading is evident across the school. The school provides reading challenges with linked rewards. The school has carefully woven texts about other cultures throughout the curriculum. Pupils who are in the early stages of learning to read receive expert teaching through the school's systematic approach to phonics. Pupils read from books that match the sounds they know. Those who need extra help with reading, including pupils with SEND, receive support that enables them to catch up quickly. High-quality books are readily available to encourage a widespread love of reading. As a result, pupils become fluent and confident readers.

Pupils with SEND are very well supported. The school swiftly identifies any pupils who may need extra help. Staff know pupils with SEND and their needs well. As a result, pupils receive bespoke support, including in lessons, targeted interventions and through the school's 'Rainbow Room'. As a result, pupils with SEND overcome barriers to learning and achieve well.

The school's work to enhance pupils' character and wider development is excellent. Pupils enjoy a wide range of activities that extend their learning beyond the classroom. These activities include leadership roles, trips, residential and a plethora of after-school clubs. Pupils also learn important life lessons on topics such as healthy relationships, strong mental health and online safety. Consequently, pupils are exceptionally well prepared for later life.

The school tracks pupils' attendance with rigour. If attendance falls, it works closely with parents and carers to bring about the necessary improvement. Most pupils attend school regularly because of this.

Senior leaders are dedicated to, and passionate about, their school. They promptly identify and address any issues that fall short of their high expectations. The school works effectively with parents. As a result, parents are positive about, and supportive of, the school's work.

The school and the governing body work well together. They have a clear, shared vision. They know how to maintain the standards achieved while striving for further improvements. Communication between all staff is comprehensive. This provides clarity on the actions that the school is taking. The governing body ensures the well-being of all staff. Staff are appreciative of actions taken to support their workload. They are very happy to be part of this school.

## Safeguarding

The arrangements for safeguarding are effective.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In some subjects, the school does not have a thorough understanding of how well pupils learn and remember the curriculum. As a result, some pupils have gaps in what they know and do not build their knowledge well over time. The school should ensure that it uses its assessment systems to identify these pupils at an earlier stage so that teachers can support pupils to acquire key skills securely by the time that they leave the school.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 second ungraded inspection since we judged the school to be good for overall effectiveness in September 2014.

## 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 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

<b>Unique reference number</b>	132164
<b>Local authority</b>	Essex
<b>Inspection number</b>	10345283
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	592
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Russell Elam
<b>Headteacher</b>	Luke Bulpett
<b>Website</b>	<a href="http://www.brightsideprimary.com">www.brightsideprimary.com</a>
<b>Date of previous inspection</b>	13 March 2019, under section 8 of the Education Act 2005

## Information about this school

- The school has a before- and after-school club.
- The school makes use of one registered alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in this evaluation of the school.
- The inspector met with the headteacher, deputy headteacher, other senior leaders, teachers and support staff, the chair of governors, other governors and the school effectiveness partner from the local authority.
- The inspector visited a sample of lessons, spoke to pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector observed pupils' behaviour in lessons and around the school site. Additionally, he spoke to pupils to discuss their views about the school.
- The inspector considered the responses to the online survey for parents, Ofsted Parent View. He also took into consideration Ofsted's online staff and pupil surveys.

### **Inspection team**

Joseph Figg, lead inspector

Ofsted Inspector

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