

# Brunswick Park Primary and Nursery School

## Inspection report

---

<b>Unique Reference Number</b>	101264
<b>Local Authority</b>	Barnet
<b>Inspection number</b>	307632
<b>Inspection dates</b>	2–3 July 2008
<b>Reporting inspector</b>	David Scott

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	235
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr P White
<b>Headteacher</b>	Mrs M Hossell
<b>Date of previous school inspection</b>	9 February 2004
<b>School address</b>	Osidge Lane Southgate London N14 5DU
<b>Telephone number</b>	020 8368 3468
<b>Fax number</b>	020 8368 3469

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	2–3 July 2008
<b>Inspection number</b>	307632

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Brunswick Park is popular with families who live locally. More pupils than is typical nationally are from a wide range of ethnic backgrounds. Just under a half, higher than average, has a home language other than English. The proportion of pupils eligible for a free school meal is high. The number of pupils with moderate learning difficulties is well above average. The school is oversubscribed but more pupils than is typical nationally join or leave the school at different times.

The school has Investors in People status, the Healthy Schools Award and is a Training School linked to two local Universities.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Brunswick Park is a good and happy school, a view endorsed by the staff, parents and pupils. As one parent commented, echoing the views of the majority, 'My children are thriving at this school and I am extremely pleased with their progress.'

A real strength of the school is the way pupils develop as responsible young people in a friendly, safe environment. High quality care, guidance and support result in good personal development. The overwhelming majority of pupils enjoy school, attend regularly and behave responsibly both in and out of class. They have a thorough understanding of healthy living and are keen participants in physical activities, including after-hours sports clubs. Pupils contribute regularly to school improvement, offering good ideas and suggestions at circle times and assemblies. They follow the strong moral lead given by adults and this is reflected in their good spiritual, social and cultural development. Children value their differences and celebrate the many traditions among them. Pupils make an outstanding contribution to the lives of others in the wider community such as raising money for charity and participating in local events.

Leadership and management are good. The headteacher gives clear direction for the school's work. She is well supported by her senior team who motivate and inspire staff, pupils and parents. Since the last inspection, all staff have made a significant difference to pupils' future life chances. From often very low starting points in the nursery, children reach just below average standards and make good progress by the end of Year 2. Many pupils arrive and leave the school at different times of the year. Their knowledge and skills, particularly in communication, language and literacy skills, are below those expected for their age groups. Progress accelerates as pupils move through the school so that they achieve well and reach average standards by the end of Year 6. Standards in mathematics and English are broadly average and just above average in science. This is because pupils' practical investigative skills in science are strong. The headteacher and governors have accurately identified the need to develop pupils' ability to apply their knowledge to problem solving by using the appropriate mathematical vocabulary so that standards in mathematics and English match those in science.

The overall quality of teaching and learning is good. Lessons engage pupils well and encourage them to become independent learners. Although marking gives feedback on strengths, it does not always provide consistently clear guidance to pupils as to what they need to do to move to the next levels. The outstanding topic-based curriculum is well managed and enables pupils to enjoy a wide range of interesting work. Out-of-hours activities such as chess, cookery, dance and many sports effectively promote pupils' good personal and academic development.

The school is proud of its excellent partnership with the parents and the local community and works hard to engage the support of parents through regular newsletters as well as 'drop-in' opportunities to meet staff. As one parent rightly commented, 'Teachers always make time to talk to children and parents'.

## Effectiveness of the Foundation Stage

### Grade: 2

Provision for children in the Foundation Stage is good. They join the school with a range of skills that are well below those expected for their age. Excellent relationships with parents help children settle quickly. The well-led foundation stage team effectively nurtures the children's social and emotional development. A stimulating curriculum and high quality care and secure

environment support them exceptionally well and contribute to their personal development. They learn to co-operate with each other, developing good attitudes to their learning. Assessment is used very well to identify the children's specific learning needs rapidly, irrespective of when children start the school. Teachers are careful to identify those with little knowledge of English who are able learners. As a result, all groups of children, including the most vulnerable, make good progress. This is due to the sharp focus given to the steady acquisition of essential skills for learning that many lack when they join the school. The attractive and stimulating outdoor area adds much to children's enjoyment of learning. However, the cramped space inside the Reception class does not allow children to move around easily and restricts activities.

### **What the school should do to improve further**

- Ensure standards in English and mathematics rise to match those in science.
- Ensure the quality of marking improves to match the best so that pupils can benefit from precise advice on how to improve.

## **Achievement and standards**

### **Grade: 2**

Most pupils enter Year 1 with levels of knowledge and skills that are below those normally expected for their age group, particularly in communication, language and literacy skills. They progress well in Years 1 and 2 to reach just below average standards by the end of Year 2. Pupils' progress accelerates as they move through the school so that by Year 6 they reach broadly average standards, demonstrating good progress.

Achievement is good and standards are average. Work in lessons indicates that currently pupils achieve well from below average starting points. Pupils achieve most successfully in science with results just above average, which are consistently higher than those of English and mathematics. Pupils' writing skills have improved since the last inspection but are still weaker than reading because they lack the necessary confidence and skills to read independently. The school recognises that to improve progress in mathematics, there should be a greater emphasis in helping pupils to understand and apply their knowledge of mathematical vocabulary. All groups of pupils do well, including those who have a home language other than English. Those at the early stages of English make rapid gains in fluency as a result of excellent individual attention. Pupils with moderate learning difficulties also achieve well because of the high levels of personal and academic guidance and the good teaching they experience.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Children feel secure, enjoy school and attend regularly. Behaviour is good and there are no exclusions. Pupils reported there is some bullying but it is dealt with swiftly. In assemblies, they reflect on the achievements of others and experience moments of delight in singing, dancing and painting. Pupils develop respect for different cultures in subjects such as music, art, geography and religious education. They develop a sense of understanding for people who are less fortunate than themselves by raising money for charities such as Great Ormond Street Hospital. Pupils appreciate the importance of staying healthy and take part in sports and other physical activities, and this reflects their commitment to fitness. Pupils know how to choose healthy lunches and are aware of the benefits of a healthy diet.

The school council provides pupils with an influential voice that has affected positive changes around the school, such as improving the playground areas. In the wider community, students make an outstanding contribution through a range of activities including carol singing for elderly residents and hosting events for local volunteers. The school's focus on team work and the good gains in basic skills ensures pupils are well prepared for their future education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Pupils see the value of education and work hard. They enjoy their lessons because of the excellent relationships and positive working atmosphere in classrooms. Pupils are not afraid to ask for help when they are stuck. Teaching assistants support pupils well, both in and out of class, because of the excellent training they have received. Relationships in classrooms between pupils and teachers are characterised by mutual respect and good humour. Teachers' subject knowledge is strong and they explain ideas clearly to pupils. Resources using information and communications technology (ICT) are creatively harnessed, and the activities are engaging. Within this positive picture, senior leaders have accurately identified as a priority the development of teachers' marking so that in all classes pupils are provided with good quality advice on how to improve. Pupils, too, would welcome more opportunities to learn from each other.

### **Curriculum and other activities**

#### **Grade: 1**

The outstanding curriculum is carefully orchestrated to take account of the needs of all groups of pupils, including those with moderate learning difficulties. Breakfast clubs provide an opportunity for pupils to socialise and provide a healthy and calm beginning to the school day. The provision for ICT adds an exciting dimension to many subjects. Video conferencing with schools in France and Denmark raises cultural awareness. Pupils enjoy a range of sports led by specialist coaches which contributes very well to their positive attitudes to keeping fit and healthy. The personal development programme has had a very positive impact on pupils' social skills and maturity. For example, visiting speakers such as a fire fighter have contributed well to pupils' understanding of the world of work. Themed projects such as creative arts and enterprise activities further enhance areas of learning.

### **Care, guidance and support**

#### **Grade: 1**

Pupils are cared for exceptionally well. The caring ethos pervades every aspect of school life. All staff knows their pupils very well. A pupil said 'it's just like a family.' Well-focused support both in lessons and around the school keeps children safe and happy. Health and safety and risk assessments are robust. Pupils are confident that there is always an adult they can turn to if they have a problem. Children at the early stages of English are assessed well so work is planned to meet their specific needs. Support for vulnerable pupils is very strong as their needs are identified early and accurately and their progress is checked very carefully. Pupils with moderate learning difficulties receive good support based on their learning needs. New pupils are enabled to settle quickly and happily into the school, irrespective of the time of the year

they arrive. As a result of robust tracking systems, academic guidance and support for pupils is good and pupils know their targets.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher's clear vision for taking the school forward is shared whole-heartedly by staff and governors. The senior team form a cohesive group who complement and support each other and the school well. Governance is good. The governing body is highly committed to helping the school develop and improve. The headteacher and governors know the school well and they have an accurate view about its strengths and areas for development, for example, improving performance in literacy, mathematics and marking. Links with the local community are strong. The enabling leadership of the senior team places significant trust in middle leaders and allows them much autonomy. Staff are very appreciative of the genuine opportunities afforded them in the good professional development activities. However, there is scope to improve the role of middle leaders as some are relatively new to their roles and have not had time to impact fully on pupils' achievements.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

14 July 2008

Dear Pupils

Inspection of Brunswick Park Primary and Nursery School, London, N14 5DU

Thank you very much for making the inspectors so welcome and for being so friendly when we visited your school recently. We did enjoy our visit. We were very pleased to hear from you how much you enjoyed school and to see how well you worked in lessons.

We think you go to a good school that not only helps you to learn well, particularly in science, but it also looks after you very well. We think it gives you a really good start. We were very impressed by your behaviour and the way you work well together. There are many things that are good about your school but we would like to single out your teachers and helpers who encourage and support you both in lessons and in the interesting clubs. You say grown-ups listen to your ideas and they are always willing to listen if you have a problem. You enjoy fresh fruit, and know how to choose healthy appetising meals. The school is well managed by the headteacher and her staff, who work very hard to make sure you have the best possible education.

Before we left, we talked to your headteacher about how the school could do even better. She agrees with inspectors that staff need to do some more work with you to help you make better progress in literacy and number work so that standards will match those in science. We think you'll be able to manage this quite well because your standards in literacy have already begun to rise. We also have suggested that the school explores ways of giving you more precise advice on how to improve your work. We hope you will continue to cooperate well with your teachers and pay good attention to the advice they give you.

We would like to wish you every success for the future.

Yours sincerely

David Scott

Lead Inspector