

# Brimsdown Primary School

Green Street, Enfield, Middlesex EN3 7NA



**Inspection dates**

13–14 July 2016

**Overall effectiveness**

**Good**

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Outstanding leadership and management have successfully renewed the school’s sense of purpose. Staff are united in their drive to ensure that pupils make rapid progress from their starting points.
- The highly effective leadership of the executive and associate headteachers has led to significant improvement in the quality of teaching and in pupils’ outcomes.
- The quality of teaching, learning and assessment has improved significantly since the previous inspection because of the high-quality support and guidance leaders provide for teachers.
- The school community is calm and purposeful. Pupils’ very positive attitudes to their learning play a significant part in the good progress they make.
- Leaders’ knowledge of the safeguarding issues prevalent in the local community enables them to provide exceptionally well-tailored training for staff.
- Governors are highly ambitious for the school. Their knowledge, expertise and determination lead them to support and challenge school leaders exceptionally well.
- Children make rapid progress in the early years so that they are well prepared socially and academically for their learning in Year 1.
- Pupils registered in the hearing impaired unit make good progress due to the inclusive nature of the provision and the good quality of teaching.
- Parents express very high levels of satisfaction with the school’s work. Those who have been associated with the school for some time are highly complimentary about the significant improvements to their children’s experience of school.

### It is not yet an outstanding school because

- The teaching of subjects other than English and mathematics does not lead to pupils gaining knowledge and understanding in as much depth as in the core subjects.
- Due to significant improvements in the quality of teaching, pupils’ attainment is rising rapidly. However, it is not yet sufficiently high in subjects across the whole curriculum.

## **Full report**

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

- Ensure that the highly effective leadership and management lead to a sustained improvement in the quality of teaching and in pupils' outcomes.
- Ensure that the improving quality of the teaching of subjects other than English and mathematics leads to pupils gaining a greater depth of knowledge and understanding across the curriculum.

## Inspection judgements

### Effectiveness of leadership and management is outstanding

- The executive headteacher and the associate headteacher have gained the respect and trust of the school community. Parents value the urgency with which they have addressed the school's areas for improvement and the prompt action they take to address concerns. Staff are united in their determination that all pupils achieve their potential regardless of their background or individual need. Senior leaders have achieved a great deal since their appointment and continue to be extremely ambitious for the school's future.
- Senior leaders ensure that their high expectations are communicated effectively among all school staff. A highly effective team of leaders works tirelessly, ensuring that everyone's focus remains on improving pupils' outcomes. Leaders have a detailed understanding of the school's strengths and areas for development. Close links between the areas for development and the training provided for staff ensure that improvement is focused, rapid and sustained.
- Leaders appreciate the importance of teaching being of the highest quality. They have been successful in eradicating poor teaching and in raising its quality since the previous inspection. The wide range of strategies they use to check on teachers' effectiveness ensures that leaders have a detailed understanding of each teacher's development needs. Leaders visit classrooms regularly; they review the work in pupils' books, speak with pupils about the progress they are making, consider the assessment information recorded about each pupil and observe teachers' practice.
- Significant investment in leadership development has led to a highly skilled and large leadership team comprising assistant headteachers and achievement leaders. Working closely with teachers throughout the school, leadership provides very effective guidance and support through a coaching approach. As a result, teachers are reflective and continuously seeking to improve the quality of their own work.
- Meetings are held half-termly between the English and mathematics leaders, and individual teachers. They check the accuracy of teachers' judgements about the standards pupils are working at. Similar moderation activities by local authority staff confirm the accuracy of teachers' judgements.
- Pupil premium has been spent wisely, with the result that the previously wide gaps between the performance of disadvantaged pupils and others have narrowed significantly. This has been achieved through the implementation of numerous strategies, including the reduction of class sizes and a successful drive to improve the quality of teaching for all pupils. Physical education and sport funding has enabled the employment of specialist sports coaches. As a result of them working alongside teachers, to model high-quality practice and to provide tailored training for staff, teachers' confidence and skills have improved significantly.
- Leaders have rightly prioritised improving pupils' outcomes in reading, writing and mathematics in order to ensure that their basic skills are secure and to allow them to access the content of other subjects. As standards have risen in these areas, attention has turned to ensuring that pupils benefit from a broad and balanced curriculum. Greater attention is now given to the planning of subjects other than English and mathematics, with increasingly effective links being made between pupils' learning in different subjects. Provision for pupils' spiritual, moral, social and cultural development makes a significant contribution to the maturity with which they approach life in school. It is indicative of the priority given to inclusion that all pupils are taught British sign language.
- The local authority has provided valuable support for the school during a time of significant change. The brokering of the leadership of the executive and associate headteachers has provided a springboard for the numerous improvements since their appointment. Support for governance, through the placement of a local leader of governance, has had an equally strong impact. Staff from Lavender Primary school (a national support school also led by the executive headteacher) have worked alongside teachers and leaders to contribute to the improvement in the quality of teaching.
- Parents who have had long associations with the school report a significant improvement in all aspects of its work. They comment on the improvements in culture, communication and quality of education provided. They speak highly of the workshops which enable them to support their children better at home.
- **The governance of the school**
  - Governors' determination to improve outcomes for pupils forms the basis for their work. Governors are clear about their roles. While they fully understand that it is leaders who are responsible for the day-to-day running of the school, governors' visits to the school enable them to judge the success of planned improvement actions.

- Governors have a clear understanding of the school’s performance, including that of key groups of pupils including the disadvantaged. They hold senior leaders stringently to account. They request and receive performance information which allows them to identify areas of strength and those which require further work.
- Governors have ensured that they have the right expertise represented on the governing body. As a result, they are able to work more efficiently and are reassured about their interpretation of information presented to them. This supports the precision of their challenge to school leaders and increases the impact of their leadership role.
- The arrangements for safeguarding are effective. As a result of the thorough programme of training, staff are very knowledgeable about the various local issues which pose potential dangers for pupils. They know about the prevalence of gang membership, female genital mutilation and radicalisation in the local area. A detailed appreciation of the signs and symptoms which indicate that a pupil may be at risk of any of these enables them to refer their concerns to other agencies. Procedures for referring concerns are well known, with visitors receiving the ‘non-negotiable’ actions to be taken should they become aware of any pupil being at risk.

## **Quality of teaching, learning and assessment** **is good**

- The quality of teaching has improved significantly since the previous inspection. It has supported pupils’ strong progress in reading, writing and mathematics. Leaders have taken into account the higher expectations of the new national curriculum in setting out what they expect of pupils.
- Teachers’ good subject knowledge enables them to explain concepts clearly and to help pupils to understand if they become confused. They explain tasks clearly so that pupils know what is expected of them; this means that lesson time is used well.
- Leaders have not been afraid to adopt innovative approaches to increasing pupils’ rates of progress. For example, teachers make effective use of pupil conferences; they meet individually with pupils to ensure that teachers have a clear picture of what pupils understand, and that pupils are clear about what they need to learn next. This results in pupils having a programme of support which is well tailored to their needs.
- Appropriate emphasis is given to developing pupils’ fluency in mathematics. They are keen to gain their bronze, silver and gold badges which celebrate their proficiency in the recall of their times tables. Teachers set work which takes into account the needs of the most able pupils, challenging them to think more deeply about the concept being studied. Teaching routinely requires pupils to practise their reasoning skills. For example, pupils in Year 2 correctly explained that the marbles contained in a bag of six would be easier to share fairly between two friends than those in bags of 15 or 17, because six is an even number.
- The high quality of the teaching of writing has brought about significant improvement. Pupils’ incorrect grammar and punctuation are routinely challenged. Labels on the front of pupils’ workbooks provide a constant reminder of teachers’ high expectations of their handwriting. Cursive script is the norm with considerable progress in pupils’ presentation evident throughout the academic year.
- Phonics (letters and the sounds that they make) is well taught. Pupils’ progress is checked frequently, with the resulting information being used promptly to adjust pupils’ groups. This ensures that pupils receive the right level of challenge.
- Teaching of subjects other than English and mathematics has been in less depth due to the need to ensure that pupils’ core skills are sufficiently secure. Although pupils study a broad curriculum and engage in interesting and stimulating lessons, they have a more superficial understanding of the content of the foundation subjects.
- Pupils registered in the provision for those who have hearing impairment are well taught. Excellent relationships between staff and pupils ensure that pupils are engaged in their learning. Specialist teachers of the deaf have a good understanding of the complexities of converting conversations in British sign language to grammatically correct, written text.

## **Personal development, behaviour and welfare** **is outstanding**

### **Personal development and welfare**

- The school’s work to promote pupils’ personal development and welfare is outstanding.
- The school’s core values of determination, responsibility, respect, care and honesty underpin the very positive relationships between staff and pupils. The unrelenting focus on learning has a positive impact on

the value pupils give to their education. They fully appreciate the need to achieve well in order to make the most of their subsequent education and to eventually gain employment.

- Pupils enjoy discussing their progress and are keen to illustrate how they have progressed, particularly in their writing. They have a reflective attitude to their learning. They are practiced at evaluating how well they are doing and discussing their own areas for development.
- E-safety workshops for parents and pupils have helped pupils and their families to develop a good knowledge of how to stay safe when online. School leaders have considered the safeguarding issues relevant to the particular area of London in which the school is located. Provision is well matched to the challenges pupils are likely to face both in and beyond school. For example, workshops involving contributions from past gang members and paramedics prepare pupils well to resist the lure of gang membership.
- Effective strategies ensure that pupils registered in the hearing impaired unit integrate with pupils in the mainstream school during lessons as appropriate, and during lunch and breaktimes. Communication support workers provide the right support so that hearing impaired pupils and mainstream pupils communicate and socialise well with each other.
- Exceptionally good use is made of the specialist sports coaches who support pupils' play at break and lunchtimes. The numerous organised games provide opportunities for physical exercise as well as for individual coaching and advice. For example, pupils are taught how to strike the ball correctly when playing forehand and backhand strokes in tennis.
- Pupils demonstrate great pride in their school, in their achievement and in having particular responsibilities; for example, the role of 'playground pal' or school council member. Pupils' workbooks are meticulously maintained, with the quality of handwriting having improved significantly and consistently throughout the current academic year.

### **Behaviour**

- The behaviour of pupils is outstanding.
- Attendance has risen each year since the previous inspection. During this academic year, pupils' attendance has exceeded the average for 2015. This is a result of leaders' rigorous approach to following up absence, referring cases to the local authority and considering the use of fixed penalty notices. Pupils' enjoyment of school and their desire to learn also plays a significant part in the improvement of their attendance. Where the attendance of particular groups of pupils, for example White British pupils, has been low in the past, there has been a significant reduction in their absence.
- Parents report that where bullying has been a problem in the past, the robust approach taken by the current leadership team has resulted in incidents now being very rare. Pupils are confident that any problems they share with staff are addressed promptly and effectively.
- No disruption to lessons was observed during the inspection. The few occasions when disagreements were noted were exceptionally well managed by well-trained staff based in the nurture class.

### **Outcomes for pupils**

**are good**

- The proportion of children reaching a good level of development has risen each year since the previous inspection. Approximately half of the children who begin the Reception Year have skills and abilities well below those typically seen. The highly focused teaching that children experience supports their rapid progress, so that six out of 10 children reach standards equal to or above those expected by the end of the year.
- The proportion of pupils reaching the expected standard in the Year 1 phonics screening check has also risen each year since the previous inspection. In 2016, the school's assessment information indicates that eight out of 10 pupils achieved the expected standard; this is above the national average for 2015.
- In 2015, the proportion of pupils finishing key stage 1 having reached the expected level was above average in reading, writing and mathematics. Disadvantaged pupils' performance was equal to, or better than, that of others in the school.
- Pupils who exceeded expectations at the end of the Reception Year in 2015 continue to perform above the level expected for their age in Year 1. Similarly, pupils who attained beyond the level expected at the end of Year 2 continue to perform above age-related expectations during key stage 2. This is because teachers challenge these most able pupils to deepen their learning through reflection and by developing their reasoning skills.
- Pupils' outcomes at the end of key stage 2 in reading, writing and mathematics rose from 2014 to 2015. In 2015, pupils' performance was slightly below the national figures for reading and mathematics but

above average in writing. In 2016, pupils' outcomes in the national tests show that (in comparison with the recently published provisional national data) pupils' attainment was above average in reading, writing and mathematics. Given that this cohort of pupils began the key stage with attainment significantly below average, this represents good progress. The performance of disadvantaged pupils and others in school was similar.

- Pupils in the hearing impaired provision make good progress. As a result of the greater emphasis on the quality of teaching they receive and the close scrutiny of their achievement, the rate of their progress has increased. The gap between their attainment and that of their peers is reducing.
- Expectations of the progress of pupils who have special educational needs and/or disabilities have been raised. As a result of targeted teaching and frequent reviews of their progress, significantly greater numbers of pupils are making more than expected progress, so that the gap between their attainment and their peers is closing.
- Pupils throughout the school, including the most able, make good progress in their reading, writing and mathematics because of the focus leaders have given to making sure that key skills are taught well. Pupils' knowledge and understanding of concepts and content in other subjects is less well developed.

## Early years provision

## is outstanding

- Highly effective leadership of the early years ensures that teaching is well focused from the outset. Visits to the homes of children starting the Nursery or Reception classes inform teachers of each child's needs.
- Whatever their role, adults engage very effectively with children in the Nursery and Reception classes. Their questioning promotes children's deeper thinking and creativity. They judge exceptionally well when to intervene and when to support children's development of resilience, by allowing them to tackle challenges on their own. Leaders know teachers' strengths and areas for development and provide the right support for them to develop their practice.
- Children are very keen to choose from the wide variety of outdoor activities available. There is no evidence of gender stereotyping, with boys and girls equally enthusiastic about experimenting with paper aeroplanes and baking cakes in the mud kitchen.
- Children behave extremely well in the early years. Children routinely speak politely to one another and seek to solve problems without the need for adult intervention. A child carrying his chocolate mud cake was heard to politely say 'Excuse me' to a friend as he made his way towards the 'oven'.
- The early years classes are safe environments both physically and emotionally; children are free to express their views and pursue their interests without being concerned about adults' response.
- At the end of their time in Nursery, children are well prepared to continue their learning in the Reception class. Similarly, those finishing Reception have developed the resilience and positive attitudes to learning that are required in Year 1. The gap between the performance of disadvantaged children and others in school has narrowed significantly. Children's progress is checked regularly, with their groups being adjusted to reflect their current needs.
- Parents appreciate the immediacy of the online information they receive about their children's progress. They are also pleased to be able to contribute information about their children's achievements at home through the same online tool. Weekly reading sessions involving parents and their children model the school's approach to the teaching of reading and illustrate the importance given to the development of a love of reading. Parents value this approach and comment that it helps them support their children better at home.

## School details

<b>Unique reference number</b>	135535
<b>Local authority</b>	Enfield
<b>Inspection number</b>	10011889

This inspection 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 of pupils on the school roll</b>	664
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Stewart
<b>Executive headteacher</b>	Matthew Kleiner-Mann
<b>Telephone number</b>	020 8804 4796
<b>Website</b>	<a href="http://www.brimsdown.enfield.sch.uk">www.brimsdown.enfield.sch.uk</a>
<b>Email address</b>	<a href="mailto:office@brimsdown.enfield.sch.uk">office@brimsdown.enfield.sch.uk</a>
<b>Date of previous inspection</b>	8–9 May 2014

## Information about this school

- The school is significantly larger than the average-sized primary school.
- The executive headteacher is a national leader of education. Staff from Lavender Primary School, a national support school, provide leadership support and training for teachers and leaders at Brimsdown Primary School.
- The proportion of disadvantaged pupils is approximately double the national average.
- Over three quarters of pupils are from an ethnic minority background.
- Over half of pupils speak English as an additional language.
- The proportion of pupils with education, health and care plans is average, as is the proportion of pupils who have special educational needs and/or disabilities.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school's website meets the expectations for publication of information.
- The school has a specialist resource provision for 10 pupils with severe and profound hearing impairment.
- The school provides before- and after-school care each weekday.

## Information about this inspection

- Inspectors made short visits, many with senior leaders, to lessons to observe teaching and learning. Visits were also made to lessons taking place in the hearing impairment provision.
- Meetings were held with four governors including the chair and vice-chair of the governing body. Inspectors also met with senior leaders, middle leaders, leaders of English and mathematics, and a representative of the local authority.
- A meeting was held with a group of staff comprising teachers and teaching assistants. Inspectors considered the responses of 60 staff to the online staff survey.
- Inspectors observed pupils at play during break and lunchtimes. They met with two groups of pupils as well as speaking to them informally during lessons and around the school. A range of pupils' work was reviewed during visits to lessons, as was a sample of workbooks containing pupils' work across the curriculum.
- Inspectors considered the 10 responses to Ofsted's online survey, Parent View, as well as the written comments made by nine respondents. Inspectors spoke with parents at the start of the school day.
- Inspectors scrutinised a range of documentation including the school's own evaluation of its work and records relating to safeguarding and the recruitment of staff.

## Inspection team

Jeremy Loukes, lead inspector	Her Majesty's Inspector
Helen Bailey	Ofsted Inspector
Geoff Butler	Ofsted Inspector
Shaheda Karim	Ofsted Inspector



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