

# Brettenham Primary School

Brettenham Road, Enfield, London, N18 2ET

**Inspection dates** 30 September–1 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well. They get off to a good start in the Early Years Foundation Stage and then continue to make good progress in the rest of the school.
- Pupils' attainment has been rising and is now broadly average by the end of Year 6 in reading, writing and mathematics.
- Teachers plan exciting and purposeful activities that motivate pupils well and help them to learn new skills quickly.
- Pupils who need extra help are given it quickly and to good effect. Those who speak English as an additional language make rapid progress in learning to speak English.
- Pupils are great ambassadors for the school. They behave well, are polite and courteous, and work hard. They feel extremely safe and take very good care of each other.
- Good leadership and management mean that the school continues to improve quickly. Leaders have worked together well to improve pupils' attainment and the quality of teaching.
- The happy atmosphere in school reflects the way that leaders value and respect all members of the school community so that they feel part of the push for continued improvement.
- The governing body is knowledgeable about the school. It provides good challenge and support to other leaders.
- Work in and out of lessons as well as numerous visits and clubs provide pupils with many exciting experiences. They help pupils to learn the importance of tolerance and respect for others.
- The school's sporting provision is excellent and contributes very successfully to pupils' great enjoyment of school.

### It is not yet an outstanding school because

- There are a few occasions in the Reception classes and Years 1 and 2 when work is too easy for the most-able pupils, thus slowing their progress.
- Written improvement planning does not show clearly enough how success in meeting targets is to be measured.

## Information about this inspection

- The inspectors observed 22 lessons, around a third jointly with the headteacher or the deputy headteachers. In addition, the inspectors made some short visits to lessons.
- Discussions were held with pupils, staff and members of the governing body.
- There were too few responses to the online questionnaire (Parent View) for them to be taken into account, but inspectors analysed the school's own surveys of parental views and talked to some parents at the start and end of the school day.
- The inspectors observed the school's work, heard some pupils read, and looked at a number of documents, including: the school's own information about pupils' learning and progress; planning and monitoring documents; the school development plan; records relating to behaviour and attendance; safeguarding information; and health and safety documentation.
- The inspectors analysed 56 questionnaires from staff.

## Inspection team

Mike Capper, Lead inspector	Additional Inspector
Kate Robertson	Additional Inspector
Martin Marsh	Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average-sized primary school.
- Pupils come from a wide range of ethnic backgrounds, with over 32 languages represented in the school. Around three quarters of pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils supported by the pupil premium is high. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Ensure that work is not too easy for the most-able pupils, especially in the Reception classes and Years 1 and 2, so that they make consistently good or better progress.
- Sharpen written planning for school improvement by ensuring that it includes clear measures for checking whether targets have been successfully met.

## Inspection judgements

### The leadership and management are good

- The high aspirations of the headteacher for her pupils are shared by all staff. Other senior leaders and staff have embraced the headteacher's ambitions for the school. Together, they are working to build further on the many improvements made since the previous inspection. The local authority has supported the school well over this time, especially in helping to tackle the dip in attainment in reading that emerged in 2013.
- Leaders check provision carefully and are very clear about what still needs improving. However, this is not always reflected clearly enough in written development planning which lacks sufficient detail to show how success in meeting targets is to be measured.
- Middle leaders (such as those in charge of subjects) play an important part in securing school improvement. They have many opportunities to check provision for themselves and have a very clear picture of what still needs improving. They are good role models in their own practice and give good support to others.
- Senior leaders make good use of data to check that all groups do equally well. They ensure that pupils who are in danger of falling behind receive support to help them catch up. Leaders check the accuracy of school assessments by sharing information across year groups and with other schools.
- Leaders check the quality of teaching carefully and have a good track record for improving it. They provide effective support to those who are new to the profession so that their skills improve quickly. Training in areas such as the teaching of reading has had a positive effect on pupils' learning.
- The school works well with parents and with other schools. Leaders willingly share good practice to help improve work in other schools. For example, a project that teaches pupils about gang culture has been adopted by several other schools locally. Activities such as 'coffee-stops' are helping to break down the barriers between home and school so that parents can play an even fuller part in their children's education.
- The curriculum (topics and the subjects taught) promote good progress in basic skills and complies with current legislation. It is rich and vibrant and promotes pupils' creativity through art and music. Activities in lessons, clubs and visits contribute extremely well to pupils' very strong spiritual, moral, social and cultural development. The school's work on teaching tolerance and respect is exemplary. Pupils who have been chosen as UNICEF ambassadors carry out their roles very diligently. Across the school, pupils talk thoughtfully about complex moral issues such as 'Why is suffering bad?' They happily celebrate each other's cultures and traditions. Consequently, they are prepared very well for life in multicultural Britain.
- The school's sporting provision is excellent and is greatly enjoyed by pupils. There is a very strong focus on improving pupils' lifestyles and their physical well-being. Sports funding provided by the government is used to great effect to introduce pupils to new sports and to improve the skills of teachers. The impact of spending is monitored carefully to ensure that it is resulting in increased participation rates and is helping pupils to fulfil their physical potential.
- **The governance of the school:**
  - Governance has improved greatly since the previous inspection. There is now a full complement of well-trained governors. They are knowledgeable about the school and how well it is doing in comparison with others. They have a good understanding of school data on pupils' attainment and progress, and diligently check things for themselves so that they get a full picture. They have established good links between pay and performance, and ensure that only good and outstanding teaching is rewarded financially. They know where teaching is especially strong and how all teachers are helped to improve. Governors monitor closely the use of additional government funding to ensure that it is used successfully to support eligible pupils and to close the gap between their attainment and that of others. Governors ensure that safeguarding arrangements meet requirements.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good.
- Parents and staff agree that the good behaviour seen during the inspection is typical and is a key factor in pupils' good learning. School logs show that misbehaviour is rare and it is tackled well when it occurs. Pupils are very clear about school rules because they help write 'Class Charters' at the start of the year.
- Pupils' conduct around school is good. They are proud of their school, and there is a happy and purposeful

atmosphere in class. This is especially evident in Years 5 and 6, where behaviour is exemplary and pupils are highly positive about all aspects of their work. Elsewhere, pupils work hard most of the time, but just occasionally lose concentration and become inattentive when they are not being fully challenged.

- Activities in 'The Nurture Group', where pupils learn to interact with each other or are given extra support, are very effective in helping those with behavioural difficulties to improve their social skills quickly.
- The school promotes good relationships and tackles discrimination robustly. Newly arrived pupils soon settle into school. They say that 'We make lots of new friends who help us.' Break times are calm and harmonious, with pupils of different ages or from different backgrounds playing together happily. Pupils use play resources very sensibly and take very good care of the school building.

### Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils feel exceptionally safe at school. They say that there is very little bullying and any occasional 'falling out' is tackled immediately. Pupils report that there is always someone to talk to if they have a worry. As one said, 'The teachers really care for us.'
- The school's excellent procedures to teach pupils about bullying and how to avoid it mean that they are very aware that it can take many forms. They explain knowledgeably about how to avoid danger when using the internet and understand that they need to use social media extremely carefully in order to stay safe.
- Pupils are very clear about how to avoid danger both in school and in later life. The school's exemplary work in this area is seen in the way that pupils explain why, in their words, 'gangs are bad'. Pupils are very confident that they can make informed choices when faced with challenges as they grow older because they have been given the skills and knowledge to do so.

## The quality of teaching is good

- Teachers have excellent relationships with pupils and manage their behaviour extremely well. They plan work that is engaging and builds successfully on pupils' positive attitudes towards learning. When pupils make mistakes, teachers respond very sensitively. This means that pupils willingly try new things because they know that teachers will help them if they go wrong.
- Reading, writing and mathematics are taught well. Teachers have good expectations of what pupils should achieve. They are very knowledgeable about their pupils' needs because they have good procedures for checking their learning. This detailed understanding of the needs of pupils means that teachers are able to plan work that provides the right level of challenge most of the time, although, just occasionally, some work is too easy for the most able, especially in Years 1 and 2, and as a result, these pupils do not make as much progress as they could.
- Teachers meet the needs of pupils who speak English as an additional language well and help them to improve their speaking skills quickly. For example, they check that they understand new vocabulary as soon as it is introduced.
- Pupils who have been identified as needing extra help, including the most able, those who are struggling with their work and those who are disabled or who have special educational needs, are given support to help them improve. Skilled guidance at these times from teachers and teaching assistants make a good contribution to the learning of these pupils.
- Teachers with specialist skills in areas such as physical education and music are deployed to very good effect to improve pupils' skills in lessons or through activities such as 'the song squad'.
- Parents and pupils are pleased with the quality of teaching in the school. Teachers plan homework that is fun and helps pupils improve their work. Pupils enjoy it because, as one said, 'We do not just do worksheets.'

## The achievement of pupils is good

- When children start school in either the Nursery or Reception Year, very few are working at typical levels for their age. From these very low starting points, pupils achieve well and their attainment rises to broadly average levels by the end of Year 6 in reading, writing and mathematics.
- A dip in attainment in reading in 2013 has been tackled decisively by leaders. They responded immediately by, for example, reviewing the teaching of reading, identifying pupils who were in danger of falling behind and giving them extra support, and providing additional training for teachers and teaching assistants. These steps have proved effective and attainment in reading rose sharply in national testing at the end of Year 6 in 2014. School and local authority data show that pupils are now making good progress in reading

across all year groups. Inspectors found that younger pupils use their secure knowledge of the sounds that letters make (phonics) to read unknown words. Older pupils read confidently for a wide range of purposes. Across the school, pupils now have very positive attitudes towards reading, enthusiastically using the library to choose books and keenly talking about their favourite authors.

- The school ensures that all pupils do equally well over time. Disabled pupils and those who have special educational needs make the same good progress as others. Pupils who speak English as an additional language or from different ethnic backgrounds reach the same levels of attainment as others by the end of Year 6 in English and mathematics. They make particularly good progress in learning spoken English, even if they have been in school for only a short time.
- The most-able pupils achieve well. They make good progress because they are challenged well most of the time. Their progress is especially rapid towards the end of Key Stage 2 because they are given additional support to help them fulfil their potential. In the Early Years Foundation Stage and Years 1 and 2, just occasionally, the most-able improve skills too slowly because work is not pitched at the right level for them.
- Pupils who are supported through additional government funding make good progress across the school. In national tests at the end of Year 6 in 2013, eligible pupils were working at the same level as their classmates and all pupils nationally in mathematics and writing and were about a term behind them in reading. This reflects the school's successful approach to improving their attainment. This is achieved through the well-considered use of individual and small-group support that is well focused on individual needs, be they social or academic.

### The early years provision

is good

- Although their attainment is below average by the end of the Reception Year, children achieve well in the Early Years Foundation Stage. In both the Nursery and Reception classes, children learn new skills rapidly because they are typically taught well.
- Children make especially strong progress in personal, social and emotional development. Children quickly learn to work together and they behave well. They develop positive attitudes towards learning because adults provide good-quality care and sensitive support to individuals.
- There is a very happy atmosphere across the Early Years Foundation Stage. Teachers plan many interesting activities and successfully meet differing needs, including for disabled children or those who have special educational needs, most of the time. However, just occasionally in the Reception Year, teaching does not take enough account of what children already know, resulting in a lack of challenge for the most able.
- Teachers effectively use a well-resourced outdoor area to allow children to practise and reinforce skills in literacy and numeracy. Adults intervene well to move learning on. For example, they responded quickly in the Nursery when children found a spider, adapting work to build on this moment of excitement so that the opportunity and motivation was not lost.
- Children in the early stages of learning to speak English as an additional language are given good support and quickly learn new vocabulary. Good-quality bilingual support helps children to take a full part in activities from their first day in school.
- Provision is well led and managed. The new leader has a clear understanding of what needs improving. Recent work to develop the outdoor area has been very successful and has helped to improve provision significantly.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	130933
<b>Local authority</b>	Enfield
<b>Inspection number</b>	448857

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 of pupils on the school roll</b>	480
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Toby Simon
<b>Headteacher</b>	Deborah Hall
<b>Date of previous school inspection</b>	3–4 March 2010
<b>Telephone number</b>	020 8345 6055
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