

# Brunswick Primary School

Somerhill Road, Hove, East Sussex BN3 1RP

## Inspection dates

27–28 June 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher and his senior team have high aspirations for pupils. Leaders have a clear vision for the school that is shared by the whole school community.
- Teaching and learning are effective and lead to pupils' good overall progress. However, the most able pupils are not challenged enough to make the progress of which they are capable.
- Pupils have a strong understanding of what equality means. They show respect for one another and for those who are from different cultures.
- Pupils behave well. They are courteous, both to one another and to adults. They speak with pride about their school and are keen to help one another. This creates a positive atmosphere throughout the school.
- Pupils are keen to be in school. The school has a range of effective systems in place to ensure that pupils attend school regularly.
- The pupil premium grant is spent well to ensure that disadvantaged pupils make similar progress to other pupils with the same starting points. However, the most able disadvantaged pupils do not always receive the support and challenge needed to further their development.
- Children make a good start to their learning in Reception Year. Strong relationships with each other help them to learn well.
- Leadership of subjects other than English and mathematics is at an early stage and standards are not equally high in all subjects.
- Leaders do not always evaluate the actions they take by their impact on pupils' knowledge and understanding, particularly for pupils who are disadvantaged, have special educational needs (SEN) and/disabilities, or who speak English as an additional language.
- The curriculum captures pupils' interests well and creates an enthusiasm for learning. Subject leaders check that topics studied by the pupils include good coverage of their subject. However, leaders' understanding of pupils' progression through different subjects is still developing.
- Governors undertake their responsibilities conscientiously, prioritising areas for improvement identified by the school. However, governors do not challenge school leaders enough about the progress of particular groups of pupils in different subjects.

## Full report

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

- Strengthen leadership further, by:
  - ensuring that leaders at all levels evaluate improvements to the school by the impact they have on pupils' progress and attainment
  - using information about the progress of different groups of pupils more effectively to improve standards
  - making sure that governors have all the information they need about pupils' progress in all subjects, in order for them to challenge the school more rigorously.
- Ensure that the most able pupils are challenged sufficiently to work at higher standards across the curriculum.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher leads the school well. Together with governors, and the good support of the senior leaders, he has led the school through a complex amalgamation of a junior and infant school. He has embedded a strong and cohesive community ethos across the school that is shared by staff, pupils and parents and carers.
- Senior leaders evaluate the quality of teaching and learning effectively. Their drive for pupils to achieve more has led to the quality of teaching improving across the school. Leaders support and challenge teachers to ensure that outcomes for pupils continue to improve in reading, writing and mathematics.
- Staff receive effective training and support. They are proud to work at the school and share the cohesive community vision of the headteacher. Middle leaders have used leadership training to develop their role as year-group leaders. As a result, there is a strengthening capacity for leadership across the school.
- Parents are very positive about the school. They say that school leaders are highly visible and approachable. They value the positive relationships between families and staff. The comment, 'Staff show care and consideration to the children and take account of their specific needs,' was typical of the very positive responses from parents.
- Leaders enable disadvantaged pupils to achieve well. They use the pupil premium grant effectively. A range of actions, including providing additional support in class, and good pastoral care, are effective in ensuring that most disadvantaged pupils make similar progress to other pupils with the same starting points.
- Leaders make sure the physical education and sport premium provides a range of rich and engaging activities. Leaders have increased the range of opportunities for pupils to take part in competitive physical activities. For example, the 'change for life' club has led to more pupils actively participating in sport.
- Leaders ensure that the additional funds for pupils who have SEN and/or disabilities are spent well. The special educational needs coordinator (SENCo) has built up a detailed understanding of the needs of pupils as individuals. Pupils are supported well in class and their work demonstrates good progress from their starting points. However, leaders do not make precise enough use of the information about the knowledge and understanding of pupils who have SEN and/or disabilities to help them make even more progress.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils show a respect for people who may be different from them. Pupils engage with the local community and enjoy visits to a local care home for people who are blind and partially sighted where they read to, and play games with, the residents. The school's values of kindness, honesty, equality, positivity and respect, are woven through the curriculum. As a result, pupils learn about British values, and are well prepared for life in modern Britain.
- Subject leaders have made sure that the curriculum is varied and interesting and that pupils have the opportunity to study a wide range of subjects. For example, pupils in

Year 2 enjoy learning about travel and transport, while pupils in Year 6 produce some impressive detailed work while learning about scientific discovery. However, subject leaders do not look closely enough at how well pupils are progressing in their different subject areas and, as a result, pupils do not reach the standards of which they are capable.

- Senior leaders have a wealth of information about pupils' overall progress, but do not always share this in a meaningful or useful way with year-group leaders, subject leaders and the SENCo. As a result, teachers do not always know exactly what pupils need to do to improve, particularly those pupils who are disadvantaged, have SEN and/or disabilities or who speak English as an additional language.

### **Governance of the school**

- Governors are ambitious for the school. Governors undertake their responsibilities conscientiously, prioritising areas for improvement, and supporting the headteacher, for example, in the additional workload resulting from the amalgamation of the two schools in 2015. They attend meetings to review the progress pupils make, and meet termly with the headteacher to review the school's plan for improvement. Governors have a general picture of the impact of action from the school's plan for improvement. However, governors do not currently have precise enough information about the progress of pupils who may be at risk of underachieving. This shortfall means that governors are not able to challenge the impact of the work of leaders with sufficient insight and rigour.
- In addition, school leaders do not provide governors with sufficient information about the progress the most able pupils make from their starting points. As a result, governors are not fully equipped to hold leaders to account for the progress of this group of pupils.
- Governors have a strong understanding of the school's curriculum. They are aware that leaders' evaluation of the wider curriculum needs to be developed and are leading a drive for this to be secured.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Pupils, parents and staff state that pupils feel safe. Pupils trust the adults in the school and know that staff are there to help them. In addition, pupils know how to keep themselves safe online.
- School leaders diligently maintain records and follow up on concerns raised. The designated safeguarding lead ensures that all staff have a strong understanding of how to keep pupils safe. Detailed records are maintained of concerns raised about the safety of pupils. Records are reviewed daily with the school's safeguarding team. As a result, pupils' safety is monitored well.

## Quality of teaching, learning and assessment

Good

- Teachers create a positive environment for learning, building strong relationships with pupils. Pupils work well together and show a genuine interest in one another's work.
- Pupils respond to encouragement to talk about their learning, what they know, and what they understand. This was seen during a writing lesson where pupils were using adventurous vocabulary creatively to add atmosphere to their writing.
- Teachers model skills well across the wider curriculum. In an art lesson, pupils produced detailed preparatory drawings for wire models based on clear demonstrations by the teacher. In a computing lesson, pupils learned how to use an application for stop/motion animation. As a result, pupils develop skills that lead to effective learning.
- Teachers plan engaging sequences of learning in English. Pupils throughout the school read well. They use phonic skills confidently and accurately to support their reading. Pupils read fluently by the time they leave the school and develop a love of reading for pleasure. In mathematics, resources are used effectively to support pupils' understanding. Pupils produce well-presented work that shows good progress from their starting points. In writing, pupils show a keen interest in evaluating and improving their work, and are supported well by their teachers and teaching assistants.
- The teaching of subjects other than English, mathematics and science is not as carefully planned to help pupils to attain well. Subject leaders are not all clear about how they expect pupils to progress through their subjects and build upon their assessment of what pupils already know and understand. As a result, the progress pupils make in some subjects is less strong.
- Support for pupils who have SEN and/or disabilities is effective. With strong support from teaching assistants, pupils participate fully in the lessons alongside their peers. Work is adapted well to ensure that they understand what is required, helping them to make good progress from their starting points.
- Teachers accurately assess reading, writing and mathematics. They use information about pupils' starting points to plan activities that build effectively on pupils' prior knowledge, skills and understanding. As a result, standards of attainment are rising by the end of key stage 2 in reading, writing and mathematics.
- Parents are confident in the teachers and feel that teachers cater well for the needs of pupils who have SEN and/or disabilities. One parent said, 'staff show care and consideration to the children and take account of their individual needs.' This was typical of the very positive responses from parents of pupils who have SEN and/or disabilities, both in the parental survey and when speaking to inspectors. Where pupils fall behind, the SENCo works diligently with the teachers to set clear steps to support pupils.
- Teaching does not consistently extend pupils' thinking. In mathematics, pupils' work is often too focused on practising basic skills, with fewer opportunities to apply their knowledge and understanding. In geography, there is a focus on knowledge, but fewer opportunities to develop enquiry skills that broaden the understanding of geographical features. Consequently, the most able pupils are not always challenged to achieve well.

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils, parents and staff are rightly proud to be members of the school community. Pupils enjoy their time in school and speak with pride about the school. Teachers weave the school's values into lessons. This was seen in a singing assembly where the school's values were linked meaningfully to one of the songs.
- The pastoral care for vulnerable pupils is highly effective. The school provides timely support for pupils who have social and emotional needs through its learning mentors, making sure that the most vulnerable pupils are able to become increasingly confident in class. There is a strong culture of encouraging pupils to support one another. This is particularly evident in the confidence younger pupils have in older pupils during breaktime.
- Pupils' spiritual, moral, social and cultural understanding is exceptionally strong. School leaders work hard to ensure that pupils from differing cultures and faiths are supported well. Pupils have experienced visits from athletes who have disabilities and have a positive view of disability.
- Pupils have compassion for one another and an awareness of the importance of valuing difference. A sense of mutual respect is fostered for those of different generations and cultures, and for those who have disabilities. One pupil said, 'You should treat everyone equally and people have a right to be different.' This is reflective of the inclusive culture that permeates the school.

### Behaviour

- The behaviour of pupils is good.
- Pupils' behaviour around the school and in the playground is good. They play positively and have strong relationships with one another and adults. 'Playground buddies' support younger pupils well during playtime. Pupils say they enjoy coming to school, and their parents agree.
- Teachers and school leaders support pupils' behaviour well. The school's learning mentors are valued both by pupils and parents. The learning mentors work diligently to ensure that pupils' behaviours and well-being are strengthened. There have been no fixed-term or permanent exclusions over the past three years.
- Pupils' behaviour in class is good. Pupils have positive relationships with one another and are respectful of their teachers and teaching assistants. However, some low-level disruption in lessons leads to a small number of pupils not making strong progress because they are not yet able to regulate their own behaviour.
- The school has a range of effective systems in place to improve the attendance of pupils. Leaders know the families well and are diligent in following up pupils and families to improve attendance. As a result, the attendance of pupils who are usually persistently absent is improving.

## Outcomes for pupils

**Good**

- Pupils across the school are making good progress in reading, writing and mathematics. Overall, they build well on their learning and develop secure knowledge, understanding and skills. For example, pupils quickly acquire strong reading skills. In 2017, pupils' attainment in the Year 1 phonics screening check was higher than that of pupils nationally. By end of key stage 1, in reading and writing and mathematics, the proportion of pupils who reached age-related expectations was in line with pupils nationally. At the end of key stage 2, it was above the national average.
- Pupils' writing is strong. Pupils use the skills taught in lessons to improve their writing across the school. Pupils who speak English as an additional language and disadvantaged pupils are given good support to expand their vocabulary. As a result, pupils produce writing that is well structured and engaging.
- Most disadvantaged pupils and pupils who have SEN and/or disabilities are making good progress. By end of key stage 2, the difference between the attainment of disadvantaged pupils and non-disadvantaged pupils with the same starting points is diminishing. Progress is particularly strong in writing for disadvantaged pupils.
- Provision for pupils who speak English as an additional language is highly effective and strong planning to improve their outcomes is leading to their making good progress. By the end of key stage 2, the difference between attainment for this group and other pupils is diminishing.
- Pupils are enthusiastic about reading. Pupils in key stage 1 use phonic skills confidently to read unfamiliar words. Pupils in key stage 2 read fluently with expression and have a passion for reading. In mathematics, pupils develop new concepts confidently and are given meaningful opportunities to apply their mathematical understanding across the curriculum.
- Some of the most able pupils are not yet achieving strongly enough. Not enough pupils with high attainment in reading, writing and mathematics are progressing to achieve at the highest standard by the end of key stage 1 and key stage 2. Rightly, leaders have prioritised this group in the school's plan for improvement. This work is in its early stages.
- Although pupils generally achieve well in subjects other than reading, writing, mathematics and science, leaders do not champion their progress in these subjects as much as they should to ensure consistently high standards.

## Early years provision

**Good**

- Children's transition to the school is effective. Parents speak positively about their child's first year in school. Parents value their involvement in the transition to the school from Nursery. Parents have opportunities to visit classes and speak with teachers. As a result, children settle quickly to life in school and make good progress from their starting points. In 2017, the proportion of children attaining a good level of development was above the national average.
- The school's own assessments show that children arrive at school with skills and abilities broadly typical for their age. Teachers use this information to plan a range of

engaging activities for children. Enrichment opportunities are varied and enhance the topics taught. For example, children enjoy producing artwork, as seen during the inspection when children produced beautiful drawings of a shell.

- Leaders make sure that boys and girls are achieving equally well. Disadvantaged children, those who have SEN and/or disabilities and children who speak English as an additional language are making the same progress as other children with similar starting points.
- Leaders note that there is some inconsistency in the quality of writing across early years and are working hard to ensure that all children achieve well. New systems for teaching writing have been introduced this year to address this inconsistency. As a result, leaders and teachers are now much clearer about the actions needed to improve outcomes in writing, especially for the most able.
- Safeguarding is effective. Risk assessments are carried out for activities, ensuring that children remain safe during lessons and on school trips. Early years staff are vigilant in ensuring that concerns about pupils' well-being are raised with the school's designated safeguarding lead.
- Children's behaviour is good. Children are keen to help one another and show compassion for their peers. Staff model positive behaviour with the children and this leads to strong relationships between children and adults alike.



## School details

Unique reference number	114446
Local authority	Brighton and Hove
Inspection number	10046471

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

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	878
Appropriate authority	Board of governors
Chair	Helen Johnson
Headteacher	Shaun Collins
Telephone number	01273 711816
Website	<a href="http://www.brunswick.brighton-hove.sch.uk">www.brunswick.brighton-hove.sch.uk</a>
Email address	<a href="mailto:office@brunswick.brighton-hove.sch.uk">office@brunswick.brighton-hove.sch.uk</a>
Date of previous inspection	4–5 December 2014

## Information about this school

- Brunswick is larger than the average-sized primary school.
- The school formed in 2015 from an amalgamation of Somerhill Junior School and Davigdor Infant School.
- The previous inspection report was for Somerhill Junior School.
- The proportion of pupils who have SEN and/or disabilities is below the national average.
- The proportion of pupils who speak English as an additional language is higher than the national average.
- The proportion of disadvantaged pupils is in line with the national average.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

## Information about this inspection

- Inspectors observed 32 lessons, including 17 jointly with senior leaders, and two assemblies. Inspectors talked to pupils in lessons and at breaktimes.
- Meetings were held with senior leaders, middle leaders and a range of other staff, pupils, governors and a representative from the local authority. There was a telephone conversation with the sports lead.
- Inspectors carried out a work scrutiny with school leaders.
- Inspectors looked at a wide range of documents, including the school's own assessment information, the school's self-evaluation and plan for improvement, the school's website, policies, minutes of governing body meetings, teaching and learning monitoring records, and records relating to attendance, behaviour and safeguarding.
- Inspectors listened to pupils read.
- The views of 186 parents who responded to Ofsted's online questionnaire, Parent View, were considered. The views of 43 staff were gathered through a staff survey.

## Inspection team

Graham Chisnell, lead inspector	Ofsted Inspector
Chris Donovan	Ofsted Inspector
Claire Martin-O'Donoghue	Ofsted Inspector
Francois Walker	Ofsted Inspector

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