

Brettenham Primary School

Inspection report

Unique Reference Number	130933
Local Authority	Enfield
Inspection number	293669
Inspection dates	15–16 March 2007
Reporting inspector	Martin Beale

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	472
Appropriate authority	The governing body
Chair	Mrs J Spicer
Headteacher	Ms L Squelch
Date of previous school inspection	8 October 2001
School address	Brettenham Road London N18 2ET
Telephone number	020 8345 6055
Fax number	020 8807 3385

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Brettenham is a large primary school with a part-time Nursery. It is in an area where many families experience considerable social and economic disadvantage; free school meal eligibility is high. Very many pupils are from minority ethnic backgrounds and over one sixth are at an early stage of learning English. Their main first languages are Turkish, Bengali, Somali and Albanian. The proportion of pupils with learning difficulties and disabilities is slightly above average and seven pupils have statements of special educational need. Attainment on entry to the school is low.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspection endorses the view of staff and governors that this is a good school providing good value for money. It has some outstanding features and standards are rising. Parents are very much in support of all that it does for their children. This success is down to good leadership and management. The headteacher and deputy head bring out the best in the staff and focus them sharply on meeting the wide variety of the pupils' learning and personal needs. The new leadership team is rigorous in its work, linking developments closely to their impact on the pupils' achievement. Staff and governors have an accurate view of the school's qualities, which is used well to identify priorities for action. This places it in a good position from which to move further forward.

There is a very positive climate for learning throughout the school. The pupils' behaviour and enthusiasm make it a happy place in which they can thrive and develop. Achievement is good. Standards and test results are well below average, but represent good progress for most pupils from their low levels on entry. Learning needs are met well through a good curriculum and effective teaching, although some variation in the quality of learning needs ironing out. This is largely when close attention is not given to challenging and extending more able pupils consistently. Programmes to extend gifted pupils are developing but are not as effective as those to support other learning needs.

The good achievement starts in the Foundation Stage. The well-structured activities both indoors and outside provide children with excellent opportunities to enjoy their learning. Children settle quickly, and make good strides in their personal, social, emotional and communication skills. Language needs are met well. Teachers give the youngest children a very good start in the development of spoken and written English. This is built on well in the rest of the school so that pupils learning English as an additional language make good progress. The investment in skilled and very effective support staff and bi-lingual assistants is a major factor in the pupils' progress and enjoyment of school. They make a very considerable contribution to lessons, to withdrawal groups of targeted pupils and to lunchtime and other activities. This is a major reason for the good progress of pupils with learning difficulties, along with the very close links established with external agencies and the use of the support they provide.

The school has also been particularly successful in engaging parents more, by making them aware of the contribution they can make to their children's achievement. This has been a major factor in improving attendance and punctuality. Parents are very pleased with the outstanding care, support and guidance for their children. Pupils feel safe, secure and very confident that there is always an adult to turn to if they are worried about anything. The pupils' personal development and well-being are also outstanding. They thoroughly enjoy all aspects of their learning and make a major contribution to school life. Pupils' good progress in the acquisition of basic skills and excellent personal and social development prepare them well for the next stage of their education.

What the school should do to improve further

- Bring greater consistency into the challenge for more able pupils in lessons and through planned activities to extend those with particular talents.

Achievement and standards

Grade: 2

Children make good progress in the Foundation Stage from a low base. In spite of this, many do not reach expected levels by the end of Reception, particularly in literacy and numeracy. Test results at Year 2 and Year 6 have fluctuated with the changing nature of each cohort, some of which have higher proportions of pupils with learning difficulties, limited English language and higher mobility than others. Results in 2006 were well below average at Year 2 but represented good progress for these pupils given their starting points. Results in Year 6 improved from those of 2005 but were also well below average. Both of these year groups had high proportions of pupils with learning difficulties. Teaching staff changes during their time in Key Stage 2 considerably affected the Year 6 cohort and their progress was satisfactory. Current school tracking data and pupils' work show that pupils now make good progress across Years 1 to 6. Standards are rising and Year 6 pupils are on line to reach the much higher targets set this year. There is no significant difference in the progress of different groups of pupils, but more able pupils do not always make the same good progress as others.

Personal development and well-being

Grade: 1

Pupils respond very positively to the high levels of care and support in the school. The consistent approach of staff results in pupils' excellent behaviour and very positive attitudes to their work. This contributes to the pupils' excellent spiritual, moral, social and cultural development which is built into everyday experiences. Effective and sensitive support means that pupils gain in confidence and try their best in all areas of their work and play. They value and respect the traditions and customs of others and have a very clear awareness of their own cultural heritage. Pupils relish opportunities to be responsible and are proud of the contribution they make in supporting other pupils and those less fortunate than themselves. Pupils enjoy the wide range of clubs and activities and are very aware of how to stay safe and adopt healthy lifestyles. They use the 'healthy fruit shop' and participate daily in the extensive range of lunchtime activities. They support the wider community through raising money for local and national charities. Many pupils respond well to the strategies to improve attendance, which is now satisfactory.

Quality of provision

Teaching and learning

Grade: 2

Good teaching is resulting in pupils making good progress. Pupils are confident that their contributions to lessons will be valued. They participate fully and are happy to answer questions and at times to seek clarification from their teachers if they are unsure. Excellent relationships ensure that pupils behave well and enjoy their work. Most lessons are taught well and some practice is outstanding, but not all teaching is of this good quality. Teachers adopt methods and activities that motivate and generally meet the carefully identified needs of pupils, but more able pupils are not challenged consistently throughout the school. In some lessons pupils' progress is slower when they are working independently because they are not always clear enough about how to succeed when adult support is not available. Teachers use interactive whiteboards well to interest pupils and help them to understand new ideas.

Curriculum and other activities

Grade: 2

The curriculum is carefully planned and regularly reviewed to keep it relevant to the pupils' needs and interests and to national requirements. It promotes their academic progress well and is particularly effective in its support for their personal development. Programmes are rigorously planned to support the achievement of pupils with learning difficulties and disabilities. Pupils at an early stage of learning English are also catered for well. Extension activities for pupils identified with particular talents are becoming more effective, but identified as an area the school would like to improve. Pupils greatly value the wide range of clubs and additional activities that considerably enrich their experiences and broaden their horizons. Physical education plays a key role in school life. It is of a high quality and much enjoyed by pupils of all ages.

Care, guidance and support

Grade: 1

The school provides high quality care for the pupils. This is a happy, safe and supportive school because of the shared commitment of staff to help all pupils feel secure and achieve success whatever their learning and personal needs. Strong links with parents, the community and external agencies ensure that pupils are given the most appropriate support and guidance. Child protection procedures are thorough, as are the arrangements for keeping pupils safe. Excellent academic guidance is given to pupils, which helps them settle into school and supports well their transfer after Year 6. They know their targets and what they need to do in order to reach them. Pupils with learning difficulties or disabilities are identified quickly and supported very effectively, enabling them to do well. The school is very good at looking after vulnerable pupils, carefully monitoring needs and providing appropriate and sensitive support such as through the 'Nurture Group'.

Leadership and management

Grade: 2

The headteacher gives good guidance and encouragement to senior staff, who have clear roles and fulfil their responsibilities well. Management responsibilities are effectively shared across the school and the impact of everyone's work is reflected in the excellent care and personal development of pupils and the good academic progress they make. Through regular monitoring and self-evaluation, areas for improvement and strategies for action are clearly identified and are appropriately linked to improving pupils' learning opportunities and achievement. This is leading to rising standards and pupils increasingly meeting the challenging targets they are set. Funding is used well to meet the main priority of having a high ratio of skilled adults working with the pupils. Effective support and guidance are given to help teachers improve their performance. Teachers and support staff work effectively as a team. Their work is valued and, consequently, their morale is high. The governing body is clearly aware of the strengths and weaknesses of the school. Governors support the school well but they do not take a strong lead in planning for the future or in monitoring progress made in achieving agreed priorities.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
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?	2
How well are learners cared for, guided and supported?	1

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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 performance is monitored, evaluated and improved to meet challenging targets	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	3
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

I am writing to thank you very much for the warm welcome you gave to the inspectors when we visited your school. You were all very kind, helpful and showed how proud you are of your school. We enjoyed talking with you and your teachers and watching you learn. There are many aspects of your school that we liked. You, your parents and teachers are right in thinking that you go to a good school with good leadership from the headteacher, deputy head and senior staff.

You make good progress during your time at Brettenham. You thoroughly enjoy school, work hard and behave very sensibly. You show great thought and respect for others. The care and support you receive is outstanding, particularly when you find learning difficult or are new to learning English. You make sensible choices to show that you very clearly understand the importance of diet and exercise for a healthy lifestyle. You love taking part in the 'Active Lunchtime' sessions which are helping to make you fit and healthy. You take your responsibilities seriously and make a considerable contribution to the life of the school.

Your teachers and governors are trying hard to make the school even better. There is one area where we judge that improvements could be made. Those of you capable of high standards need to be challenged more consistently in lessons and through other planned activities. I feel sure you and your teachers will work hard to make this all happen.

We wish you well for the future.

Yours sincerely

Martin BealeLead inspector