

Brettenham Primary School

Inspection report

Unique Reference Number	130933
Local Authority	Enfield
Inspection number	341065
Inspection dates	3–4 March 2010
Reporting inspector	Derek Aitken

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 of pupils on the school roll	474
Appropriate authority	The governing body
Chair	Ms Jasmin Richards
Headteacher	Miss Deborah Hall
Date of previous school inspection	15 March 2007
School address	Brettenham Road Edmonton London N18 2ET
Telephone number	020 8345 6055
Fax number	020 8807 3385
Email address	office@brettenham.enfield.sch.uk

Age group	3–11
Inspection dates	3–4 March 2010
Inspection number	341065

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by four additional inspectors. Twenty-four lessons were observed and 20 teachers seen. The inspectors observed the school's work, and looked at assessment data, monitoring and evaluation documents, policies and procedures. Questionnaires from 182 parents and carers were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well pupils progress in mathematics
- how effectively the quality of provision for pupils with special educational needs and/or disabilities and for pupils with English as an additional language supports their achievement
- how well assessment is used to promote pupils' learning and progress
- how well higher ability pupils progress
- the quality of learning and development opportunities in the Early Years Foundation Stage.

Information about the school

This is a very large school serving a diverse community. Most pupils are of minority ethnic origin and many pupils are at an early stage of learning English as an additional language. Around one third of pupils have special educational needs and/or disabilities, mainly moderate learning difficulties. Early Years Foundation Stage children are taught in two part-time Nursery and two Reception classes. A new leader for the Early Years Foundation Stage started in January 2010. The headteacher took up post in September 2009 and created a new senior leadership team. The school has national recognition as a centre of excellence for physical education and school sport. The school holds the Healthy Schools award and the Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Brettenham's strengths are reflected in the excellent quality of its pastoral provision. This ensures that pupils, including those whose circumstances may make them vulnerable, enjoy school and achieve well. The school's successful strategies for promoting pupils' well-being are reflected in very positive outcomes for pupils' personal development. In particular, pupils' sense of feeling safe in school and practice of healthy lifestyles are excellent.

Children get off to a satisfactory start in the Early Years Foundation Stage. Children at a very early stage in learning English as an additional language make good progress in acquiring language skills. Teachers do not use assessment to plan precisely for children's learning and the outside area is not developed well enough to enrich children's experiences. Pupils' progress accelerates as they move through the school and is promoted well by some high quality teaching in Year 6. This enables pupils to reach standards which are slightly below average by the end of Year 6. While pupils' overall achievement is good, especially in writing, they do not do quite as well as they could in mathematics. This is because there are limited opportunities in other subjects for pupils to consolidate and extend their mathematical skills. In addition, teachers' expectations in this subject are not consistently high enough to ensure more able pupils make the best possible progress.

The curriculum promotes pupils' personal development well. Physical activities feature strongly in school life and contribute greatly to pupils' self-esteem, sense of togetherness and good behaviour. Teachers manage pupils well. They do not always provide a range of work to challenge all groups of pupils, especially the more able. On these occasions, the pace of learning slows. This is more noticeable in mathematics lessons. The school's firm commitment to pupils with special educational needs and/or disabilities and pupils with English as an additional language is reflected in the consistently good progress these pupils make. They make markedly good progress in their speaking and listening skills and in acquiring new vocabulary.

The senior leadership team, guided by the inspirational and energetic headteacher, reviews the school's work very accurately. Leaders have strong aspirations for pupils' academic achievement and have already implemented well-considered measures to raise standards. Not all of these measures have yet bedded in. The school has maintained high levels of pastoral provision since the previous inspection and further improved standards in Key Stage 2. The school's capacity for sustained improvement is good.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

What does the school need to do to improve further?

- Improve the quality of provision in the Early Years Foundation Stage by:
 - making better use of routine assessments to plan more purposefully for children's learning
 - developing the use of the outside area to enrich children's experiences.
- Improve standards, especially in mathematics, by:
 - making sure that pupils are consistently provided with challenging work
 - ensuring that all teachers have high expectations for the progress of more able pupils in mathematics
 - providing better opportunities for pupils to reinforce and extend their mathematical skills in other subjects.

Outcomes for individuals and groups of pupils

2

Lesson observations confirm that pupils generally learn well during their time in school. Many pupils join Year 1 with some weaknesses in basic skills, especially in numeracy, but no pupil remains at an early stage of acquiring fluency in English. Work in lessons and pupils' books shows attainment is well below average in Key Stage 1. Standards have risen progressively in Key Stage 2 and are now slightly below average overall. This represents good achievement from pupils' starting-points. Pupils achieve well in English, especially writing. Older pupils write good accounts on a range of topics, often based on first-hand observations, research or educational visits. For example, while studying the River Thames, pupils made expert use of books, leaflets, discussions with peers and the internet to research information to persuade others to visit the river and its surrounding attractions. Pupils develop speaking skills well. Year 2 pupils fired off a series of probing questions to a pupil in the 'hot seat' because they sympathised with the character he was role-playing. By contrast, pupils' standards in mathematics are lower because they have more difficulty in understanding more abstract mathematical language. This sometimes affects their confidence and engagement in the subject. This was noticeable in some lessons where pupils made avoidable errors in calculations and measuring tasks. Good relationships underpin pupils' sense of community. They take lots of exercise during break-times and active lunchtime sessions. They say that this 'helps us interact with each other and tones us up nicely for learning'. Pupils are exceptionally welcoming and friendly towards visitors and their good behaviour contributes significantly to their strong sense of security in school. They are proud of their school and are keen to help out as monitors or junior sports leaders. They also make a useful contribution to the wider community as part of the Safer Neighbourhood Team. Pupils' improving attendance and broadly average level of skills set them up satisfactorily for secondary school.

These are the grades for pupils' outcomes

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have good subject knowledge and use this effectively to plan pupils' literacy development across a range of subjects. This provides pupils with good opportunities to learn independently and collaboratively and develops enquiring minds. Provision for mathematics is less firmly embedded but staff are working successfully to develop pupils' understanding of mathematical vocabulary and this is showing signs of early impact in some classes. Teachers mark pupils' work conscientiously and provide pupils with good tips for improving their work, especially in English. Teachers' planning shows an intention to meet the needs of all pupils but this not always reflected in a correspondingly wide range of activities matched to the differing abilities in the class. In particular, the pace of learning in mathematics lessons is steady rather than brisk and sometimes, the tasks for more able pupils are too easy. Very effective use is made of staff who provide targeted support for pupils outside the classroom. These pupils often make rapid gains in their learning. The extensive range of sporting activities and educational visits linked to pupils' studies in geography and history promote pupils' positive attitudes and cultural awareness well.

Pupils' individual welfare requirements are central to the work of the school and all adults work hard to ensure these needs are fully met. All aspects of care, guidance and support are at least good and most elements are outstanding. This is because the school understands the needs of its pupils well. Policies are backed up by imaginative, well

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

focused actions to ensure that pupils feel that they matter in Brettenham. For example, activities in the 'active lunchtime' are suitably adapted to enable pupils with disabilities to participate fully. The school has made strenuous efforts to improve attendance to its present satisfactory position. The rate is affected by observation of religious festivals and a few pupils with poor levels of attendance.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher's high aspirations and relentless determination have already made their mark on outcomes for pupils. Well-considered systems have been put in place to enhance teamwork and accountability at all levels. She is supported very effectively by the other senior leaders who have clearly defined roles and contribute well to planning for school development. The leadership team has an acute understanding of the strengths of the school and the curricular areas, such as mathematics, where further improvement is needed. Pupils' progress is tracked and analysed very carefully. This information is used purposefully to set ambitious targets for pupils, modify the curriculum and target staff resources to support or boost the progress of pupils of lower and middle ability, although more able pupils are not always challenged enough.

Arrangements for safeguarding are good. The school promotes equal opportunities particularly well in ensuring, for example, that pupils with special educational needs and/or disabilities and pupils at an early stage of learning English as an additional language participate fully and make good progress in their learning alongside their classmates, but there are some variations in the quality of pupils' progress between English and mathematics. The school has taken effective steps to promote community cohesion and integrate different nationalities. It has, for example, established Turkish as the school's modern foreign language and organised a popular 'coffee stop' session for parents and carers. Governors carry out their statutory responsibilities fully and provide senior leaders with satisfactory support and challenge.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children's skills, knowledge and understanding when they start Nursery are well below the levels expected for their age, especially in their literacy and social development. By the end of Reception, children have made good gains in their literacy and physical development, but progress in other areas, for example in numeracy, is variable. Teachers manage and encourage children well. Consequently, children develop good attitudes and enjoy their learning. Teachers model spoken English carefully, make ample use of picture symbols and deploy additional adults effectively in the indoor area. These good features of the provision enable children with English as an additional language to acquire confidence and basic competence in their understanding and use of the language quickly. Teachers often do not make enough use of assessment, particularly in Nursery, to plan next steps in children's learning. This sometimes results in a lack of focus in children's learning and in a lack of challenge for more able children. The outdoor environment is not yet fully adapted to provide good opportunities to develop children's learning. The new leader has a clear vision for improving practice but has not had time to translate this vision into a fully effective plan of action.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The questionnaire responses indicate a high level of satisfaction with the school's work and are consistent with inspectors' findings. Very few written comments were received.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brettenham Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 182 completed questionnaires by the end of the on-site inspection. In total, there are 474 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	119	65	62	34	1	1	0	0
The school keeps my child safe	118	65	62	34	1	1	0	0
The school informs me about my child's progress	115	63	61	34	1	1	0	0
My child is making enough progress at this school	82	45	94	52	5	3	0	0
The teaching is good at this school	100	55	80	44	1	1	0	0
The school helps me to support my child's learning	89	49	58	47	8	4	0	0
The school helps my child to have a healthy lifestyle	105	58	68	37	7	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	79	43	90	49	6	3	0	0
The school meets my child's particular needs	79	43	85	47	6	3	0	0
The school deals effectively with unacceptable behaviour	84	46	79	43	5	3	4	2
The school takes account of my suggestions and concerns	63	35	92	51	7	4	0	0
The school is led and managed effectively	85	47	86	47	1	1	0	0
Overall, I am happy with my child's experience at this school	117	64	61	34	2	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

5 March 2010

Dear Pupils

Inspection of Brettenham Primary School, London N18 2ET

Thank you all very much for making us so welcome in your school. We enjoyed talking to you and will long remember how friendly you were. Your keenness for active lunchtime activities is amazing, you behave well and you get on really well with each other. You have a good opinion of your school and we agree.

Brettenham is a good school. These are the main things that it does well:

- You make good progress in Key Stage 1 and Key Stage 2. This is because teaching is good.
- You feel very safe in school because the headteacher and her staff care for you extremely well.
- You keep yourselves very fit and healthy. This helps you to enjoy your learning.
- Pupils who need extra help in their learning get a lot of good support to help them keep up.

By the time you leave school, your standards are a little below average and you do well in writing. You could, however, do a bit better overall, especially in mathematics. We have asked the staff to do some things to help you make even faster progress:

- Improve the outdoor area for children in Nursery and Reception.
- Check children's progress in Nursery and Reception carefully to plan next steps in their learning.
- Make sure you are always stretched to do your best in lessons. This applies in mathematics, especially to those pupils who find learning easier.
- Give you better chances to practise your mathematical skills in other subjects.

You can help by trying extra hard in mathematics and by making sure you are not absent from school without a really good reason.

Yours sincerely

Derek Aitken

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.