

Brookfield Primary School

Chester Road, Highgate, London, N19 5DH

Inspection dates 5–6 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well and make at least good progress throughout the school. Some pupils in Years 5 and 6 are making outstanding progress.
- Standards at the end of Year 6 have risen in recent years. They are significantly above average in reading, writing and mathematics.
- Teaching is good and there is some outstanding teaching, especially in Years 5 and 6.
- Pupils behave well, enjoy learning and feel safe in school. They are all equally included and the school is a warm, welcoming and vibrant community.
- The school provides exceptional learning opportunities, made exciting by numerous educational visits, after-school clubs and special events.
- There are outstanding opportunities for pupils to excel in the arts.
- Senior leaders and managers have worked well in raising standards since the previous inspection. They have brought about improvement in a number of areas.
- The governing body has an extremely detailed knowledge of the school's work. It makes a strong contribution to school development.

It is not yet an outstanding school because:

- Activities in the Early Years Foundation Stage are not always challenging enough, especially in developing children's literacy skills so their progress is good rather than outstanding. The indoor and outdoor learning areas, though good, are not as rich and stimulating as they could be.
- Teachers do not all make sure that pupils follow the advice they provide in their marking.
- Leaders do not make full use of the outstanding teaching already in the school to spread best practice. Checks on teaching and learning have not been frequent enough to move teaching quickly from good to outstanding.

Information about this inspection

- The inspection team visited 25 lessons. Seven observations were undertaken jointly with the headteacher and members of the senior leadership team. The inspection team also observed an assembly and listened to pupils reading.
- Meetings were held with the headteacher, members of the senior leadership team, teachers and other staff and with a group of pupils. The lead inspector met with five members of the governing body and held a telephone discussion with a representative of the local authority.
- The inspection team took into account the 100 responses to the online questionnaire, Parent View, and the letters and messages received from a number of parents and carers. The team also considered 33 completed staff questionnaires.
- The inspection team looked at the school's work and at documentation, including: leaders' evaluation of the school's effectiveness; the school development plan; and information relating to safeguarding. Inspectors looked at records of pupils' attainment and progress and at pupils' books.

Inspection team

Margaret Goodchild, Lead inspector	Additional Inspector
Rosemarie McCarthy	Additional Inspector
David Morris	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school which serves a very mixed and culturally diverse population.
- Children start school at the beginning of both the Nursery and Reception Years. This is because there is only one Nursery class but two Reception classes.
- The proportion of pupils from minority ethnic backgrounds is well above average. The proportion of pupils who speak English as an additional language is above average.
- The proportion of pupils supported by the pupil premium is above that found in most schools. (This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to those who are looked after.)
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides a breakfast club, which is managed by the governing body. After-school care is managed by a separate agency and, therefore, inspected separately.

What does the school need to do to improve further?

- Raise achievement from good to outstanding by:
 - making sure that all the activities in the Early Years Foundation Stage provide a good level of challenge, especially in developing children's literacy skills
 - making the indoor and outdoor learning environment in the Nursery and Reception classes richer and more stimulating
 - making sure that pupils in Years 1 to 6 always follow the advice teachers provide in their marking about how to improve their work.
- Strengthen the leadership of teaching by:
 - doing more to spread the features of outstanding teaching in Years 5 and 6 to the rest of the school
 - carrying out more frequent checks on teaching and learning.

Inspection judgements

The achievement of pupils

is good

- Pupils achieve well and make good progress during their time at the school. Work in pupils' books confirms that they make good progress over time.
- Children join the Nursery and Reception classes with skills that are below, and in some cases well below, those typical for their age. Children currently in the Early Years Foundation Stage are making good progress in most areas of learning. They are doing particularly well in their mathematical development. They are making the expected amount of progress in literacy. In recent years, children have moved up to Year 1 with below average attainment because of low starting points.
- Standards at the end of Year 2 dipped from significantly above average to broadly average in 2012 and 2013. Pupils reached average standards in reading, writing and mathematics in both years. Nevertheless, this represented good progress from their starting points.
- Standards at the end of Year 6 have risen since the previous inspection. They have been significantly above average over the last three years. In 2013, the school received its best ever results overall and particularly in mathematics and writing. Results were significantly above average in reading and above average in English grammar, punctuation and spelling. Most pupils made at least good progress in Years 3 to 6.
- The school's information on pupils currently in the school shows that achievement is good in Years 1 to 6. Standards are rising and some pupils in Years 5 and 6 are making outstanding progress in English and mathematics. Since the previous inspection, the school has successfully raised standards in science by improving learning opportunities. It has gained the Primary Science Quality Mark Gold Award and attainment in science is now in line with that in English and mathematics.
- The most-able pupils often make exceptionally good progress, especially in Years 3 to 6. The percentage who reached high levels in mathematics and writing at the end of Year 6 was above average in 2013.
- Pupils of minority ethnic heritage and those who speak English as an additional language make similar progress to other pupils. Disabled pupils and those who have special educational needs make at least the expected amount of progress because they generally receive good support in class.
- Working with artists in residence has done a great deal to raise pupils' achievement in the arts. Much of the artwork on display is of very high quality. Pupils make excellent progress in developing a range of creative skills.
- Pupils who are supported by additional funding were a year behind their classmates in mathematics and writing in 2013. They were almost a year behind in reading. However, the school uses its funding wisely and they made good progress in Years 3 to 6. Data show that the gap is narrowing between the attainment of these pupils and that of others in the school.

The quality of teaching

is good

- Teaching is good throughout the school because teachers plan their lessons thoroughly and are clear about what they want pupils to learn. There is some outstanding teaching, especially in Years 5 and 6 where teachers have particularly high expectations.
- Activities motivate pupils and teachers do a great deal to instil in them positive attitudes to learning. They provide clear explanations for pupils and ask questions to make them think deeply.
- Teaching is almost always good and at times excellent in English and mathematics. In Year 6, the teacher's precise analysis of a piece of writing enabled pupils to make outstanding progress. They were quickly able to use what they had learnt to produce written examples of their own that echoed the features in the text they had read. In a Year 5 mathematics lesson, the teacher

planned a series of challenges linked to the previous day's trip to Paris. Pupils were very motivated and made rapid progress in using the scale on a map to work out distances between landmarks.

- Teaching assistants play an important part in lessons. They provide good support for disabled pupils and those who have special educational needs. There is some outstanding support where staff use language and the resources available, very exactly, to help children to make rapid progress.
- Some of the checking of pupils' work at the upper end of the school is exemplary. Teachers in English in Year 6 get pupils to think deeply about how their own and their classmates' writing could be improved. It also increases their confidence in identifying features that make their writing effective.
- Throughout the school, teachers' marking is helpful and informative. It nearly always makes clear how pupils could improve their work. However, teachers do not always check that pupils have followed their advice in their next piece of work.
- Teaching is generally good in the Early Years Foundation Stage. Learning opportunities span the different areas of learning and engage children's interest well. Staff carefully record children's progress and provide a good level of encouragement so that they become confident learners.
- The school has made recent changes to the teaching of reading and writing in the Early Years Foundation Stage. These have brought improvement but on occasion activities are still not at the right level of challenge for all the children. The indoor and outdoor learning environments are of good quality. However, they are not vibrant and stimulating enough to promote outstanding progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are proud of their school. They have positive attitudes to learning and their readiness to work hard supports their good achievement. They say that their teachers encourage them to do their best. They feel that the school's systems for managing behaviour are fair and they value rewards for effort and good behaviour.
- Pupils are quick to get down to their work when lessons start and each class has developed a 'charter' of rights and responsibilities. This helps to shape expectations and encourages pupils to think about whether they are behaving well enough.
- The school's work to keep pupils safe and secure is good. Pupils feel safe and parents and carers say that their children are well looked after. The school works very closely with other agencies. It does a great deal to support pupils who need specific extra help with their behaviour and emotional development.
- Pupils have a good understanding of how to stay safe, for example, when using the internet. They know how to avoid other risks such as those relating to drugs and road safety.
- The school promotes positive relationships between different groups of pupils in order to discourage possible discrimination. Pupils know about different types of bullying and say that bullying in school is rare. If it happens, they say that the staff are quick to take action.
- Pupils are usually polite and helpful. Behaviour is good rather than outstanding, however, because some pupils show lack of consideration for others when moving around the school.
- The attendance rate has been broadly average in recent years. The school has effective systems in place to promote good attendance and there have been some recent improvements. Punctuality has also improved this year.
- The breakfast club gives pupils a calm and focused start to the day. Pupils benefit from the nutritious food provided and the very caring atmosphere.

The leadership and management are good

- The headteacher and senior leaders have a clear vision and are ambitious for the school. They

identify the right priorities for development and are committed to making the school outstanding. Subject leaders and those with responsibilities for areas of the school's work support senior leaders well in their efforts to raise achievement. Improvement since the previous inspection has been good and the school is well placed to improve further.

- Senior leaders use data very well to check on pupils' achievement and to judge the school's effectiveness. This helps them to identify what needs to be improved and which pupils need additional help. It also contributes to the school's strong focus on making sure all pupils have equal opportunities to succeed.
- Leaders use a range of information about teachers' work to judge their performance, including that gained from termly lesson observations and from looking at pupils' work. Senior leaders meet with class teachers four times a year to check on their pupils' progress. They make sure that the most effective teachers are rewarded and provide support for those who need it.
- The school is an exciting and vibrant community that works very closely in partnership with parents and carers to promote their children's learning. Parents and carers are highly supportive of the school, describing it as 'fantastic' and 'a beacon of learning'.
- The success of the recent centenary celebration reveals senior leaders' attention to detail and ability to make things happen on a grand scale. They were able to draw together pupils, parents and carers, staff and the local community in what was clearly a series of impressive productions.
- The school seeks out the expertise of many visitors who make learning exciting for the pupils and these learning opportunities are exceptional. The numerous educational visits, after-school clubs and special events contribute greatly to pupils' achievement and their spiritual, moral, social and cultural development. Opportunities in the arts are outstanding and this is reflected in the school gaining the Artsmark Gold Award.
- The school makes good use of its primary school sports funding to increase pupils' participation in sport and promote their health and well-being. The school has used funding to provide expert coaching and increased pupils' participation in sport. It meets with a high level of success in competition against other schools. At the time of the inspection, both the boys' and girls' teams had just won the Camden schools' sports association football tournament.
- The local authority has an accurate view of the school's effectiveness and provides good support to leaders and governors. Local authority advisers recently completed a review of the school's work at the senior leaders' request. This provided detailed guidance on what was working well and what could be improved. It has already led to some clear improvements.
- The school is extending and restructuring its senior leadership from next term to strengthen the leadership of teaching. At present, checks on teachers' work are not frequent enough to support rapid improvements in teaching. Staff have good opportunities to observe one another and to discuss their teaching. The school does not otherwise do all that it could, however, to spread best practice. It has not made full use of the outstanding teaching that is already in the school to raise all teachers' awareness. Similarly, it has not used the work of the most effective teaching assistants to model best practice for others.
- **The governance of the school:**
 - The governing body is extremely well informed and makes an outstanding contribution to the school's work. Its members are clear about the key improvements needed to move the school towards becoming outstanding. They are very well trained and bring a wealth of professional expertise to their role. A number of governors have a thorough understanding of data and are able to compare pupils' achievement with that of pupils nationally. Governors provide both support and challenge to senior leaders, and have taken a lead in some key developments. They make sure that financial management is strong and know how pupil premium funding is spent. They check closely the effect this and other aspects of the school's work has on pupils' progress. They make sure that the most effective teaching is rewarded and any underperformance is tackled. They check that statutory requirements are met, including those for the safeguarding of pupils.

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

Unique reference number	100011
Local authority	London Borough of Camden
Inspection number	439482

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	441
Appropriate authority	The governing body
Chair	Oliver Lewis
Headteacher	Mark Stubbings
Date of previous school inspection	17 June 2009
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