

Name of School:	Brookfield Primary School
Headteacher/Principal:	Laurel Robin
Hub:	Camden
School type:	Primary
MAT (if applicable):	N/A

Date of this visit:	03/03/2021
Estimate at last QA Review:	N/A
Date of last QA Review:	N/A
Grade at last Ofsted inspection:	15/05/2018
Date of last Ofsted inspection:	Good

1. Information about the visit

In place of a QA Review, Brookfield Primary School was visited by a Lead Reviewer who spent two full days, spread over three days, reviewing the following areas with them:

- The effectiveness of leadership at all levels
- The effectiveness of communication

2. Information about the school

Brookfield Primary School is a two-form entry school located in Camden, London, with an on-site Nursery. Its vision is to 'inspire the best in everyone through achievement, kindness and responsibility'. Brookfield is recognised as a silver Rights Respecting school, also holding the silver Science Quality Mark and the gold Artsmark.

The proportion of disadvantaged pupils is slightly below the national average, as is the proportion of pupils who speak English as an additional language (EAL). The largest group in the school is Bengali and there are 21 languages other than English spoken. The proportions of pupils with special educational needs and/or disabilities (SEND) and those with an education, health and care plan (EHCP) are also below national figures.

Brookfield is an outward facing school, where several staff are participating in continuing professional development (CPD) courses, including NPQH, NPQSL and MA. The headteacher has been in post for two years.

3.1 The effectiveness of leadership at all levels

What went well

- The headteacher's calm, confident and caring leadership style puts people first. Relationships are at the core of the school's work. Leaders believe in 'equity not just equality' at Brookfield, which is the reason staff have high expectations of all pupils. The headteacher said, 'the dynamic professionalism that we, as senior leaders, model, influences the way every child is treated every day'. Thus, expectations of disadvantaged pupils and those with SEND are equally high as for others.
- Vision and values form the cornerstone of the school's work. This is beautifully demonstrated by the Brookfield Legacy, which various stakeholders created as a result of in-depth discussions to agree the skills, qualities and experiences Brookfield pupils should have before they leave the school.
- Senior leaders are visible, available and approachable. This is demonstrated every day when greeting families at the start and end of the school day. Parents said that they value these opportunities 'to have a quick word' because this results in swift solutions.

- Staff put the needs of disadvantaged pupils and those with SEND at the heart of their planning. The school is truly inclusive. One reason for this is that provision for disadvantaged pupils and those with SEND is well led due to a major review of the impact of provision and leadership. Leaders asked themselves, 'are the families hard to reach or are we a 'hard to reach' school?' They then put relevant strategies in place, which ensure that Brookfield is the complete antithesis of a 'hard to reach' school.
- The SENDco ensures that pupils with complex needs have all they need to thrive, such as creating a separate room to help manage potential sensory overload. The fact that teachers lead pre-teach sessions enables targeted pupils to act as 'experts' in class. This has a demonstrable impact on their engagement and self-esteem. Support staff run the Circle of Friends to give pupils the chance to socialise and exchange views.
- The curriculum has been extremely carefully thought out and is based on the needs of the current pupils. This results in seamless links such as the strong focus on extending pupils' oracy. Staff match resources to current pupils' needs. For example, recently purchased books challenge stereotypes, including gender and race, such as the story about a family with two fathers. 'Our curriculum is deliberately reflective of our demographic', said one leader. Continuing professional development reflects the intent and rationale of the curriculum.
- Middle leaders articulate the school's priorities and the rationale behind them with confidence. They are passionate, caring leaders who aim high. There is a keen sense of cohesion between middle and senior leaders. This is because senior leaders model the difference between leading and managing. For example, one leader said how much she was learning from one of the assistant headteacher's leadership of the curriculum. This was helping her to 'join the dots' which made her understanding more secure.
- Middle leaders spoke with excited anticipation at the prospect of being more actively involved in monitoring the impact of their leadership, including through leading CPD, joint book scrutinies, peer observations and team teaching. Ideas included a more developmental approach to monitoring which they felt would enhance their skills and feed their hunger for more autonomy. One leader said, 'this school is a hotbed of talent and we need to learn from it!'
- Staff encourage pupils to take responsibility for their own learning, providing opportunities for pupils to be in charge. An interesting example is the science work on the circulatory system where Year 6 pupils used a wealth of technology to make their own documentaries.
- Governors portrayed a knowledgeable and insightful understanding of the school. They praised the positive impact of the changes that have been made since the headteacher's appointment, such as the provision for disadvantaged pupils and pupils with SEND, together with the focus on oracy and behaviour.

3.2 The effectiveness of leadership at all levels - Even better if...

... information from monitoring and evaluation activities was formalised into a self-evaluation document that aligns with the school improvement plan to provide a clear view of the school's current strengths and next steps.

... senior leaders reviewed the monitoring cycle with a view to developing a consistent, collaborative approach that will enhance shared accountability.

... pupils were formally included in the school's leadership structure, so that the life skills and qualities developed through their leadership roles helped them to become articulate, independent learners and contributed to the success of the Brookfield Legacy.

4.1 The effectiveness of communication

What went well

- The school website provides an abundance of constructive, interesting information that facilitates reciprocal communication. Parents are very appreciative of the diverse ways in which the school keeps them informed. One parent said, 'I always know what's going on'.
- Communication with stakeholders at all levels includes several successful avenues, such as weekly newsletters to staff that include valuable signposts to educational research. Parents receive weekly newsletters that include information and celebration news about pupils' achievements. Leaders, including middle leaders, hold regular workshops for parents on reading, mathematics and phonics. Coffee mornings for parents, as well as workshops specifically for those parents of children with SEND, are well attended. Online interventions continue the flow of learning.
- Communication with staff has been strengthened during the lockdown periods. A virtual staffroom offers opportunities for staff to socialise. Social media groups exchange information and ideas. This gives much needed support and helps to keep the staff united.
- Support staff emphasised how valuable their communication is with the teachers with whom they work closely. These conversations happen formally before school starts and at several other times, both within and outside of school time. Staff said that phase leaders give tirelessly of their time to provide clear guidance. One support staff member reported, 'I do not know what I would do without my phase leader. I always know how best to support the children I am working with'.
- Clear communication with parents of pupils with SEND and those with complex needs is a high priority. Senior leaders have recognised how the concentrated investment in communication is resulting in increased engagement with school. Families value phone calls and texts because it keeps them in touch.

- Transition is communicated extremely well at the end of every year. Staff pass on vital information in order to facilitate an efficient transition for all pupils. This means that pupils settle well in their new classes because staff have the right information to meet their academic, social, moral, spiritual and cultural needs. Staff identify three potentially vulnerable families that could possibly struggle with a change of teacher. The next teacher then goes above and beyond to develop a positive and motivating partnership between home and school. This works so well that leaders intend to collate this powerful evidence to prove the productive impact of these transition strategies to a wider audience.
- Pupils spoke of the value of the revised behaviour policy such as the 'stay on green' chart and the reflection sheet which, 'helps us not to repeat behaviour that isn't good'. The reason that pupils are so clear is because of the high quality of leaders' unambiguous communication about how the policy must be implemented in a consistent way across the school. Pupils' ability to express themselves varied which, again, reinforces the appropriateness of the oracy curriculum.
- Governors are aware of the importance of fruitful communication. They are actively involved at many levels, such as running governors' 'drop-in' meetings for parents and carers, because their goal is to be accessible to all families. Governors are excited about the connectivity of the curriculum, stating that Brookfield's curriculum is 'rich, deep, broad and reflective so that we can keep checking that every child can access all aspects'. The chair of governors celebrated the positive energy in school leadership, emphasising that, 'the headteacher leads people to flourish'.

4.2 The effectiveness of communication – Even better if...

... staff captured evidence of how engagement with vulnerable families is improving, so that successful strategies can be shared more widely to benefit others.

5. What additional support would the school like from the Challenge Partners network, either locally or nationally?

- The school is happy with the support currently in place.

This visit will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.