

Brunswick Park Primary School

Inspection report

Unique Reference Number	131843
Local Authority	Southwark
Inspection number	282267
Inspection dates	24–25 April 2007
Reporting inspector	Jacqueline Krafft HMI

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	546
Appropriate authority	The governing body
Chair	Mr A Murray
Headteacher	Mr P White
Date of previous school inspection	24 January 2000
School address	Picton Street London SE5 7QH
Telephone number	020 7525 9033
Fax number	020 7642 1553

Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

Description of the school

Brunswick Park is a large primary school with a Nursery. It serves a socially and culturally diverse community with high levels of mobility and a large number of pupils are eligible for free school meals. The percentage of pupils from minority ethnic groups is very high with the largest group of Black African heritage. Almost half the pupils speak a language other than English as their first language. The proportion of pupils with learning difficulties and disabilities, including those with statements of special educational needs, is also very high. The school is a resource base for pupils with autism and has a pupil learning support unit funded through the Excellence in Cities initiative.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Brunswick Park is a good school with some outstanding features. It is defined by its strong inclusive ethos where everyone achieves well, is valued and respected. One outcome of this is the excellent personal development and well being of all its pupils, including those with learning difficulties and disabilities and those who speak English as an additional language. As one parent of a pupil with autism said, 'He has improved beyond belief. The school has gone beyond meeting his needs.' Pupils are sociable, confident and cooperative because they feel safe and secure within a trusting environment. The care and support the school provides is outstanding. A particular strength is the very close partnerships with parents, local schools and other agencies. As one pupil was eager to share, 'We really appreciate what everyone here does for us.'

Many pupils join the Nursery with skills and knowledge lower than expected for their age, particularly in number and reading. Good support, careful monitoring and clear routines ensure they make good progress so most reach the levels expected by the time they enter Year 1. A varied and relevant curriculum contributes to the pupils' enjoyment of learning so they continue to make good progress as they move through the school and reach standards that are broadly average. As one parent noted, 'My daughter has been given a real love of learning and is eager to perform well.'

Good teaching and well targeted support is informed by systematic tracking of the progress pupils make so they achieve well. This is particularly so in English because the school has focused on this subject as a priority. However, pupils achieve less well in mathematics and this area of the curriculum is underdeveloped.

Under the outstanding leadership of the headteacher and deputy, the staff and governors work as a strong team with a shared commitment to including all pupils in every aspect of school life. They have a clear understanding of the individual needs of pupils and work diligently to meet them. Monitoring and assessment are systematic and appropriate priorities have been identified. However, the plan for improvement lacks a sharp focus on what precisely is required to improve overall pupils' achievements, particularly in mathematics, and how this will be measured.

There has been good improvement since the previous inspection, particularly in attendance rates, the quality of teaching and the use of assessment information to meet the needs of individual pupils. There is good capacity for the school to improve further.

What the school should do to improve further

- Improve the progress pupils make in mathematics.
- Link improvement planning and monitoring more sharply to the overall achievement of pupils.

Achievement and standards

Grade: 2

Pupils make good progress from low starting points to reach standards that are broadly average by the end of Year 6, although fewer reach the higher levels. Their progress is better in English than in mathematics because writing has been a focus for school improvement but the mathematics curriculum is underdeveloped. Pupils with learning difficulties and disabilities, including autism, and those who speak English as an additional language achieve well, because

their needs are identified early, extra support is given when needed and their progress is carefully monitored. Challenging targets are met but were missed in 2006 for mathematics.

Personal development and well-being

Grade: 1

The personal development and well being of pupils is given a high priority from the moment they join the school. They develop very good social skills, are confident, happy and feel safe. They thoroughly enjoy school and are keen to take part in all that is on offer. Excellent relationships based on mutual trust and respect, result in good behaviour. Pupils feel valued and are confident that their views are listened to and that if they have any worries, they will be taken seriously. For example, the school council introduced a friendship bench on the playground for pupils who feel lonely and this has been highly successful. They are very knowledgeable about how to stay fit and healthy and make an excellent contribution to the school and local communities. They confidently identify and raise community concerns such as graffiti and fly tipping, with the local council. This social awareness, willingness to take on responsibilities and a good range of information and communication (ICT) skills prepares them very well for the next steps in their education. Spiritual, moral, social and cultural development is outstanding so there is racial harmony and celebration of diversity.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good and enables pupils to make good progress and enjoy their learning. Pupils are keen to take part in lessons and work productively because tasks are relevant and matched well to their needs, particularly for those with learning difficulties and disabilities and those who speak English as an additional language. Teachers consistently share with the pupils what they will be learning and enliven lessons by the good use of interactive whiteboards. However, there are some missed opportunities for pupils to develop and explain their ideas. Teaching assistants are deployed well but sometimes tasks lack challenge when pupils are not working with an adult. Marking is regular and in English helps pupils understand how they can improve.

Curriculum and other activities

Grade: 2

The curriculum is good and meets the needs of all pupils. For example, new arrivals from overseas join the 'welcome group' to learn about life in the local community and celebrate their own culture. In the Foundation Stage all the areas of learning are covered effectively and there is a good balance between adult led activities and those chosen by the pupils. There are good opportunities to develop literacy and ICT skills through other subjects, for example when pupils prepare presentations. The curriculum is enriched by visits to places of interest, residential trips and themed weeks which include music, dance and puppeteers. There is a wide range of well attended extra curricular activities, including ICT and thinking skills, which contribute well to pupils' personal development and enjoyment.

Care, guidance and support

Grade: 1

Outstanding care, guidance and support ensure pupils feel greatly valued. Parents affirm this, 'teachers take a real interest in and care for the children.' Processes to keep pupils safe are very robust and effective. Systems to improve attendance and punctuality are thorough and proving successful. Care and support for individual pupils is a particular strength. Provision for pupils in the learning support unit and base for autism is outstanding and meets pupils' academic and personal needs extremely well. Pupils know their targets for English and mathematics although they are less clear on how to achieve them in mathematics.

Leadership and management

Grade: 2

Leadership at all levels has a clear, consistent and shared understanding of the school's strengths and weaknesses. The outstanding leadership of the headteacher and deputy provides a model of excellent teamwork for the whole staff. Good professional development opportunities and carefully planned performance management ensure all staff are well trained and held to account for the effectiveness of their work. Monitoring and evaluation are systematic and involve subject leaders and governors in lesson observations. However the evaluation of lessons lacks a sharp focus on pupils' achievements. Systems to track the progress individual pupils make are used effectively to deploy resources. Governors are very well informed and fulfil their strategic role exceptionally effectively through a good balance of support and challenge. With the school, they ensure equality of opportunity for all pupils.

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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	2
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	2
The extent to which learners make a positive contribution to the community	1
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	1
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	1
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

3 May 2007

Dear Pupils

Inspection of Brunswick Park Primary School, Picton Street, London, SE5 7QH

Thank you for making us so welcome when we visited your school recently. We really enjoyed talking to you, looking at your work and seeing you in lessons.

Your school is a good school where you make good progress in your work and are extremely well cared for. You work hard for your teachers and you and your parents told us you enjoy school. You behave well, are polite and care for each other. You have lots of extra activities and clubs which many of you attend. You also enjoy going on lots of visits. I hope those of you in Year 3 who went to Marchants Hill recently had a brilliant time. Your teachers make the lessons interesting for you by using the interactive whiteboards and you enjoy making presentations using the computers. You also get lots of help and support when you need it and you told me how much you appreciate this. I was impressed to hear that you write to the local council to try and improve the area around your school.

To make it even better, we have asked the headteacher and teachers to help you do as well in mathematics as you do in English and to measure how well the school is improving your learning.

Thank you again for making us so welcome and we hope that you carry on enjoying all the exciting things you do at school.

Jackie Krafft
Her Majesty's Inspector