

# Brunswick Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	131843
<b>Local Authority</b>	Southwark
<b>Inspection number</b>	341230
<b>Inspection dates</b>	10–11 March 2010
<b>Reporting inspector</b>	Raminder Arora

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	540
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Waugh
<b>Headteacher</b>	Mr Peter White
<b>Date of previous school inspection</b>	24 April 2007
<b>School address</b>	Picton Street Camberwell London SE5 7QH
<b>Telephone number</b>	020 75259033
<b>Fax number</b>	020 76421553
<b>Email address</b>	headteacher@brunswickpark.southwark.sch.uk

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

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 27 lessons taught by 27 different staff. They also held meetings with the chair of governors, staff and pupils. They observed the school's work, and looked at pupils' written work, records of their progress, lesson planning, playtime activities and the school's self-evaluation documents, including records of teaching and the main improvement plan. Inspection questionnaires were received from pupils, staff and from 100 parents and carers. The inspectors looked in detail at the following:

- children's levels of skills on entry to the Early Years Foundation Stage and their progress through Nursery and Reception
- the key factors in pupils' progress in Years 1 to 6 that leads the school to suggest that learning and progress is good
- the consistency and impact of teaching and how well staff use assessment information to plan work for pupils, including the quality of marking
- the effectiveness of school leaders, including senior leaders, middle managers and governors, in promoting higher standards and improved progress by pupils.

## Information about 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. Over a quarter of all pupils speak a language other than English as their first language. The proportion of pupils with special educational needs and/or disabilities, and those with a statement of special educational needs, is very high. The difficulties relate mainly to autism, and behavioural and emotional aspects. The school is a resource base for pupils with autism and has a pupil learning support unit. There is also an after-school club for pupils managed by the governors. The school holds the Inclusion Quality Mark, Healthy Schools Award and Sports 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?**

**1**

**The school's capacity for sustained improvement**

**2**

### Main findings

At the heart of this outstanding school is a real commitment to ensure that every individual really matters. As one parent wrote, 'Brunswick Park is very inclusive and supportive with devoted, friendly and approachable staff', and another stated that, 'The school has been instrumental in the development of my child from a non-verbal to a verbal confident young person.' In the Early Years Foundation Stage, there is an impressive drive which ensures that children get off to a flying start, even though most join the Nursery with a very low level of skills. This drive focuses on rapidly developing their personal, social and emotional development alongside boosting their language skills. Consequently, children move to Year 1 with excellent attitudes and an infectious enthusiasm for learning. Pupils' behaviour is exemplary. They receive outstanding care and have an excellent understanding of how to stay safe.

Pupils' spiritual, moral, social and cultural development is outstanding. A striking aspect is the glorious harmony between pupils and adults from a multitude of ethnic groups including pupils with complex special educational needs and/or disabilities. Pupils make an exceptional contribution to the school and local community, for example by working with the local council for the removal of graffiti in the locality. Attendance is average and the figure is adversely affected by a few families taking their children abroad during term time.

Children enter the school with skills well below what is typically expected, and national test results in recent years show that pupils achieve well in English, mathematics and science, and by the time they leave school, attainment in these core subjects is broadly average. The high mobility of pupils has a major impact on pupils' attainment. Most pupils who join the school at different times have low starting points. Nevertheless, good quality teaching across the school ensures that all pupils achieve well and make at least good progress from their starting points. Pupils with special educational needs and/or disabilities, including those with complex learning difficulties working in the resource base, make excellent progress as a result of the keen support by teaching assistants.

Pupils' achievement is enhanced by an exemplary curriculum that adds immensely to their enjoyment of school. The stimulating curriculum is finely tuned to provide challenge and motivation. Pupils acquire a very good vocabulary when speaking and listening in frequent discussions with their 'talking partners' throughout the school. Improving attainment in reading and writing have been particular areas for development. The school is aware of the need for a continuous focus on improving pupils' writing skills. The tracking of pupils' progress and assessment systems to meet

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individual learning needs have greatly improved. However, there are inconsistencies in how well pupils' learning targets are used to help them to improve.

The good leadership and management are underpinned by the outstanding leadership and vision of the headteacher and the deputy headteacher. School self-evaluation is good and carefully assesses the impact of interventions and developments. Governors play a formative role in shaping the school's future and successfully monitor the work of the school with a balance of challenge and support. Leaders at all levels work effectively as a unified team and have a clear view of the school's strengths and weaknesses. Partnerships, safeguarding procedures, and efforts being about equal opportunities for all and to achieve successful community cohesion, are all excellent and the school provides outstanding value for money. The school has worked tirelessly to maintain and further build on the outcomes of the last inspection and demonstrates a good capacity for continuous improvement.

### **What does the school need to do to improve further?**

- Improve pupils' standards, especially in writing, through:
  - ensuring that teachers use information about pupils' targets in planning lessons and when marking work to move them on to the next steps in learning
  - helping pupils to develop skills in self-assessment through regular opportunities for them to evaluate the quality of their own work in lessons.
- Improve attendance so that pupils have greater chances of aspiring to outstanding progress.

### **Outcomes for individuals and groups of pupils**

**1**

In lessons, pupils of all capabilities acquire new knowledge and skills at a good rate, and this was especially so in the lessons where teaching was outstanding. Pupils with English as an additional language make good progress because the school recruits specialist support. All groups of pupils also make good progress in their information and communication technology (ICT) skills. Pupils with special educational needs and/or disabilities make excellent progress because their needs are met well by a range of adults and agencies. The focus in writing has been successful in raising standards and is amply demonstrated by the examples of writing on display, especially in Key Stage 2. The staff recognise, however, the need for a continuing focus on writing throughout the school.

Pupils' relationships and their respect for one another are exemplary. This gives them the confidence to talk freely with adults in the school about any concerns or worries they may have. They make an exceptional contribution to the school community by acting as members of the school council and as mentors, with great enthusiasm. From entertaining the local community with wonderful performances of steel drums to supporting charities and forming links in Sierra Leone, pupils are developing a good understanding of their place in the global community. The diversity of cultures and faiths

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represented across the school is warmly celebrated and promoted. Consequently, the spiritual, moral, social and emotional aspects of pupils' development are outstanding. Pupils acquire sound skills in literacy, numeracy and ICT. Their very good team skills and personal qualities prepare them well for life in future.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

Teachers and support staff are especially skilled at promoting pupils' speaking and listening skills. In a good lesson, pupils learnt to ask and answer questions through role play, actively encouraged and supported by their teacher, and this they did with enthusiasm, improving their skills and obvious enjoyment, producing work of real quality. Most pupils with special educational needs and/or disabilities make excellent progress because the work given to them is very well matched to their needs. The use of assessment data to set appropriate targets is established but the targets are not used skilfully enough in planning and marking. Opportunities to involve pupils in self-assessment and to focus on the next appropriate stage of learning are sometimes missed.

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

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The stimulating, creative curriculum motivates and excites all pupils and engages them very well. It is continually evolving to match pupils' aptitudes and interests. It provides extremely well for the creative arts and sport, and reflects the cultural backgrounds of pupils. The success of vulnerable pupils is the result of carefully- matched, individual learning programmes. Many pupils take advantage of the exceptional range of clubs, and all enjoy numerous visits and visitors that make learning meaningful. These include a residential experience for pupils in Years 3 and 6, enhancing their social skills. ICT is integrated into the work. For example, older pupils are developing good technological techniques for research and are creating impressive illustrations, as noted in a lesson linked to geography.

All staff play a crucial role in providing outstanding care, guidance and support. They work continuously alongside parents and carers to improve their children's emotional health and achievements. Pupils happily turn to another adult when they have a problem. The well-organised after-school club is enjoyed by pupils who regularly attend it.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

A good senior leadership team is continuing to raise achievement levels. The scrupulous tracking and analysis of pupils' progress is used very effectively to identify and bridge gaps in pupils' learning, as well as for setting aspirational targets for individual pupils. The rigorous monitoring of classroom practice is improving the quality of teaching and pupils' learning. Governors and all leaders promote equality of opportunity and celebrate diversity both in and out of school very effectively. As a result, a highly cohesive and supportive community has been established in the school and very strong links have been formed with the wider and international community. Close attention is paid to ensuring that rigorous safeguarding procedures are in place and that statutory duties are reviewed regularly and meet requirements. Professional support and in-service training days are effective occasions and regularly used to raise awareness of child protection, teaching and curriculum issues.

Parents are happy with the quality of the school's communication with them. The school values their views, takes them seriously and responds swiftly, which parents appreciate. Pupils benefit greatly from the active multi-agency work. Partnerships with agencies such as the police, different religious groups, and health professionals are very well

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developed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Most children join the Nursery with skills that are considerably lower than those expected for their age in all areas of learning. As a result of the consistently good and often outstanding teaching, children show particularly good progress in their personal, social and emotional development, and their language and communication skills. They become confident speakers and gain in their self-esteem which helps them learn increasingly well. By the end of the Early Years Foundation Stage, while the attainment, particularly in children's language and communication skills, remains low, the majority have acquired a very good start to their education. These aspects combine to make an outstanding provision that meets the children's needs very effectively. A well-planned programme of letters and sounds effectively supports the development of reading and writing skills. There is a good balance between activities directed by the staff, and those which children choose for themselves. Very good use is made of the outdoor areas to extend the children's play and learning, and exciting resources motivate children to use their initiative and imagination in play, for example in creating a well-set hospital ward in one of the Reception classes. In the Nursery, children were seen to be really excited by learning in their very stimulating and inviting 'Jungle Corner' where they could also hear sounds that different animals make.

Leadership and management are outstanding. The staff work collaboratively in a strong and reflective team that is committed to providing the best for the children. The children are happy and keen to take part in all that is offered. There are frequent and regular



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assessments of how children are doing, and this information is used effectively to plan work that is well matched to the needs of individuals.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The majority of parents and carers have overwhelmingly positive views of the school. They are particularly pleased with the caring, friendly and welcoming ethos. Evidence from the inspection supports parents' and carers' views that children enjoy school immensely, and the care for their safety is extremely good. Many wrote to the inspectors to describe how happy they are with the school. A small minority of parents and carers expressed concern about the school not meeting some children's specific learning needs, but the inspectors found this aspect to be particularly strong during the inspection.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brunswick Park 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 100 completed questionnaires by the end of the on-site inspection. In total, there are 540 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	61	37	37	2	2	0	0
The school keeps my child safe	58	58	40	40	2	2	0	0
The school informs me about my child's progress	47	47	50	50	2	2	1	1
My child is making enough progress at this school	46	46	50	50	4	4	0	0
The teaching is good at this school	52	52	46	46	2	2	0	0
The school helps me to support my child's learning	47	47	47	47	6	6	0	0
The school helps my child to have a healthy lifestyle	35	35	58	58	6	6	1	1
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)	31	31	64	64	5	5	0	0
The school meets my child's particular needs	29	29	66	66	6	6	0	0
The school deals effectively with unacceptable behaviour	35	35	59	59	3	3	2	2
The school takes account of my suggestions and concerns	33	33	63	63	4	4	0	0
The school is led and managed effectively	43	43	56	56	1	1	0	0
Overall, I am happy with my child's experience at this school	58	58	40	40	1	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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



12 March 2010

Dear Pupils

Inspection of Brunswick Park Primary School, London SE5 7 QH

Thank you very much for your very friendly welcome and for helping us when we visited your school recently. We enjoyed talking to you and were really pleased to hear how excited and proud you are about your school. Brunswick Park is an outstanding school. These are the best things about your school:

- You behave extremely well and we know you enjoy being at school very much because you and your parents told us this.
- You have an excellent understanding of how to keep yourselves safe.
- You are keen to learn and get on well with each other.
- Most pupils have achieved well by the time they leave the school.
- You support the school and local community extremely well.
- You are developing a very good understanding of those who live in communities that are different from your own.
- You enjoy immensely, the exciting activities your teachers plan for you.
- All the staff and governors are working together with your headteacher to make the school as good as possible.

To become even better, we have asked the school to make sure that you attend school regularly and do even better, particularly in writing. We have asked your teachers to make better use of your learning targets in planning lessons and marking your work and to help you get more involved in assessing how well you are doing so you know what to do next to improve.

You can help by continuing to work hard and by coming to school every day.

Finally, we would like to thank you once again for your help and wish you well for the future.

Yours sincerely

Raminder Arora

Lead Inspector

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