

Inspection of Brunswick Primary School

Somerhill Road, Hove, East Sussex BN3 1RP

Inspection dates: 18 and 19 June 2024

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

The school recognises how changes in leadership over time have had a negative impact on the quality of education provided to its pupils. Recent rapid improvements reflect the ambition of leaders to ensure that all pupils will now get the teaching and support they need to achieve well. Pupils are beginning to learn from a broad curriculum which is now more coherently planned. However, currently, the way some subjects are taught is inconsistent. This means that pupils do not learn as well as they should across the full curriculum.

Pupils feel safe and learn in calm classrooms. Staff create a caring and nurturing environment. Pupils attend well because they enjoy school. They value the diversity of the pupil population. Many initiatives, such as the school's 'belonging week', help everyone to feel welcome and included. The 'safe space' pupil group helps to promote tolerant and respectful attitudes.

Pupils benefit from a rich and varied enrichment offer. Clubs are numerous and pupils' active participation in the school fosters a sense of citizenship. For example, the 'gardening gang' enjoy looking after the school grounds. The school supports pupils to develop strong communication and teamwork skills through focused activities beyond the formal curriculum. Regular meetings and votes ensure that all pupils have a voice in school improvements, promoting a democratic culture.

What does the school do well and what does it need to do better?

Currently, pupils are not learning as well as they should or as well as leaders intend across the school's curriculum. There is evidence of some recent actions that are having a positive impact on pupils' attendance and behaviour and how well pupils are supported to learn to read. The reorganisation of staff has provided further capacity to continue this work. Governors have a strong understanding of the context of the school. They hold leaders to account to make the much-needed improvements to the education that pupils receive. However, leaders acknowledge there is still much more to do to ensure that pupils can learn what they need to be ready for the next stage of their education.

Pupils' reading knowledge and skills have already improved significantly as a result of recent changes. Staff have the expertise to teach the school's phonics scheme effectively. Pupils quickly learn new sounds and words in a logical order, developing their ability to read confidently and fluently. Staff carry out regular assessments to identify any pupils who need additional help. This support is provided quickly so pupils can keep up with their classmates. Consequently, pupils learn to read well.

Despite the improvements to the way that reading is taught, pupils do not consistently achieve as well as they should across the breadth of the curriculum. Recent work to redesign the curriculum means the knowledge that pupils should learn is identified and sequenced in a logical order in most subjects. However, in some, the information teachers have to enable them to know what to teach and

when lacks precision. Leaders know this and are continuing to refine exactly what pupils should learn at each stage.

The way the curriculum is taught is variable. Although teachers typically have strong subject knowledge, and some subjects are taught well, this is not consistent across the full curriculum and all classes. The way new learning is introduced and the activities set for pupils do not always help them to build on prior learning. Additionally, teachers do not always systematically check what pupils have learned. This means that they do not consistently address pupils' gaps in knowledge, or ensure that pupils move on to new learning when they are ready to do so.

In early years, the way the curriculum is planned and implemented is much more effective. Here, there is a rich and stimulating environment. Children engage well with the activities that are provided for them. The language-rich environment helps to develop their communication. This includes children with special educational needs and/or disabilities (SEND). Across the school, including in Reception, the individual needs of pupils with SEND are well understood and catered for. Those with the highest levels of need benefit from expert support.

Pupils behave well. The way they conduct themselves as they move around the school site is impressive. Strategies such as the 'Just Right' boards in classrooms help pupils to learn to manage their feelings and emotions. Pupils feel confident to talk to adults if they have any problems, using 'Bubble Time' to discuss any worries they may have.

The school's highly effective approach to promoting pupils' personal development is a strength. Pupils have an age-appropriate understanding of online safety. They are well informed about the risks of social media and know who to approach for help if required. Pupils' understanding of healthy relationships is carefully cultivated. Breaktimes provide a well-enjoyed opportunity to play with friends. The rich variety of activities available at this time is cherished by pupils. Leadership roles, such as 'playtime buddies', help younger pupils socialise, promoting a harmonious school environment.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not yet precisely identified and fully sequenced the detailed knowledge that they want pupils to learn. This means that pupils do not always systematically build understanding over time and means they do not achieve well across the school's curriculum. The school should continue its work

to explicitly identify what pupils should learn in all subjects in readiness for the next stage of their education.

- There are inconsistencies in the way the curriculum is taught. The way new learning is introduced, and activities provided, do not always build pupils' knowledge and understanding. The school needs to ensure that teachers deliver the intended curriculum consistently well to maximise pupils' achievement across all subjects.
- Some teachers are not yet consistently following the school's curriculum plans. This means that pupils do not always precisely build the important knowledge and skills they need to achieve well. The school needs to ensure that checks are made on how well the curriculum is implemented and provide further support where needed.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	114446
Local authority	Brighton and Hove
Inspection number	10296182
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	705
Appropriate authority	The governing body
Chair of governing body	Claire Roberts
Headteacher	Susan Thompson
Website	www.brunswick.brighton-hove.sch.uk
Dates of previous inspection	27 and 28 June 2018, under section 5 of the Education Act 2005

Information about this school

- The headteacher was appointed to her role since the last inspection. At the time of this inspection, she was not on site. The acting executive headteacher, who had very recently joined the school, along with two deputy headteachers, were overseeing the school in the headteacher's absence.
- The school currently uses one unregistered alternative provider to support the education of a very small number of pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.

- The inspectors met with the interim executive headteacher, senior leaders, subject leaders, the leader responsible for pupils with SEND, other teachers and support staff.
- The lead inspector met with governors and representatives of the local authority.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, science, geography and religious education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also reviewed curriculum plans and pupils' work in a number of other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Meetings were held with groups of pupils and staff to hear their views.
- The inspectors considered the responses to the confidential Ofsted survey for staff and Ofsted Parent View.

Inspection team

Martin Smith, lead inspector	His Majesty's Inspector
Mark Rivers	Ofsted Inspector
James Freeston	Ofsted Inspector
Baljit Bhabra	His Majesty's Inspector

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