

Bounds Green Junior School

Inspection report

Unique Reference Number	102080
Local Authority	Haringey
Inspection number	355125
Inspection dates	16–17 November 2010
Reporting inspector	Nasim Butt

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Gill Dix
Headteacher	Will Wawn
Date of previous school inspection	12 February 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 16 lessons taught by eight teachers. Meetings were held with staff, governors and groups of pupils. Inspectors observed the school's work, and scrutinised the school's development plan, tracking data, pupils' work, governing body minutes and school policies. They also analysed questionnaires completed by 48 parents and carers and those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of school leaders on raising attainment in mathematics and writing, especially for girls and pupils who have special educational needs and/or disabilities.
- How well teachers use assessment information to support the learning of pupils of different abilities, set personal targets and track their progress.
- How well the design of the curriculum enables pupils to practise their literacy and numeracy skills in other subjects.
- The effectiveness of middle leaders in monitoring and evaluating the quality of provision and outcomes in their curriculum area.

Information about the school

This is an average-sized junior school serving a culturally diverse community. The proportion of pupils known to be eligible for free school meals is well above the national average. A higher than average proportion of pupils speak English as an additional language and a small minority are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is above average, and of those who have a statement of special educational needs is slightly above average. Since September 2006, the school has been in a federation with the neighbouring infant school under a single governing body. Both schools were inspected independently at the same time. There is also a children's centre on the same site and managed by the school's governing body.

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?

3

The school's capacity for sustained improvement

3

Main findings

Bounds Green Junior School provides a satisfactory standard of education. Some aspects of its work are good. Pupils behave well and are considerate to each other and respectful to the adults who work with them. This is the result of the school's successful partnership with parents and the constant communication and reinforcement of clear values. The school is a caring and inclusive community in which pupils and staff from diverse backgrounds get on well with each other.

◆ Over the last few years, school leaders have worked hard at improving the quality of teaching and raising attainment in mathematics and writing, especially for girls and pupils who have special educational needs and/or disabilities. As a result of effective targeted action, teaching has improved and attainment in both mathematics and writing is now broadly average. Given their close to average starting points, pupils' achievement by the end of Year 6 is satisfactory. Although there is much that is good, teaching remains satisfactory overall with the result that many pupils do not make the maximum progress. In the best lessons, teachers planned work well to meet pupils' individual needs, and skilfully asked questions that engaged and challenged the learners. However, assessment information is not used consistently to plan work that meets the needs of individual pupils. In addition, teachers do not always share well enough with pupils what they need to do to make good improvements in the lesson. As a result, pupils' progress is often no more than satisfactory.

Partnerships and parental engagement are strong. Pupils leaving the infant school at the end of Year 2 benefit from the federated status of the school because of the successful arrangements in place to ease their transition into Year 3. Earlier this year, many parents were involved in a project that required them to work with their children to improve pupils' writing skills in an interesting context. The school has analysed the data and early indications are that many pupils have made good progress in developing their writing skills. Although the school's new curriculum has clear strengths, the school agrees with inspectors that key skills such as literacy and numeracy are not yet fully embedded.

The headteacher's energy and vision are apparent and he is providing clear strategic direction. He is supported well by two competent and energetic senior leaders. As a result, the drive for improvement is gaining momentum, with both governors and staff sharing this vision. Increasingly, middle leaders are taking responsibility for performance in their curriculum area, though the systems used to hold them to account are insufficiently robust. The accuracy of the school's self-evaluation is shown by its clear analysis of performance data and identification of underachieving groups and underperforming areas. The outcome of this process has been targeted interventions for specific groups and curriculum areas, for example girls' attainment in mathematics, and an improving attainment in writing focus for the whole school. As a result, the gaps in attainment in

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mathematics and writing are closing fast. The positive impact of the work of school leaders indicates the school's satisfactory, and rapidly improving, capacity for sustained improvement. ♦♦

What does the school need to do to improve further?

- Raise attainment and further accelerate pupils' progress in mathematics and writing by ensuring that:
 - all teaching is consistently good or better
 - all teachers consistently use assessment information to ensure high expectations in lessons and good challenge for all pupils in their learning
 - teachers regularly provide pupils with good quality written and oral feedback, linked to learning targets, to support them in making further improvements
 - pupils are provided with more opportunities to explain their thinking in lessons and to assess their own progress.
- Improve the impact of the leadership and management of middle leaders on the progress of pupils by sharpening the systems used to hold leaders to account.

Outcomes for individuals and groups of pupils

3

Pupils are motivated to learn and show obvious enjoyment when teaching engages them. They work well by themselves or in pairs and groups. Year 3 pupils used drama effectively to bring to life an adventure story, and this had a good impact on developing their speaking and listening skills. Pupils with special educational needs and/or disabilities and those who speak English as an additional language were equally enthused and participated well. In a science lesson, Year 6 pupils worked enthusiastically in groups, recording and analysing data from a survey about food preferences they had carried out in a previous lesson. Sometimes however, teachers' expectations are not high enough and more-able pupils do not make the maximum progress. Occasionally, pupils are not given sufficient opportunities to explain their thinking and to use criteria to assess their own progress in lessons. There is still some catching up from previous underachievement, in particular girls who enter the school with average levels of attainment, but achievement is moving rapidly in the right direction. The improved support offered to pupils with special educational needs and/or disabilities and those at the early stages of learning English ensures that they make the same levels of progress as their classmates.

Pupils are welcoming and friendly. They have a good awareness of personal safety, and speak knowledgeably about internet and road safety. Pupils have a good understanding of the important factors that affect the different aspects of their health. They are especially enthusiastic about after-school activities that can improve their health and fitness. Pupils make a strong contribution to their local community. For example, they have designed an allotment in a local residential care home and regularly grow and harvest the produce. Pupils are punctual and attendance levels are average and rising. Pupils from a wide range of backgrounds get on with each other extremely well. They are considerate of each other's feelings and respect different cultures and beliefs. During the inspection, pupils enjoyed learning about the Muslim festival of Eid and Year 3 pupils created a strong sense

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of community when they enthusiastically sang, 'What shall we do with the drunken sailor' during music assembly.

These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Good teaching was observed in about one third of lessons seen. In these lessons, teachers presented interesting activities that engaged pupils of all abilities well. Good use was made of time so that lessons moved along at a rapid pace and pupils of different abilities were challenged sufficiently. However, this good practice is not consistent. Teachers do not always use assessment information well enough to ensure high expectations and good challenge for all pupils in their learning. Although there are good examples of teachers' marking, practice is not consistent through the school or across subjects. Although work is marked regularly and often with supportive comments, pupils are not always given enough information on how to improve their work. Teachers' marking does not make enough reference to pupils' targets.

A new and more exciting curriculum has been put in place recently but has not had time to bed down. Pupils enjoy assessing their position on the 'life skills assessment tree' which has strong links to the school's vision and values. Thematic displays bring various elements of the curriculum together and enrich pupils' learning experience. Although there are strengths, the school agrees with inspectors that the basic skills of literacy, numeracy and information and communication technology are not strongly embedded in all areas of

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the curriculum. Good standards of care are provided by the school and this is appreciated by the parents. Parents and carers commented on the positive way in which pupils are helped to settle in. One comment reflects the views of many, 'The school takes the time to know each family and is very positive in putting in place help that makes a difference.' Pupils speak very positively about the work of the learning mentor to support them in staying focused on learning. Well-organised before- and after-school provision makes a strong contribution to good care, guidance and support.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The impact of leadership and management is satisfactory and improving. The headteacher is forward thinking and has high expectations. He has been successful in galvanising the school community so that leaders and managers at all levels have a shared vision and a good understanding of the key priorities for the school. The senior team is providing the capacity to focus more effectively on improving teaching and learning across the school. However, the school's systems for monitoring and evaluating its work are not always sufficiently robust to ensure accountability at all levels for the outcomes achieved by pupils. There is more work to be done at middle leadership level to ensure that improvements in achievement and teaching extend to all areas of the curriculum. ♦

The governing body has challenged and supported the school well and maintains sound strategic oversight across the federation. Safeguarding is good, as seen in the watchful eye kept on the pupils' well-being throughout the school day. Policies are regularly reviewed and updated and, more importantly, seen to be put into practice. All forms of discrimination and barriers to learning are effectively tackled. However, the school's promotion of equality of opportunity is no more than satisfactory because its work with pupils of differing ability levels has not yet led them to achieving the best they can. Community cohesion is strong in the school and local community, as exemplified by pupils interacting purposefully with the older generation in the local residential care home. There are advanced plans in place to establish links with a school in Africa. However, the school acknowledges there is work yet to be done in completing an analysis of needs and fully evaluating the effectiveness with which it promotes community cohesion. ♦♦

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

About a quarter of parents and carers responded to the parental questionnaire. Of those who responded, almost all are supportive of the school and are happy with their child's experience at school and with what it provides for them. The very small number of parental concerns related to the school informing parents and carers about their child's progress and whether their child is making enough progress at school. Pupils' progress is covered in more detail in the report. Inspectors consider that the school works hard to keep parents well informed and pupils' progress is satisfactory and steadily improving.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bounds Green Junior 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	56	21	44	0	0	0	0
The school keeps my child safe	23	48	24	50	0	0	0	0
My school informs me about my child's progress	12	25	32	67	4	8	0	0
My child is making enough progress at this school	16	33	28	58	3	6	0	0
The teaching is good at this school	19	40	27	56	2	4	0	0
The school helps me to support my child's learning	22	46	23	48	2	4	0	0
The school helps my child to have a healthy lifestyle	20	42	28	58	0	0	0	0
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)	15	31	29	60	1	2	0	0
The school meets my child's particular needs	16	33	27	56	0	0	2	4
The school deals effectively with unacceptable behaviour	19	40	25	52	1	2	0	0
The school takes account of my suggestions and concerns	13	27	29	60	3	6	0	0
The school is led and managed effectively	29	60	14	29	2	4	0	0
Overall, I am happy with my child's experience at this school	27	56	21	44	0	0	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



18 November 2010

Dear Pupils

Inspection of Bounds Green Junior School, London N11 2QG

Thank you for welcoming us to your school. Yours is a satisfactory school which is rapidly improving. By the end of Year 6 your attainment in English and mathematics is average and your achievement is satisfactory.

Here are some of the good things in your school.

- The care and support the school gives you are impressive. You and your parents know that you are looked after well.
- You behave well and show good attitudes to learning. We were particularly impressed with the way you interact with each other during group work.
- You have good knowledge and understanding of how to keep yourselves safe and healthy.
- The work you do in the local residential care home is very impressive and strengthens the local community.

However, although some of you are making good progress, many are not making all the progress you are capable of. Therefore, we have asked the school to improve the following things.

- Ensure all teaching is good or better so you can make the maximum progress in lessons.
- Give you learning targets and better feedback in your books on what you need to do to improve.
- Ensure progress against your targets is monitored by all school leaders more closely.

You can help by continuing to work hard and monitoring your own progress against your targets.

Yours sincerely

Nasim Butt

Lead inspector

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