

Bush Hill Park Primary School

Inspection report

Unique Reference Number	102024
Local Authority	Enfield
Inspection number	355114
Inspection dates	25–26 January 2011
Reporting inspector	Anthony Byrne

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 of pupils on the school roll	653
Appropriate authority	The governing body
Chair	Brian Grayston
Headteacher	Sue Crisp
Date of previous school inspection	14 January 2008
School address	Main Avenue Enfield En EN1 1DS
Telephone number	020 8366 0521
Fax number	020 8366 0420
Email address	office@bushhillpark.enfield.sch.uk

Age group	3–11
Inspection dates	25–26 January 2011
Inspection number	355114

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by four additional inspectors. They observed 31 lessons taught by 22 teachers. Meetings were held with senior leaders and other staff with management roles. Inspectors met with the Chair and vice-chair of the Governing Body and the parent support adviser and spoke with some parents and carers arriving at school with their children. They held three meetings with representative groups of pupils, as well as talking with pupils as opportunities allowed. They observed the school's work and looked at pupils' work, marking by teachers and lesson plans. They scrutinised the data on progress and attendance collated by the school and looked at policies, plans and self-evaluation, including records of monitoring teaching. One hundred and ninety-eight questionnaires returned by parents and carers, some including written comments, were considered, alongside other questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The progress made by different groups of pupils, particularly those with special educational needs and/or disabilities and pupils who speak English as an additional language.
- The effect of actions taken to improve attendance.
- How well school leaders and governors have evaluated and then taken appropriate actions to sustain improvement since the previous inspection.

Information about the school

Bush Hill Park Primary School is a very large primary school. There are more boys than girls on roll. Most pupils are from minority ethnic backgrounds and a large majority have English as an additional language. An above-average proportion of pupils have special educational needs and/or disabilities, mainly learning difficulties, with a small minority having behavioural difficulties and a very few others with physical disabilities. A high proportion of pupils are entitled to free school meals. Children are admitted to the Nursery class in the September/October of the academic year in which they reach the age of four, but far more pupils than is usual join the school at other times as families newly arrive in the community. The school is a designated Children's Centre which offers a range of facilities, but not childcare. A breakfast club, run by the school, is provided before the school day begins, but after-school care is privately run. Bush Hill Park Primary School has a number of awards to recognise its work, including Healthy School status, Leading Partnership with Parents and International School Award.

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

Bush Hill Park Primary School provides a satisfactory quality of education. The school supports well the personal development of its pupils, who have very diverse backgrounds and needs, giving the vast majority confidence about themselves and their rights and responsibilities in school and the wider community. Pupils' attainment by the end of Year 6 is average and has risen recently. This rise was reflected in work seen in lessons during the inspection. A minority do not reach this average level, but that proportion is reducing. Progress is satisfactory; slower in Early Years Foundation Stage and Key Stage 1, then picking up pace as older pupils overcome barriers to learning. Pupils with English as an additional language acquire English quickly and are able to progress at a satisfactory rate to attain as well as others. Improvements to support pupils with special educational needs and/or disabilities are more recent. While they make satisfactory progress, this is now a strong feature in the specialist support for individuals or withdrawal groups.

Teaching is satisfactory overall but monitoring records do not always show steady and consistent improvement. Teaching and assessment are generally stronger in Key Stage 2 because pupils, often working in small groups on clear tasks based on their current attainment, are clearly guided about how to improve their work. Behaviour is good; pupils arrive in lessons keen to learn and, when teaching is good, sustain concentration and make good progress. Pupils respond well to the school's emphasis on healthy eating and exercise. The curriculum has been enlivened and extended since the previous inspection. Younger pupils say they love going to a nearby computer learning centre by coach and being taken to the zoo. Older pupils are enthusiastic about science and the wide range of knowledge of other cultures that they gain from lessons and from each other. Asked if the school gave him confidence, one Year 6 pupil said, 'I do many things and make many different friends here, so I think I will be able to get on well anywhere.' Pupils understand how to stay safe and receive regular guidance on this so that they can respond independently such as when using the internet. The International School award recognises how partnerships, such as the link with a school in Rwanda, broaden pupils' knowledge and experience. The school cares well for all pupils and has a great deal of experience and expertise in supporting those with high levels of need. It is creative in developing good communication with parents and carers and the appointment of a full-time parents' support adviser has reached out to support and engage them well. However, the attendance of pupils is low compared to other schools nationally as a small minority of pupils are persistently absent. There is an extensive, well-designed improvement plan, but procedures for rigorous monitoring are at an early stage of development. Since the previous inspection, the curriculum and use of assessment for older pupils have improved, while strengths in personal development of pupils have been maintained. These successes demonstrate satisfactory capacity to improve.

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

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Rigorously and systematically monitor the recent improvement plan, especially to secure consistently good teaching, so that success is clearly evident by the end of the next Autumn term.
- Adapt the good assessment procedures used for older pupils to all classes so that they enable better support for pupils and improve the progress of all.
- Improve attendance by focusing help and advice on the families of pupils who are persistently absent.

Outcomes for individuals and groups of pupils

3

Attainment of pupils starting school in the Nursery is generally well below age-related expectations. A large majority of pupils have some barriers to learning. This applies to many others who join the school at later times, often coming from countries outside the United Kingdom. The school's data show attainment is still below that expected at the end of Year 2 and the inspection confirmed this. By the end of Year 6, the majority of pupils reach average levels and the small minority who do not is reducing. Progress is satisfactory. Pupils with English as an additional language become competent in English quickly, for example a boy in Year 5 read his work based on the famous poem, 'The Highwayman', aloud with clarity and confidence to a teaching assistant. How well pupils with special educational needs and/or disabilities were succeeding in a task was carefully noted by the teaching assistant in a Year 4 lesson so that the teacher could identify what each one needed to practise in order to improve. Play, exercise breaks from lessons and many clubs keep pupils fit and they understand about eating a healthy diet. The good advice on keeping safe ensures they feel secure from bullying. They are very ready to help one another and take responsibility for jobs and duties. They generally behave very well in lessons. Pupils are enabled to contribute to local events and offer constructive suggestions to the local community on issues that concern them.

Skills for future economic well-being are evident in pupils' personal skills and their use of information and communication technology (ICT). They communicate well in speech, but some pupils' skills are less developed in reading, writing and numeracy, particularly the very small minority with low attendance. They are thoughtful about themselves and others. They have clear ideas about right and wrong. They relate readily to fellow pupils from diverse cultures and communities. The eagerness and enjoyment of pupils in a Year 5 Spanish class for speaking another language displayed their openness and adaptability.

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

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	4
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?

Teaching is satisfactory. More good lessons were observed in Key Stage 2 than elsewhere. In good lessons, pupils were briskly briefed on the task expected, how far they should aim to get and what particular features would lead to their work being successful. They knew how to work independently, building on clear assessment guidance from the teacher, or were well supported by adults. For example, in a Year 6 lesson, lists of successful features to aim for in their writing were stuck into books; when the writing was finished the teacher checked off the list and gave guidance on features that had not been fully achieved. Satisfactory teaching and learning were more prevalent in Key Stage 1, where a very small number of inadequate lessons were seen. Weaker teaching occurred when there was delay in starting the lesson, the teacher talked to the whole class for too long, or did not set out the task clearly enough. As a result, younger pupils were less sure about how far they should get and less clear about how to improve their work.

The good curriculum is broad and balanced to encompass a full range of skills and subjects. ICT is accessed and used well. Outings and a residential stay familiarise pupils with other places in the United Kingdom. Both elements provide a good basis for creative follow-up work, as seen in displays in the classrooms and around the school. The curriculum is adapted well for pupils who need extra support through small group or individual work in literacy and numeracy. There are good extra-curricular activities in clubs and sports.

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

Care, guidance and support are good. The school keeps all pupils secure and deals well with multiple and varied needs. Low attendance is mainly attributable to a small minority of pupils. The problem is compounded because some pupils have to travel very long distances to Bush Hill Park Primary School, owing to a shortage of school places nearer to their homes. The school is developing strategies to help and encourage parents and carers of children who are persistently absent. Parents are welcomed in the Children's Centre facilities. Support for pupils with English as an additional language has been a strength for some time. This good level of support has now been extended to pupils with special educational needs and/or disabilities. The school is vigilant and experienced in child protection procedures and maintains regular update training.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

School leaders and middle managers, many of whom are recently appointed to their posts, are tackling the task of securing consistently good-quality provision and outcomes in the context of a large school where pupils have a wide range of needs. Already they have developed and used data analysis to identify priorities. Then, with governors, they have drawn up an extensive and ambitious improvement plan, but it is at an early stage of implementation. Rigorous, systematic monitoring, particularly of teaching, and sharp challenge to all staff to rise to the demands of the plan are not yet consistently evident. The governing body, while providing good support, recognises that it too is at an early stage of challenging the school effectively. It is now requiring more precise information from the data and has set in place a schedule for reviewing policies and improvement plans. Safeguarding arrangements are secure, though minor adjustments were completed during the inspection to fully comply with requirements. The school secures equal opportunities for pupils from diverse backgrounds. It is tackling discrimination by giving pupils support in learning and opportunities for responsibility that help them to be confident about themselves and their place in society. The school has done much to support parents and the local community with learning opportunities. Governors have recently assisted a full audit of community cohesion links which has led to strategic planning and some impact. For example, engagement with parents and carers is good and improving. It is supported by creative ideas like sending letters in English accompanied by translations in the main languages of the school and making reports more visual.

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

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	2
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

Early Years Foundation Stage

Children start with standards that are well below age-related expectations and make satisfactory progress, with those who attended both the Nursery and Reception class making more progress. Attainment at the end of Reception rose in 2010 but is still below average. Children enjoy learning and behave well. There is a good mix of activities, both inside and outside, with safe apparatus to climb on and a good balance of teacher-led and child-initiated activities. These are often linked to reading and targeted at identified needs. However, opportunities to begin writing through play are not consistently provided. The 'building site' area led to a lot of activity and counting items needed, but no notes were made of repairs carried out on cars in 'the garage'. A review of learning journals revealed over-reliance on photographs and little emergent writing, leading to an unsystematic approach to assessment that makes it difficult to monitor progress and adjust activity. Occasionally teaching follows a rigid line that does not allow for breadth in what is expected of children. For instance, when a child offered a longer word with the requested sound in it, the teacher was too focused on shorter words to accept it. There is good care for safety and welfare and healthy snacks are provided at break times. The phase leader is open to advice and improvement and has correctly identified the areas which need developing.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The views of parents and carers as represented in the questionnaires returned were overwhelmingly positive about the school, especially indicating that their child enjoys school. These views were reflected by parents spoken to in the playground as they arrived with their children. The inspection team agrees with these comments. A very small minority felt that communications could be better, but inspectors found that the school went to great lengths to involve parents, although some difficulties arise in attending school events for those who live long distances from the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bush Hill 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 198 completed questionnaires by the end of the on-site inspection. In total, there are 653 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	110	54	83	42	4	2	0	0
The school keeps my child safe	102	52	90	45	5	3	0	0
My school informs me about my child's progress	93	47	95	48	7	4	1	1
My child is making enough progress at this school	84	42	97	49	12	6	2	1
The teaching is good at this school	97	49	94	47	5	3	1	1
The school helps me to support my child's learning	75	38	112	57	6	3	3	2
The school helps my child to have a healthy lifestyle	67	34	118	60	11	6	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)	66	33	105	53	10	5	1	1
The school meets my child's particular needs	64	32	117	59	12	6	0	0
The school deals effectively with unacceptable behaviour	72	36	107	54	12	6	4	2
The school takes account of my suggestions and concerns	61	31	116	59	11	6	5	3
The school is led and managed effectively	67	34	108	55	10	5	7	2
Overall, I am happy with my child's experience at this school	101	51	83	42	9	5	1	1

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.




27 January 2011

Dear Pupils

Inspection of Bush Hill Park Primary School, Enfield EN1 1DS

Thank you for giving the inspection team such a warm welcome when we inspected your school. Your school is providing a satisfactory education and the school leaders and governors have plans in place to make it even better. Older children in Years 3 to 6 are making the fastest progress to reach the standard expected of them because the teachers explain well how they can improve their work, and we have asked the school to think of ways of doing this that younger pupils can easily understand. The school knows which of you need extra help and makes sure you get it. Many of you arrive at school speaking other languages than English and are helped quickly to read and write and learn as well as others.

You behave well and get on very well with each other. One of you told me that he has made so many different friends at Bush Hill Park Primary School that he feels he will be able to get on with people wherever he goes. One thing that is holding back progress is how often some of you are absent. Please try hard to get to school every day  your amazing, historic building has been made into a comfortable and safe place to learn in and the curriculum provides you with a range of good opportunities to develop your knowledge and your health and fitness. The school is looking at lessons to ensure you get consistently good teaching, but needs to be clearer and firmer about exactly what teachers should do to get the best results from you. We think the school is reaching out to help your parents get involved in supporting your education, though this may be difficult for those who live quite far from the school.

So that the school can help you even more, we have asked for improvement in the following ways.

- Make sure plans for improvement are followed exactly and in detail, especially so that there is consistently good teaching.
- Help younger pupils to understand how to improve their work as well as the older ones do.
- Improve attendance.

Remember you can help too, especially by always coming to school.

Yours sincerely

Anthony Byrne
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.