

Bruce Grove Primary School

Sperling Road, Tottenham, London, N17 6UH

Inspection dates 5–6 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders and managers have tackled key weaknesses since the previous inspection. Teaching is good, and is resulting in good progress across the school. Attainment at the end of Year 6 in reading, writing and mathematics is at the national averages.
- Teachers have high expectations of all groups of pupils. As a result, disabled pupils and those with special educational needs make good progress. Pupils funded through the pupil premium and those who speak English as an additional language make better than expected progress.
- What the school offers in the Early Years Foundation Stage is engaging and varied. Children make good progress from starting points well below those expected for their age.
- Pupils benefit from a secure environment within which they feel safe. Regular routines and consistent adult support lead to good behaviour at all times. Regular opportunities for parents and carers to get involved in the school have helped to build strong positive relationships.
- Governors know the school well. They use their knowledge of how well pupils are doing compared with other schools to provide effective support and to hold leaders and managers to account.

It is not yet an outstanding school because

- Lessons do not always provide activities that take account of the different needs within the class so not all pupils make consistently rapid progress.
- Although attendance is broadly average, a small number of pupils are absent too often.
- Attainment in reading, writing and mathematics at the end of Key Stage 1, although improving year on year, is below the national averages.

Information about this inspection

- Inspectors visited 30 lessons or part lessons taught by 15 teachers.
- Joint lesson observations were conducted with senior leaders, and short visits were made to observe the quality of teaching across the school. In addition, inspectors examined the work in pupils' books with senior leaders.
- Inspectors looked at a range of documents, including the school's self-evaluation and school improvement plan, external evaluations of the school, minutes of meetings of the governing body, records relating to behaviour and attendance, and those relating to safeguarding.
- Inspectors listened to pupils read, met with different groups of pupils, interviewed a sample of staff, and spoke to groups of parents and carers. They also spoke to members of the governing body and a representative from the local authority.
- The views of parents and carers were sought at the start and end of the school day, through the school's surveys and from the seven responses to the online Parent View survey. Comments from 20 members of staff were considered.

Inspection team

Brian Netto, Lead inspector

Additional inspector

Clemintina Ogunsanwo

Additional inspector

Val Ives

Additional inspector

Full report

Information about this school

- This is much larger than the average-sized primary school.
- Most pupils are from a range of minority ethnic backgrounds. Most of these pupils speak English as an additional language.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for looked after children, pupils known to be eligible for free school meals and those from service families, is well above average.
- The proportion of pupils supported through school action is above average, while the proportion supported through school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The number of pupils who join and leave the school at other than the usual times is well above average.
- The school does not use any alternative provision.
- There is a specialist unit for speech and language support on site, run by the local authority.
- The school runs a breakfast club.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in order to accelerate progress in Years 1 and 2, so that by July 2013 attainment in reading, writing and mathematics is at least at the national averages, by:
 - making better use of opportunities to check on pupils' learning so that activities are tailored more carefully to match the needs of all pupils.
- Sustain the improvements in attendance by continuing to reduce the number of pupils who are regularly absent, so that by July 2013 attendance is above average.

Inspection judgements

The achievement of pupils is good

- Children start in the Early Years Foundation Stage with skills at well below the levels typically found. Teachers and other adults organise a range of different activities which ensure they are purposefully engaged and which promote long periods of concentration. As a result they make good progress which prepares them well for moving into Year 1.
- Attainment in reading, writing and mathematics is improving in Key Stage 1, but remains below the national average. Pupils make good progress, even though the numbers who join or leave the school at other than the normal time is high.
- Pupils from all groups make progress much faster than that found nationally. By the time they leave in Year 6, attainment is at the national averages in English and mathematics.
- Standards in mathematics have improved as a result of putting pupils into groups which reflect their ability level. Activities are designed to meet their needs, and they make good progress as a consequence.
- Progress in reading is good across the school. Pupils are given regular opportunities to read. They are encouraged to read widely, and many read at home and make good use of the school library. Letters and the sounds they make (phonics) are often revisited in class to help pupils consolidate their basic reading skills, which are then applied well at other times.
- Disabled pupils and those with special educational needs make better than expected progress. They respond well to small-group work and one-to-one support, and are well supported by targeted programmes that help them consolidate their basic skills. Pupils who are eligible for the pupil premium funding and those who speak English as an additional language, many of whom are recent arrivals to this country, also thrive because they are assessed quickly and their needs are met through these interventions. Pupils who attend the speech and language unit also achieve well.

The quality of teaching is good

- Teaching is mostly good, with some that is outstanding. It is characterised by high expectations, a lively pace and activities which engage the interest of the pupils. In addition, other adults are used effectively with groups and individuals. Well-targeted questioning helps the pupils to deepen their understanding.
- Pupils in Year 6 made effective use of powerful adjectives during a lesson in which they wrote a first-hand account of an air raid during the Second World War. Pupils used opportunities to check each other's work, and this exchange of ideas helped them to write their accounts without further help.
- In Year 4, pupils developed their ideas of what is a fair test in science as a result of effective teaching by the two teacher. The group work was well structured to enable each pupil to take on a specific role, and skilful questioning by the adults ensured that pupils' learning was well focused.
- The teaching of reading is effective as good use is made of small-group and one-to-one support, and teachers model correct enunciation of the sounds that letters make. Pupils are encouraged to read on a daily basis, and the guided reading sessions offer opportunities for them to read and correct their mistakes using an interactive computer program.
- Pupils develop calculation skills well. Pupils in Year 2, for example, developed their understanding of multiples of five through effective questioning by the teacher and teaching assistant. As they worked well with their partners to check their learning, they were able to make good progress.
- Teachers take account of the different abilities within their classes to plan activities at the right level. However, teaching is inconsistent across the school. Opportunities to assess the progress pupils make during lessons are sometimes missed, and this means that some pupils make good

rather than rapid progress.

- The school has a consistent approach to marking pupils' work. Careful assessment of strengths and the setting of next step targets provide opportunities for pupils to correct their work and demonstrate how they can acquire a new skill. This makes a strong contribution to their continuing good progress.

The behaviour and safety of pupils are good

- Pupils benefit from familiar routines and consistently high expectations from all adults and as a result they have very positive attitudes towards learning. The day begins for many with the breakfast club, which provides a warm and secure environment. Pupils are supervised as they arrive to school and at the end of lunch the whole school takes part in an aerobics session on the playground. This is followed by a 'mindfulness' activity which prepares them for the afternoon learning. These are effective ways of ensuring that all pupils are ready to learn.
- Older pupils help to ensure that others are kept safe. As one pupil told the inspectors, 'There are "peer mediators" to help deal with problems.'
- Pupils are keenly aware of how to keep safe. For example, when using electronic media they have been taught ways to avoid cyber-bullying: 'If you get nasty messages, tell an adult.' Similarly their regular visits, such as to the local fire station, prepare them for other aspects of safety, such as road and fire safety. The secure environment where all adults ensure clear boundaries for acceptable behaviour helps the school provide a cohesive and safe learning environment. Parents and carers agree that the school keeps their children safe.
- A concerted effort to reduce the number of regular absentees has helped to improve attendance which is at the national average. However, the number of these pupils remains high.

The leadership and management are good

- The school has made great strides since the last inspection visit in November 2011, and there are considerable improvements in all areas that were previously considered areas of weakness. This has come about through effective collaboration with the local authority, and determined leadership from senior leaders and governors, who have produced well-targeted plans based on robust evidence on what needs to improve.
- Teachers are set specific progress targets based on data on how well pupils are doing, and regular meetings are held which hold them to account. Their performance is managed well, as the impact of teaching on pupils' achievement is closely linked to teachers' pay. Leadership roles are developed in order to secure these improvements, such as changes to the Early Years Foundation Stage, which is given more importance.
- Leaders check teaching regularly and systematically. They have an accurate view of the quality of teaching. Effective use is made of how well pupils are doing to provide further support and guidance to teachers who need additional help.
- Topics and themes are enriched by the many and varied additional experiences planned, such as the regular visits to places of worship, museums and places of cultural and historical interest. Pupils spoke warmly of the many opportunities for sleepovers, such as the one at a local scout camp, and at a rural school in Norfolk: 'In Years 5 and 6 you get to go on trips where you get to sleep overnight.' Special events and themed weeks also broaden their experience and contribute strongly to their spiritual, moral, social and cultural development.
- Displays around the school and in classrooms reflect and celebrate the multi-ethnic and religious communities within the local population. All groups of pupils are made to feel part of this inclusive school, and this helps to ensure that there is no discrimination of any kind.
- The headteacher and governors have worked effectively to engage parents and carers more fully in their children's learning and in the life of the school. This was seen for example in the weekly

cooking classes run by parents and carers for themselves, and the regular visits to help out with reading. The positive relationships with parents and carers, including those whose circumstances make them hard to reach, is a strength of the school.

- The local authority recognised the need to support the school and increased its support to reflect this. This has helped secure more consistency in the school's checking of learning, and has also resulted in making use of the strengths in teaching to support other schools in the area.

- Safeguarding meets the requirements and ensures that all pupils are kept safe.

- **The governance of the school:**

- Governors make a strong contribution to involving parents and carers in the life of the school. They have a good understanding of how well the school is doing, and their knowledge of how financial resources are managed ensures, for example, that pupils supported through the pupil premium make better than expected progress. They understand that this funding supports small-group work and one-to-one tuition but is also used to widen the experiences of these pupils through visits and by funding the breakfast club. They make regular visits to the school to check on learning, and know how decisions on teachers' pay are linked to their performance and the progress of the pupils. They work with the local authority to set targets and review the performance of the headteacher. All governors have been trained in understanding data on pupils' performance so they can compare this with national expectations and with other schools, and on preparation for inspections. They ensure that the school meets all statutory requirements, including those relating to safeguarding and the promotion of equal opportunities.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	131731
Local authority	Haringey
Inspection number	402503

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	445
Appropriate authority	The governing body
Chair	Sharon Green
Headteacher	Geraldine Waterman
Date of previous school inspection	9 December 2009
Telephone number	020 88854200
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