

Bounds Green Junior School

Bounds Green Road, Haringey, N11 2QG

Inspection dates 10–11 January 2013

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		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- School leaders have worked very successfully to improve the school since the last inspection. Pupils now make good progress in English and mathematics.
- Leadership and management throughout the school, including the governing body, are excellent. The leadership team robustly supports teachers and managers to develop their skills and this has led to significant improvements in the quality of teaching.
- Pupils are provided with creative ways of learning and have a good understanding of other societies and cultures.
- The behaviour of pupils in lessons and around the school is excellent. Pupils are confident, kind to each other, and extremely respectful. They are highly involved with their learning.
- Pupils say that they feel safe in school and many parents and carers agree. Bullying is extremely rare.
- Teaching is consistently good, at times outstanding, and ensures that all pupils understand what they need to do to improve.
- Pupils for whom English is an additional language make good progress because they are provided with well-planned individualised support. This is also true of disabled pupils and those with special educational needs and pupils supported through pupil premium.

It is not yet an outstanding school because

- The work set for pupils is not consistently challenging enough, particularly for the more-able pupils.
- The proportion of outstanding teaching is not yet high enough to ensure that pupils make rapid and sustained progress. Not all teachers are equally skilled in the use of classroom resources to enhance learning.

Information about this inspection

- Inspectors observed 19 lessons, of which 14 were jointly seen with the headteacher and the senior leaders. In addition, the inspection team made seven shorter visits to lessons to focus on specific aspects.
- Inspectors listened to pupils read and visited two assemblies.
- Meetings were held with a group of pupils, the headteacher, senior and subject leaders, and members of the governing body. A telephone discussion was held with a representative of the local authority.
- Inspectors took account of the 48 responses to Ofsted’s Parent View online questionnaire. Members of the inspection team also spoke to parents and carers while they were bringing their children to school.
- The inspection team observed the school’s work and looked at a number of documents, including school improvement plans, data on pupils’ current progress, pupils’ written work, the governing body minutes and records relating to behaviour, attendance and safeguarding.

Inspection team

Janev Mehmet-Christofides, Lead inspector	Additional Inspector
David Nebesnuick	Additional Inspector

Full report

Information about this school

- The school is an average-sized junior school.
- A high proportion of pupils are known to be eligible for the pupil premium, the extra funding provided by the government to support children in care, those who are eligible for free school meals and children from service families.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is above the national average. The proportion supported at school action plus or with a statement of special educational needs is high.
- The majority of pupils are from a wide range of minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is well above the national average.
- The Bounds Green Children's Centre is on the same site as the school and is subject to a separate inspection. The school works closely with the Children's Centre.
- The school is part of a hard federation with Bounds Green Infants School, which is managed by the governing body but is subject to a separate inspection.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is no alternative provision linked to the school.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by ensuring that teachers refine their skills in the use of classroom resources to further accelerate pupils' progress and learning.
- Accelerate pupils' progress further, particularly for the more able, by ensuring that the work provided is closely matched to individual needs and ability levels.

Inspection judgements

The achievement of pupils is good

- Pupils start the school at levels below those expected for their age. They make good progress across the school and by the end of Year 6 standards in English and mathematics are broadly in line with what is expected for that age group.
- Pupils for whom English is an additional language make good progress because they are provided with well-planned individualised support. For example, pupils who arrive at the school with very little spoken English are paired up with 'buddies' who can speak their first language. They are welcomed warmly by everyone and encouraged to be happy in their new environment as well as being provided with small group speaking activities to build their language skills.
- Disabled pupils and those with special educational needs achieve well from their starting points. The school makes sure that the individual needs of these pupils are met well and they are provided with high-quality support.
- Those who are eligible for support through the pupil premium funding achieve as well as their peers as. The average points score (APS) of pupils supported through premium funding is similar to other pupils in school. This good achievement is due to the school's strong focus on the development of literacy and numeracy skills for this group. For example, some pupils are involved in a project which is having a positive effect on their information and communication technology skills as well as their reading and writing skills.
- In lessons, pupils make good progress because they are interested in learning and behave well. Their teachers have a good understanding of pupils' abilities and in most cases provide work that is well matched to individual needs. However, challenging activities are not always provided for the more-able pupils and this, at times, limits their progress.
- Pupils are provided with opportunities to link with schools in other parts of the United Kingdom and the world, including Southend and Kenya. This enables them to increase their knowledge of different environments and cultures. They take part in excursions, which reinforce their learning and understanding of their local environment.

The quality of teaching is good

- The quality of teaching is consistently good across the school. Teachers help pupils to develop skills that encourage them to be independent learners. For example, in a Year 3 lesson, the teacher asked pupils to list facts they already knew about their topic, and areas they wanted to learn about. This enabled them to focus on what they wanted to achieve.
- Teaching engages and motivates pupils because teachers and teaching assistants make the learning exciting through questions that encourage pupils to think. Some teachers are exceptionally skilled in the use of classroom resources such as games and information and communication technology to make learning fun and imaginative. However, not all staff are equally skilled in this respect and this prevents learning from being more vibrant and captivating.
- The school provides a virtual learning environment through the use of computers and programs to reinforce learning. Pupils enjoy using this, both from home and in class. They are able to work independently and with their parents and carers.
- Teachers constantly praise and feedback to pupils on how well they are doing. They model good practice for teaching assistants who work collaboratively in the classroom to ensure all pupils are actively involved in their learning. Marking in books is of a high standard and guides pupils to improve on their learning.
- Teaching promotes pupils' spiritual, moral, social and cultural development very well. For example, displays around the school, which are rich and vibrant, show how pupils learn about art, music, Britain and the Spanish language.
- Teachers make effective connections between different subjects when teaching topics. For example, when pupils were learning about volcanoes, they also learnt about Pompeii and Italy.

Pupils are encouraged to empathise and value others. On a charity day, they collected copper coins and designed models of the Eiffel Tower with pennies, before contributing to a charity.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour in class and around the school is exemplary. Behaviour is managed extremely well by teachers who are keen to praise and encourage pupils. As a result, pupils are kind, mature and confident in dealing with each other and with adults. Pupils describe the positive features of their school with great enthusiasm, and stress that they themselves are respected by their teachers.
- Attendance is above average, and pupils are punctual to lessons. They enjoy being in school and talk about it as a fun place to be because they enjoy learning.
- Pupils say that bullying is not an issue in the school. Pupils know how to keep themselves safe from bullying. They have a very good understanding of the different forms of bullying and treat each other with respect. They have an excellent awareness of the rules for e-safety when using computers.
- Pupils are very proud of their school and conscientiously apply for positions of responsibility such as 'buddies' for younger pupils, and monitors for supporting in subject areas such as physical education. The school council is active in contributing to decisions about school life and pupils express themselves confidently.
- Pupils' attitudes to learning are excellent. They are always keen to do their best and they are able to use a variety of skills, which help them to further their learning. For example, pupils at all levels are able to carry out research, take notes and test each other by questioning and dialogue.
- Parents, carers and staff unanimously believe that pupils behave exceptionally well. The school works closely with parents and carers, who praise the school and are happy that their children are safe and making progress. Staff work closely with parents and carers who need more support in understanding how to help their children at home.
- Pupils are well known for their exceptional behaviour in the local community. A group of pupils visit the local home for older people every Wednesday afternoon to take part in activities such as gardening. Pupils also represent the school by giving talks to teachers in other schools and local authority advisers, for example on their understanding of e-safety.

The leadership and management are outstanding

- School leaders are ambitious and have worked exceptionally well to embed the strengths of the school since the last inspection. They provide highly effective ongoing training for all staff to secure improvements in teaching and learning.
- Key issues from the previous inspection have been fully addressed and the school has a very good understanding of what needs to be improved further. Excellent improvement planning ensures that staff, governors, parents and carers are clear about the school's priorities for development. All these factors show that the school has strong capacity to continue to improve further.
- The pupil premium is allocated effectively so that it is focused on pupils' needs, particularly in literacy and numeracy. Personalised literacy and numeracy packages have had a positive effect on pupils' attitudes to reading and mathematics. As a result, the progress made by this group of pupils is good.
- Subjects are very well planned and organised so that pupils have lots of opportunities to practise their skills, such as in calculation, investigation and communication. Spiritual, moral, social and cultural development is very well promoted. As a result, pupils have a very good understanding of how to reflect on challenges and empathise with others. Assemblies also

enhance this; for example, 'skills for effective communication' was a topic that was introduced by pupils listening to music being played by a deaf musician. Pupils were encouraged to think about different ways of communicating.

- Pupils have many opportunities to attend extra classes, ranging from learning a musical instrument, art and drama to book-reading clubs. Pupils also attend sports clubs and swimming lessons.
 - School leaders analyse how well pupils are doing by regularly visiting lessons and checking marking and work in books. They provide high-quality support to help teachers improve on identified areas for development. This process has led to marked improvements in the quality of teaching over recent years and, as a result, pupils now achieve well.
 - Regular in-school training enables teachers to develop key aspects of their teaching. The performance of staff is managed extremely well. School leaders regularly meet with teachers and managers, and provide detailed support on how progress can be improved through their keen understanding and accurate analysis of school data.
 - The headteacher is also in charge of the federation of both the junior and infant schools. He ensures that his senior leadership team works consistently across the federation to ensure pupils are well prepared for each stage of their education.
 - The local authority provides support through training programmes and liaising closely with the school when school leaders request specific support. For example, they recently provided the opportunity for a school review.
 - **The governance of the school:**
 - The governing body makes sure that school leaders carry out their responsibilities effectively to raise achievement through improved teaching. Governors visit the school regularly and meet with teachers and managers. This adds to their knowledge of the school's strengths and areas for development. Governors take part in specialised training provided for them by the local authority, so that they are up to date with every aspect of their roles. They are able to use data to understand how well the school is doing compared to schools nationally and understand how school leaders use data analysis to drive improvement. Governors work closely with school leaders to ensure that teachers' performance is measured and tracked, so that they may reward teachers appropriately. The governing body ensures that pupil premium funding is allocated effectively so that pupils concerned make good progress.
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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	102080
Local authority	Haringey
Inspection number	404805

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	234
Appropriate authority	The governing body
Chair	Rosemary Mayes
Headteacher	Will Wawn
Date of previous school inspection	16–17 November 2010
Telephone number	020 8888 8824
Fax number	020 8365 7986
Email address	head@boundsgreen.haringey.sch.uk

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