

Bowes Primary School

Bowes Road, Enfield, London, N11 2HL

Inspection dates 9–10 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The Executive headteacher, the senior team and the governors lead the school outstandingly well, ensuring that both teaching and achievement are of the highest standard. The tracking of pupils' learning and progress is accurate, consistent and rigorous.
- Children begin school with levels of skill and knowledge that are well below expected for their age. They make rapid progress in literacy and numeracy because their experiences in school are very well planned and engaging.
- Outstanding teaching inspires pupils to enjoy learning and to develop excellent personal skills.
- Teachers and teaching assistants plan and teach collaboratively to ensure that all pupils make outstanding progress.
- Pupils who speak English as an additional language make excellent progress because their needs are well met by teachers and their assistants who understand pupils' needs and how to address them. This is also true of disabled pupils and those with special educational needs and pupils eligible for the pupil premium.
- Pupils behave extremely well in lessons and around the school. They are confident and independent. They feel safe in school and are respectful towards each other and adults.
- Parents and carers speak highly of the school's ability to keep their children safe and happy.
- Governors ensure resources are well allocated and that pupil premium funding makes a positive contribution to the excellent achievement of the pupils.

Information about this inspection

- Inspectors observed 20 lessons, nine of which were joint observations with members of the senior leadership team. In addition, the inspection team made 16 shorter visits to lessons to focus on specific aspects.
- Inspectors listened to pupils read and attended an assembly.
- Meetings were held with a group of pupils, the headteacher, subject leaders, members of the governing body and a representative from the local authority.
- Inspectors took account of the responses to parent surveys carried out by the school. 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
Michael Buist	Additional Inspector
Fatiha Maitland	Additional Inspector

Full report

Information about this school

- The school is a larger than the average-sized primary school.
- A high proportion of pupils are eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families. There are no pupils from service families in the school.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is below the national average as is the proportion supported at school action plus or with a statement of special educational needs.
- Pupils are from a wide variety of minority ethnic backgrounds and a large proportion speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The Bowes Children's Centre is on the same site as the school and is managed by the governors but was not inspected. The school works closely with it to ensure continuity for the children of the local community.
- The school has an Additional Resourced Base for autistic children.
- The school is part of a federation of two schools, and an Annexe of four 'bulge' classes. There is one governing body and one executive headteacher whose senior leadership team works across the whole federation.
- The school is also a teaching school and works with many trainee teachers who are with local universities.

What does the school need to do to improve further?

- Maintain the high level of standards across the school so that any new initiatives blend in well with existing strengths.

Inspection judgements

The achievement of pupils is outstanding

- Children join the school with skills and knowledge that are well below the levels expected for their age. By the end of the Early Years Foundation Stage, their attainment is broadly in line with the national average. By the end of Key Stage 2, pupils' attainment is above average in both mathematics and English. Their progress is outstanding.
- Pupils read with interest and enthusiasm. Their literacy skills develop at a fast pace because of the innovative curriculum, which provides rich opportunities for the development of pupils' personal development, literacy and mathematics. For example, all pupils have a major input in deciding what their learning topics will be. They choose, and help plan what they are going to learn.
- In the Early Years Foundation Stage, children learn quickly to recognise their letters and sounds (phonics) because of the teachers' focus on play activities that are built around speaking, movement and interactive learning. The phonics reading check at the end of Year 1 enables the school to clearly plan for improvement with programmes to build on phonics. Teachers encourage children to learn to write letters in the air with their fingers, and, because children have fun, they recognise new letters rapidly.
- Pupils who speak English as an additional language, disabled pupils and those who have special educational needs make excellent progress. This is as a result of motivating classroom activities and well-tracked learning carefully matched to pupils' abilities so that individuals develop according to their needs.
- The pupil premium funding is used very effectively to support the high number of eligible pupils by providing funding for extra teaching staff and extra-curricular activities. These pupils make accelerated progress across the school, so that their attainment as measured by their average points scores is in line with their peers in both English and mathematics. Pupils supported through the specialist resource base make equally good progress because of strong teaching and support.

The quality of teaching is outstanding

- The quality of teaching is outstanding, because teachers have high expectations of pupils, and provide choice, independence and engagement in classroom activities. For example, Year 3 pupils who chose to learn about 'evacuation' were given a choice to take part in a whole-class role play, which meant the teacher would act like a teacher in the late 1930s and the pupils would be evacuees. The novelty of this engaged pupils and enabled them to appreciate how evacuated children must have felt in school.
- Pupils learn and develop their skills rapidly because their teachers track their progress regularly and accurately in lessons and move them onto what they need to learn next quickly. Pupils are encouraged to check their own learning by talking to their partners or by writing on whiteboards and showing their teachers. They also feed back to their teachers in 'purple pencil' after their books have been marked.
- Teachers provide free choice for their classes on what topics they want to learn. They then plan thoroughly to ensure that pupils develop relevant skills. Information and communication technology resources are used creatively, and with expertise, by both teachers and pupils throughout the school. For example, in the Reception class, children were using iPads to develop their writing and numeracy skills.
- Teachers and teaching assistants are skilful educators, using positive language that motivates and engages pupils, including disabled pupils, those who have special educational needs and those who speak English as an additional language. Autistic pupils who attend the Additional Resources Provision are integrated well into whole-class lessons when appropriate, and pupils are happy.

- Positive relationships and vibrant classrooms and corridors contribute to a very stimulating atmosphere for learning across the whole school. Pictures of pupils working and enjoying activities are displayed around the school. Pupils also take responsibility for creating displays to share with other pupils about their chosen learning topics.

The behaviour and safety of pupils are outstanding

- Pupils attend school regularly and are punctual. Pupils are polite, considerate and have very good relationships with each other and with their teachers. Their behaviour in the school is exemplary.
- Pupils know exactly how to behave around the school building at all times and how to work and play together productively in their classrooms. Their behaviour is managed exceptionally well through clear and consistently positive messages from all staff, and displays around the school.
- Pupils know how to keep themselves safe from bullying and they treat each other with respect. They apply the principles of e-safety when using computers and know how to keep healthy.
- Pupils are extremely keen to apply for work experience positions at school. The formal process of application and interview enables them to express themselves and prepare for future work life.
- Pupils take on roles such as school councillors, school ambassadors and peer teachers. Year 6 pupils regularly plan with their teachers and deliver parts of lessons to other classes. This boosts their confidence as well as raising expectations for good learning.
- Parents and carers highly praise the school and are happy that their children are safe, very well motivated and making excellent progress. A parent or carer whose child was new to the English language expressed how impressed she was with the school that her son had started to speak, read and write so quickly.

The leadership and management are outstanding

- Senior leaders drive improvement at every level of the school. They provide excellent role models for all their staff through their positive attitudes, collaborative style and high levels of expertise.
- Processes for monitoring and developing staff are not only rigorous and consistent, but they empower staff to develop and excel in their high-quality teaching skills. All staff are committed to providing the best possible learning experiences for all pupils.
- School leaders meticulously analyse how well pupils are doing in their subjects and provide targeted support to improve areas that need to be worked on. They do this systematically and quickly so that all pupils are constantly learning and improving. This process has directly led to the outstanding progress pupils make in their learning, both in English and mathematics. For example, children in the Early Years Foundation Stage at the Annexe make rapid progress in their literacy because of the way they are grouped, taught and tracked through their active, fun-filled programme to improve their knowledge of letters and sounds.
- The pupil premium is allocated effectively to focus on the literacy and numeracy needs of eligible pupils through a range of support, such as, small groups support or extra staffing in classes. As a result, the progress made by these pupils is excellent.
- The curriculum is a key strength of the school and is exceptionally well planned and organised by all teachers. The views of pupils are at the heart of the stimulating curriculum that ensures excellent coverage of all subjects and makes links across subjects and beyond.
- The school ensures that all elements of spiritual, moral, social and cultural learning are taught through activities and a specific programme which covers these areas. Pupils learn French, work with the community and contribute to the caring ethos of the school through assemblies.
- Discrimination in this highly diverse school is non-existent. The school is sensitive to diversity and disability, and, as a result, pupils are tolerant and respect diversity. Equal opportunities are embedded in every aspect of school life. All groups of pupils achieve well, and all staff are supported to perform at their best.
- Leaders and managers have a major impact on developing teachers and schools within the local authority. The school is also an active part of a network for training of new teachers, with several

universities.

- Safeguarding practices meet the statutory requirements.
- The local authority not only provides a series of focused visits which validate the school's own self-evaluation, but it provides the school with opportunities to lead and support teachers outside the school.
- **The governance of the school:**
 - The governing body ensures that school leaders carry out their responsibilities effectively to deliver outstanding teaching and secure high levels of pupil achievement. The Chair of the Governing Body actively supports and encourages the leadership team and regularly visits the school, as do other governors. Governors take part in specialised training provided for them by the local authority and can skilfully use data to understand how well the school is doing. They ensure that teachers are rewarded for good performance related to the progress of pupils. They check that the pupil premium funding is allocated in the best interests of the pupils concerned so that these pupils make rapid progress in their reading, writing and mathematics skills similar to their peers.

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	102021
Local authority	Enfield
Inspection number	412242

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	612
Appropriate authority	The governing body
Chair	Tom Sheldon
Headteacher	Sarah Turner
Date of previous school inspection	19–20 May 2009
Telephone number	020 83682552
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Email address	Sarah.turner@boweslearningalliance.org

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