

Bounds Green Infant School

Bounds Green Road, London, N11 2QG

Inspection dates 17–18 July 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		Good	2

Summary of key findings for parents and pupils

This is a good school

- Teaching is typically good. Very positive relationships with pupils ensure that they want to please their teachers and they are keen to do well.
- Pupils achieve well and make good progress, in English and mathematics and especially in writing.
- The school uses additional funding well to raise standards, particularly for pupils eligible for the pupil premium.
- Strong leadership from the headteacher, senior leaders and subject leaders has promoted a steady increase in the quality of teaching and pupils' standards over the last few years.
- Pupils' behaviour is outstanding. Pupils are polite and friendly in a warm atmosphere where relationships are strong. Pupils' attitudes to their learning are excellent and pupils are very eager to learn.
- Governors are well informed and provide a good balance of support and challenge. They regularly check on how well the school is doing in helping pupils to make good progress.

It is not yet an outstanding school because

- There is not enough outstanding teaching in order to drive pupils' progress even faster so that their achievement is outstanding. At times, the pace of learning in lessons is not rapid enough and not all teachers use questioning as well as they might to develop pupils' thinking skills.
- Assessment in the Nursery and Reception classes is not thorough enough, or frequent enough, to ensure that all children are making the maximum progress.

Information about this inspection

- Inspectors visited 11 lessons, some of which were joint observations carried out with the headteacher and other senior staff.
- Inspectors carried out a series of short visits to other lessons, observed assembly and listened to pupils read.
- Meetings were held with pupils, a member of the governing body, senior staff and a representative of the local authority.
- A range of books and documentation was scrutinised including the school’s self-evaluation and the school improvement plan.
- Inspectors considered the 46 responses to the on-line questionnaire (Parent View).

Inspection team

Gillian Bosschaert, Lead inspector

Additional inspector

Maria Coles

Additional Inspector

Full report

Information about this school

- The school is slightly smaller than the average-sized infant school.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion at school action plus or with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for pupil premium funding is much higher than the average. This is the additional funding for pupils known to be eligible for free school meals, those in local authority care and pupils with a parent in the armed services.
- The proportion of pupils from minority ethnic groups is very high.
- Nearly half the pupils speak English as an additional language.
- The school is federated to Bounds Green Junior School. The headteacher is headteacher of both schools.
- Bounds Green Children's Centre is on the same site as the school. The school works closely with the children's centre which is subject to a separate inspection.

What does the school need to do to improve further?

- Make sure that staff in the Early Years Foundation Stage make more frequent and sharply focused assessments of what the children can do, and that this is used to inform next steps in their learning.
- Increase the proportion of outstanding teaching so that all pupils make rapid progress, by:
 - maintaining a brisk pace in all lessons
 - developing questioning skills to make pupils think more deeply.

Inspection judgements

The achievement of pupils is good

- A high proportion of children enters the Early Years Foundation Stage with skills and knowledge that are well below levels expected for their age, especially in communication, language skills and numeracy skills. Children make good progress because teaching in the Nursery and Reception classes is good. They settle well into school life and feel safe and secure. Overall, standards have improved year on year since the last inspection, but have remained below national expectations by the end of the Reception year. Recent indications show that they are now more in line with what is expected for their age.
- Progress in Key Stage 1 has also improved year on year in English and mathematics and a high percentage reaches standards just below the expected levels in reading and mathematics. Standards in writing exceeded the national average last year. Progress seen in books from all classes and also school information show that this positive trend in achievement is set to continue.
- Mathematics has been a focus this year and current information shows that the school's focus on improving achievement in this area has made a difference. Pupils have made more rapid progress in the last year and standards are rising.
- Progress in reading has also been steadily increasing in the past three years. The reading levels reflect that the teaching of phonics (the sounds letters make) is good in Key Stage 1, although progress in reading is a little slower in the Early Years Foundation Stage. Pupils say they love to read, both at home and at school.
- Disabled pupils and those who have special educational needs make good progress because they are supported well by school staff. By the end of Year 2 their progress in reading is similar to their classmates and broadly in line with similar pupils nationally.
- Pupils who speak English as an additional language also make good progress in all subjects and are only slightly behind their classmates by the end of Year 2.
- The school uses pupil premium funding to target support for eligible individuals and small groups of pupils who need the most help. This is proving to be very effective and, as a result, these pupils attain the same level in English and mathematics as their classmates.

The quality of teaching is good

- Teaching has improved since the last inspection. There is a strong sense of teamwork between staff and relationships with pupils are good. Teachers are enthusiastic and lessons capture pupils' interest quickly. They have high expectations and most use effective questioning which encourages pupils to think deeply about their learning. However, teachers do not always develop their questions to encourage pupils to think more deeply.
- Teachers make sure that pupils know what they are going to learn so they tackle their tasks confidently and with enthusiasm. In the vast majority of classes teachers make learning interesting, use a good range of resources and set work to match pupils' ability. Nevertheless, the pace of learning in a few lessons is not rapid enough.
- Marking is consistent and clear and appropriate for pupils' ages. Regular assessments take place to level pupils' work and set targets for improvement. Pupils understand the school's simple flower target sheet, where each petal contains a pictorial representation of what they need to do to succeed, for example remembering full stops and capital letters. These are set at the beginning of each lesson and often pupils' work is assessed by their partner against these targets at the end of the lesson.
- In the Early Years Foundation Stage, stimulating activities in both indoor and outdoor areas engage children. Adults use every opportunity to promote learning and personal development, and encourage children to talk about their learning. However, assessment is not yet good enough to give a clear and comprehensive picture of children's achievement. Teachers rely too

heavily on their knowledge of the children and do not obtain enough evidence over the year to be secure in their judgements.

- Pupils are encouraged to work in pairs and small groups so that they can talk about their learning and share good ideas. This has helped to develop speaking and listening skills especially for pupils who have English as an additional language.
- Other adults provide effective support for small groups in most classes. They use a range of resources and thoughtfully question pupils to promote good progress. Sometimes, in whole class sessions, they are not used as effectively.
- Pupils supported by the pupil premium funds are taught well. They are given close attention and work that matches their abilities. These pupils make the same good progress as their classmates.
- Teaching of disabled pupils and those who have special educational needs is good and support is provided at the right level so that they progress well. Adults are skilled at knowing when to support and when to stand back and let the pupils try for themselves.

The behaviour and safety of pupils are outstanding

- The school is a caring community where all pupils are included in everything the school has to offer. Pupils are extremely welcoming and have excellent attitudes to their learning. Even on one of the hottest days of the year they worked happily together, cooperating in small groups and in pairs without fuss. They are typically polite and respectful to each other in lessons and around the school, opening doors not just for adults but also for other pupils, showing exemplary practice.
- Pupils fully understand the school's sanctions and rewards system, which uses red and gold cards, and express great excitement about getting to the top of the 'behaviour ladder' and getting a 'gold scroll' and their name in the 'Golden Book'.
- Pupils say that there is no bullying in school. Behaviour records and logs of racist incidents support this. They know who to go to for help should bullying occur, demonstrating high levels of trust in teachers and other adults. Parents feel that behaviour is good and all parents who completed the on-line questionnaire stated their child is happy in school. Attendance is average.
- Pupils are exceedingly aware of how to keep themselves safe and displays show that this has been a priority for the school. For example, pupils' writing in displays includes, 'If somebody asks for your personal details say no,' and, 'If somebody makes you upset tell an adult'. E-safety is promoted extremely well through lessons and a software program the pupils use in class, which can also be accessed at home, reinforcing e-safety each time they switch the computer on.
- Opportunities are offered to pupils to express 'Being Special'. One child wrote, 'I think it is good that we are all different because it makes it interesting.' Another wrote, 'I play with everyone even if they look different.' This shows the commitment of the school to developing equal opportunities.
- Pupils' books and displays around the school show that social, moral, cultural and spiritual development is strength. Assemblies provide opportunities for pupils to reflect on different spiritual and moral issues and give time to share thoughts.

The leadership and management are good

- Leaders and managers have a shared vision for school improvement. They are a strong team and provide clear and ambitious direction which has moved the school forward since the last inspection. This is particularly important as the school is now federated with the junior school under one headteacher and governing body. Senior leaders work across the two schools, which ensures continuity as well as making sure that pupils are prepared well for the next stage in their education.
- The school has a good understanding of its strengths and weaknesses and documents these

very well. Leaders have rightly focused on a programme to improve the quality of teaching and the use of assessments to raise attainment. Teachers are now planning and delivering lessons which meet the needs of all the pupils.

- Assessment information in the Early Years Foundation Stage is used to monitor and track individuals, but is not yet frequent enough or clearly focused enough to plan activities to meet the needs of all the children, especially the more able.
- Lessons are regularly checked and feedback is provided to teachers to help them improve their work. Feedback is clearly linked to school improvement priorities and pupil progress. There are secure links between teachers' performance and their pay progression.
- Different subjects are taught through topics and enriched through visits out of school. For example, pupils made a visit to the National Portrait Gallery to link with a topic called Ourselves, and went to the Science Museum as part of their project on light.
- Teachers are supported well through training, some of which is provided by the local authority and some by the school. Teachers are held to account for the progress of pupils in their class and fully understand data on pupils' achievement provided by the school. Good use is made of this information to pinpoint pupils who need extra help.
- Pupil premium funding is allocated effectively to focus on raising standards in English and mathematics for eligible pupils. Some is used for one-to-one support for mathematics and some used for lunchtime reading support, as well as training for teaching assistants in supporting eligible pupils.
- Relationships with parents and carers are very positive. They are kept well informed and are given opportunities to talk to any of the senior leaders if they have concerns. There are plans for a new website, intended to give further opportunities for parents to stay informed.
- There are also strong links with a number of outside agencies, for example speech therapy and the educational psychologist, as well as links with music and art therapists. Pupils have access to guitar lessons and singing.
- The local authority provides support through training programmes for both staff and governors and a whole school review, which was requested by the headteacher.
- **The governance of the school:**
 - The governing body is knowledgeable about the school and has contributed to the successful federation of the two schools. Governors take their responsibilities to hold the school to account very seriously to ensure the school continues to move forward. They have a good knowledge of the quality of teaching in the school, how this has improved and the steps being taken to improve further. They understand how the school is working compared to schools nationally because they have a clear understanding of data on pupils' achievement. Governors attend appropriate training given by the local authority and the headteacher. They are regular visitors to the school and understand fully how the pupil premium funding has enabled small group teaching and the effect this has had on the attainment of eligible pupils. They understand the links between teachers' performance and pay progression and actively seek advice from the school's link officer to assist in setting challenging targets for staff and pupils. Finances are secure and safeguarding requirements are met.

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	102081
Local authority	Haringey
Inspection number	424659

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	269
Appropriate authority	The governing body
Chair	Rosemary Mayes
Headteacher	Will Wawn
Date of previous school inspection	16–17 November 2010
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