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Mr William Wawn
Headteacher
Bounds Green Junior School
Bounds Green Road
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Dear Mr Wawn

Short inspection of Bounds Green Junior School

Following my visit to the school on 10 January 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in January 2013.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the previous inspection. Pupils and parents speak highly of the work of the school. Typical comments include, 'I give it ten out of ten' and, 'The staff are calm and approachable.' Leaders provide valuable support for other schools in the area.

Your school improvement plan is sharply focused on the most important actions needed to make the school even better. Leaders, including governors, are very clear about the remaining steps needed to make the school outstanding. The school is continuing to improve and strengths have been successfully maintained. Pupils are very positive about school and show joy in their learning.

Leaders are rigorous, yet fair, in their approach to supporting and challenging improvements to teaching and learning. Consequently, teachers enjoy their work and are keen to develop. Teaching has been strengthened since the previous inspection. Planned activities motivate pupils of differing backgrounds and abilities. As a result, they make rapid progress. Teachers are confident and enthusiastic and are strong role models in supporting the pupils' positive attitudes towards learning.

Attainment has risen since the previous inspection and pupils' progress is stronger than found nationally. In reading, it is in the top 10%. At the time of the previous inspection, the most able pupils were not set work that was challenging enough. The most able pupils, including the most able disadvantaged pupils, are now doing well overall. Even so, leaders are aware that these pupils do not consistently demonstrate greater depth of knowledge and understanding in their written work in

science, or take enough care in their handwriting.

While the school website includes up to date statutory information, some of the other information available to parents on the website is out of date and does not reflect current practice.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality. All members of staff are checked for their suitability to work in school and are fully trained in safety matters. Pupils are kept safe. Leaders are vigilant in monitoring pupils who are at risk, and take swift action to ensure that they remain safe and are free to learn.

Pupils are knowledgeable about how to stay safe, including when using the internet and when in the busy playground. For example, they know to 'tell an adult if you are concerned about anything on the internet', and could explain the virtues of being honest, helpful and respectful towards others.

Inspection findings

- This inspection focused on key lines of enquiry, including the achievement of the most able pupils. The progress of the most able pupils was an area for improvement at the previous inspection. The 2016 national assessments showed that the most able Year 6 pupils, including the disadvantaged most able, made slower progress than other pupils at the school in writing.
- The most able pupils, both disadvantaged and others, are currently achieving well. Your new system for developing higher reading skills is having a positive impact on their progress: the pupils I heard reading were fluent, and confident when talking about books and they appreciate the additional support they receive. Their writing is developing well because they are encouraged to use vocabulary effectively in order to make their work interesting.
- These improvements reflect the increased emphasis in challenging the most able pupils, making learning rapid and captivating.
- Teachers are now stretching the most able pupils in most subjects. They ask challenging questions and provide clear guidance to help pupils to improve their work, especially in literacy and mathematics.
- Even so, leaders are aware that teachers are not yet consistent in their expectations of pupils' handwriting. In science work, they are not expected to demonstrate a greater depth of knowledge and understanding using their writing skills.
- I also looked at the attendance of disadvantaged pupils and those who have special educational needs and/or disabilities, which was below average in 2016, but has improved this year. Most remaining absences were due to legitimate medical appointments.
- While the school's website includes all statutory information, some of the other

information is out of date or no longer relevant and does not provide parents with an accurate picture of what is currently happening at the school. However, leaders keep the key documents, such as those regarding the pupils' safety, up to date. You agreed that the website did not showcase the school as well as it should.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the most able pupils consistently take care over their handwriting and demonstrate greater depth of knowledge and understanding in their written science work
- information for parents on the school's website is relevant and up to date.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Haringey. This letter will be published on the Ofsted website.

Yours sincerely

Alison Cartlidge
Ofsted Inspector

Information about the inspection

Evidence collected on the inspection included:

- observations of teaching and learning across the school during learning walks with the headteacher and other senior leaders
- meetings with leaders and members of the governing body
- informal discussions with parents and the scrutiny of 63 responses to Parent View
- consideration of a range of information supplied by the school, including checks on the quality of teaching, the school development plan and records relating to attendance and safeguarding procedures
- listening to pupils read.

During the inspection, I pursued the following key lines of enquiry:

- the progress of the most able pupils, including the disadvantaged most able pupils, in writing
- the effectiveness of teaching in challenging the most able pupils
- the attendance of disadvantaged pupils and of pupils who have special

educational needs and/or disabilities

- how leaders ensure that information and policies on the website are informative and up to date.