

Inspection of a good school: Bourne Primary School

Cedar Avenue, South Ruislip, Cedar Avenue, Ruislip HA4 6UJ

Inspection dates:

11 and 12 January 2022

Outcome

Bourne Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud of their school. They are polite, kind and respectful. They enjoy coming to school and make a positive contribution to the school's work.

Pupils play an active part in making the school a place where all are safe and welcome. Through their many roles in the school, such as 'problem busters', peer tutors and school councillors, pupils look after each other and help each other to behave extremely well. Bullying is rare. When it does happen, staff deal with it immediately.

Leaders have very high expectations for every pupil in the school. Pupils work hard to rise to this challenge. They are eager to learn, and they enjoy lessons. This is because leaders have designed an engaging and ambitious curriculum. The school's values underpin the way pupils and staff treat and respect each other. This brings out the best in everyone for the benefit of all in the school.

There are many opportunities for pupils to extend their learning beyond the curriculum. Pupils enjoy learning outdoors, trips, and visits from experts. Pupils benefit from a range of clubs, both at lunchtime and after school, that develop their interests and talents.

What does the school do well and what does it need to do better?

Governors and staff have high expectations of all pupils and an ambition for them all to succeed. They have created a broad and rich curriculum that supports this ambition. Leaders provide opportunities that help pupils to develop personally as well as academically.

Pupils behave well in class and around school. Each class has a calm atmosphere where pupils can listen to their teacher, concentrate and work hard. Pupils move around school in an orderly fashion.

Identification of what pupils need to know begins in the early years. The early years curriculum sets out the skills and knowledge children will know and remember in most areas of learning. There are some links to the subject content in Year 1, but these need to be strengthened further.

In Years 1 to 6, leaders have ensured that there is a breadth and variety in what pupils learn. In physical education (PE), for example, pupils develop a repertoire of knowledge and skills in a suitable range of sports. Newly appointed subject leaders are receiving training for their roles. Not all have had the opportunity to check the delivery of their subject, its assessment and links to the early years. Similarly, during the COVID-19 pandemic, newly appointed governors have focused on how well English and mathematics are being delivered, and have not checked all areas of the curriculum.

Leaders make sure that reading is a priority in the school. There is a consistent approach to the teaching of reading. This starts with phonics in early years and Year 1. Most staff have a secure subject knowledge, and further training is underway to help all staff develop their expertise and ensure that pupils learn to read quickly. Leaders and staff use a range of methods to help pupils keep up and catch up. Reading books match the letter sounds pupils know. As a result of leaders' actions, pupils who struggle to read get the help they need. They soon learn to read fluently and confidently.

The curriculum in mathematics identifies the knowledge and skills pupils will learn in a logical sequence. Pupils get a chance to practise what they are learning so that it sticks in their memory, for example through imaginative daily 'arithmetic and reasoning workouts'.

Pupils with special educational needs and/or disabilities (SEND) are fully included in lessons and all aspects of school life. If pupils need extra help with their work, staff are quick to step in or offer extra resources. However, this is not always the case for a very small number of pupils with complex SEND. As local needs change, leaders are working closely with external agencies to get the right support for pupils and training for staff to meet these pupils' needs.

Leaders and staff aim to develop responsible, active and respectful pupils. Some pupils carry out roles that help support others. For example, older pupils act as 'problem busters' to support younger pupils. Pupils are confident and prepared well for life in modern Britain. They learn about rules, democracy and the importance of showing respect for others.

The school is well led. Staff at all levels spoke highly of the school's leaders being considerate of workload and well-being. Leaders, including governors, find out what staff think about their workplace and how it can be improved. Many parents and carers are positive about the school and the vast majority feel that their child is safe, happy and well taught. However, a small number of parents do not feel that leaders listen to them when they raise a concern about their child's education.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know their safeguarding responsibilities. They have developed systems to respond swiftly to any concerns about a child's welfare. Staff know when and how to report worries about a child. There is a strong culture of safeguarding. Most parents said that their child is safe and happy at this school.

Governors regularly review safeguarding practice to ensure that it remains effective. Governors check the school's procedures for employing staff, to confirm that they are completed as necessary.

Leaders support vulnerable pupils and their families responsibly. They work well with other agencies to help these pupils and their families to receive the support they need. Leaders are tenacious in ensuring the safety of these pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some newly appointed leaders have not checked delivery of their subjects, including assessment and links to the early years. In addition, a very small number of pupils with complex needs are not helped to know and remember more in some subjects. Leaders need to ensure that: links between the early years curriculum and that in Year 1 are secure; assessment is embedded; and teachers are able to adapt the curriculum for those who have complex needs.
- As a result of the COVID-19 pandemic, governors have not completed work to know what difference leaders' actions are making to the quality of education beyond English and mathematics. This means that they are unable to hold leaders to account for the quality of education. Governors need to develop their knowledge of subjects and monitor development in all aspects of the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in February 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102368
Local authority	Hillingdon
Inspection number	10200113
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair of governing body	Amy Doody
Headteacher	Sabrina Edwards
Website	www.bourneprimary.org.uk
Date of previous inspection	28 September 2016, under section 8 of the Education Act 2005

Information about this school

- The school uses no alternative provision.
- Since the previous inspection, the leadership of the school has changed. There is a new chair of governors.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- During the inspection, the inspector met with the headteacher, deputy headteacher and members of the senior leadership team. He also met with the special educational needs coordinator and carried out joint lesson visits. He met with representatives of the governing body and the local authority.
- The inspector carried out deep dives in these subjects: reading, mathematics and PE. For each deep dive, he met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work.

He also listened to pupils read to a familiar adult and visited reading and phonics lessons.

- The inspector looked at curriculum plans and spoke to leaders about other subjects, including history and music.
- The inspector spoke to leaders and staff about safeguarding. He also considered documentation about safeguarding arrangements.
- The inspector considered responses from staff, pupils and parents to the Ofsted online questionnaires.

Inspection team

Phil Garnham, lead inspector

Her Majesty's Inspector

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