

Inspection of a good school: Bruce Grove Primary School

Sperling Road, Tottenham, London N17 6UH

Inspection dates:

17 and 18 January 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Pupils are happy and proud to attend here. The school is a very friendly and welcoming community. Staff help to keep pupils safe. Pupils particularly like whole-school singing assemblies where they sing with gusto and joy.

Leaders generally have high expectations for pupils' behaviour and wider development. However, the teaching of phonics and the development of older pupils' reading are inconsistent. Teaching does not ensure that gaps in pupils' knowledge are identified and addressed routinely well.

Leaders organise a variety of clubs and enrichment activities to develop pupils' interests and talents. These include opportunities in music, sports and learning foreign languages. Pupils in Years 6 appreciate the opportunity to go on residential trips.

Pupils' behaviour is calm in classrooms and during lessons. They have positive attitudes to learning. Playtimes are lively and fun. Staff support pupils to manage their behaviour effectively. Leaders promote the school's values well, such as respect and tolerance, through assemblies and the wider curriculum. Pupils trust staff to sort out any issues should they occur. Leaders deal with any incidents of bullying swiftly and seriously. Parents and carers speak highly of the school.

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

Leaders have established a curriculum that matches the scope and ambition of the national curriculum. For example, in science, pupils in Years 3 and 5 learned how to design and carry out experiments involving magnets. Pupils are taught how to design 'fair tests'. In Reception, children begin to develop a secure knowledge of numbers right away. For example, children learned to count to 20 using resources in the 'shop area'. This sets

firm foundations for pupils to achieve well in mathematics in Years 1 to 6. For instance, pupils in Year 6 solved complex geometry problems.

Leaders have implemented an ambitious curriculum. For example, in history and geography, pupils learn global history including the history of Ancient Baghdad, the Anglo-Saxon conquest and the Mayans. However, leaders have not ensured that teaching is consistently effective in implementing the intended curriculum aims. Teaching does not routinely check whether pupils build deep knowledge and skills, and their recall of learning. As a result, gaps in pupils' knowledge are not identified quickly and addressed.

Leaders seek to foster pupils' love of reading. However, leaders provide inconsistent support to pupils who struggle with reading in Years 3 to 6. As a result, weaker readers are not helped effectively to read fluently and confidently by the end of their primary education. This limits these pupils' ability to access other subjects and their readiness for secondary school. Although a clear phonics programme is in place to support pupils' early reading, leaders do not ensure that teaching of phonics is consistently strong. As a result, some pupils in Years 1 and 2 do not segment and blend letters to read words accurately. In early years, teaching does not ensure that children have a secure understanding of phonics.

Pupils with special educational needs and/or disabilities (SEND) receive effective support. Teachers adapt the curriculum when needed to meet individual pupils' needs. Leaders are ambitious for pupils with SEND. They make sure that pupils are well supported so they make progress in all subjects. Parents of pupils with SEND were highly appreciative of the individual care and nurturing that their children received.

Pupils focus on learning in lessons. Teachers ensure that working relationships are positive so that learning is not disrupted. Pupils are taught the importance of values such as democracy and liberty. For example, pupils in Year 6 learned and discussed the impact of propaganda in the Second World War. Pupils are thoughtful and well prepared for life in modern Britain. Leaders continue to work effectively to improve attendance and reduce persistent absence in the school.

Pupils like the opportunities provided for them to take on responsibilities, for example as school councillors, members of eco teams and sports organisers. Pupils take part in regular visits to places of worship, which promotes their understanding of different faiths and beliefs. Pupils in Years 4 and 5 enthused about their annual sleepovers with a school from Norfolk.

Leaders and the governing body are aware of their responsibilities but do not have a precise overview of the school's strengths and next steps. Most staff appreciated the work of leaders to reduce workload and promote their well-being. However, staff morale is not consistently high.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training to help them to identify when pupils may be at risk from harm. Staff know the procedures to follow if they have concerns. Rigorous pre-employment checks are made on all adults who work with pupils in the school.

Leaders know families well and are aware of local dangers that pupils may face. Leaders work effectively with other professionals to provide appropriate advice and support to those families who need it most.

Pupils are taught how to keep themselves safe, including when online. For example, they are encouraged not to share personal information, including passwords.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders do not ensure that pupils in Years 3 to 6 who struggle with reading are given consistently strong support. This limits these pupils' readiness for secondary school and hinders their learning in other areas of the curriculum. Leaders should ensure that all staff have the expertise to support pupils to read fluently and confidently.
- The school's early reading approach is not implemented as well as it should be. This is because staff do not routinely teach phonics consistently well. This limits the accuracy with which some pupils segment and blend sounds. Leaders should ensure that all phonics teaching supports pupils' early reading effectively.
- Leaders do not ensure that teaching routinely checks what pupils know and remember. As a result, pupils have gaps in key knowledge and skills. Leaders must make sure that teaching uses assessment information to identify and address any gaps in pupils' knowledge and consider carefully what pupils need to learn next.
- The governing body and leaders do not have a fully accurate view of the school's strengths and areas to improve. The governing body should ensure that they have clear systems in place to check the effectiveness of leaders' work.

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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 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 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.

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	131731
Local authority	Haringey
Inspection number	10255491
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	337
Appropriate authority	The governing body
Chair of governing body	Anna Susianta
Headteacher	Janice George
Website	www.bucegroveprimary.com
Date of previous inspection	10 October 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- There have been many recent changes to staffing.

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 the school and has taken that into account in his evaluation.
- The inspector met with the headteacher and other leaders. The inspector met with members of the governing body, including the chair. He also spoke with a representative of the local authority.
- The inspector carried out deep dives in these subjects: reading, science and history. For each deep dive, the inspectors met with subject leaders, considered the curriculum, visited a sample of lessons, spoke to teachers and pupils, and looked at samples of pupils' work.

- The inspector spoke to leaders about the curriculum in other subjects, including mathematics.
- The inspector reviewed a wide range of documentation related to safeguarding. This included the record of pre-employment checks.
- The inspector met with parents at the start of the school day and considered the views of parents, pupils and staff, including through responses to Ofsted's surveys.

Inspection team

Sean Flood, lead inspector

Ofsted Inspector

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