

# Inspection of an outstanding school: Bounds Green Infant School

Bounds Green Road, London N11 2QG

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Inspection dates:

22 and 23 March 2023

## **Outcome**

There has been no change to this school's overall judgement of outstanding 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 very happy to come to school and enjoy their learning and friendships. Leaders set high expectations across the school. Pupils respond well and are positive in their approach to learning. Staff display the school's values daily in the way they nurture their pupils. This builds pupils' self-esteem and self-worth, and respect for others.

Pupils behave very well. They show respect for each other and adults. Teachers encourage pupils to be kind, for example by writing positive notes in their 'gratitude jars'. Bullying is not tolerated and pupils are kept safe. Leaders ensure that incidents that may lead to bullying are followed up immediately. From early on in school, pupils learn to co-operate, share and play well.

Leaders know pupils and their families well. Typically, parents and carers appreciated the school's culture of respecting and valuing each individual. Pupils are enthusiastic about the range of sport, art and activity clubs that leaders organise. They enjoy visits to the local parks and to London. These outings support pupils' learning in the curriculum. Pupils also learn about the world of work through visits including from authors, dancers, and doctors.

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

Leaders have clear intentions about what they want pupils to know and remember. They plan the curriculum in a logical sequence to support pupils' learning. Teachers collaborate well to plan the delivery of the curriculum. They provide pupils with extra resources to help them to understand key curricular content. For example, in early years, children used practical equipment to understand odd and even numbers. Staff prepare pupils well for their next stage of learning.

Teachers have secure subject knowledge. They use recall activities to check what pupils know and remember. This helps pupils to build on their prior knowledge. Sometimes, teaching does not develop pupils' subject-specific understanding securely.

In lessons, teachers check pupils' learning regularly. They address any gaps or misconceptions in pupils' understanding. Teachers ensure that pupils' knowledge builds towards clear end points. For instance, in geography, local visits help pupils to know about living in an urban area.

Leaders promote a love of reading across the school. They have introduced a new phonics programme recently. The books pupils read match closely the sounds they know. Teachers practise phonics and reading with pupils regularly. Any pupils at risk of falling behind have extra support to help them become fluent readers. All staff receive phonics training. However, phonics teaching is not implemented consistently and securely. As a result, sometimes pupils do not develop confidence in reading as quickly as they could.

From the time they join the school, clear expectations are set for how pupils behave. In early years, pupils play well together. They know how to take turns and listen well to instructions. The behaviour expectations are clear to all. This means that pupils know and display positive behaviours. Lessons continue without disruption. Pupils valued the school's rewards system. Pupils show great respect for each other and for adults.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) can access the curriculum. They identify the needs of pupils with SEND at an early stage. Staff make appropriate adaptations to support these pupils, including using resources effectively. They provide additional support to help pupils with SEND to remember key knowledge and skills.

Leaders encourage pupils to take on responsibilities. For instance, pupils enjoyed being school councillors. Leaders support pupils' personal development. Pupils are taught about being kind and resilient. Staff support pupils to be an active part of a local community.

Staff felt well supported and respected by leaders. They valued the well-being meetings that leaders organise to discuss workload and appreciated leaders' follow-up actions.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all staff take responsibility for keeping pupils safe. Staff know and use the procedure for reporting any concerns. The training they receive equips them well to spot the signs of pupils who are at risk of harm. The school ensures that pupils and their families receive support that they need. Leaders work effectively with external support agencies. They make sure actions are timely.

Pupils are taught how to keep safe. This includes staying safe using technology and not speaking with strangers. Pupils said they would speak with a trusted adult about any worries.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- The recently introduced phonics programme is not consistently implemented by all staff. As a result, some pupils do not develop their reading confidence as quickly as they could. Leaders need to ensure that there is a continued focus on building the expertise of all staff to develop pupils' early reading consistently.
- Sometimes, teaching does not develop pupils' knowledge and skills in subjects securely. As a result, pupils do not develop their subject-specific understanding sufficiently. Leaders should ensure that teaching builds pupils' deeper knowledge in all subjects securely.

### Background

When we have judged a school outstanding we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first ungraded inspection since we judged the school to be outstanding in March 2017.

### 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.

### 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

<b>Unique reference number</b>	102081
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10255415
<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	322
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mark Chapman
<b>Headteacher</b>	William Wawn
<b>Website</b>	<a href="http://www.boundsgreenschool.co.uk">www.boundsgreenschool.co.uk</a>
<b>Date of previous inspection</b>	9 and 10 March 2017, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.

## 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 their evaluation of the school.
- During the inspection, the inspector spoke with the headteacher, staff and the local governing body, including the chair. The inspector also met with a representative from the local authority.
- To evaluate the quality of education at the school, the inspector conducted deep dives in reading, mathematics and geography. The inspector met with subject leaders, teachers and visited a sample of lessons. They also reviewed the work of pupils and met with pupils to discuss their learning. The curriculum in other subjects was also considered.

- The inspector looked at a range of school documentation, including records of behaviour and safeguarding, school development documents and records of meetings of the governing body.
- The inspector spoke to staff about their workload and well-being. The views of staff, parents and pupils were considered, including through responses to Ofsted's online surveys.

### **Inspection team**

Janice Howkins, lead inspector

Ofsted Inspector

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