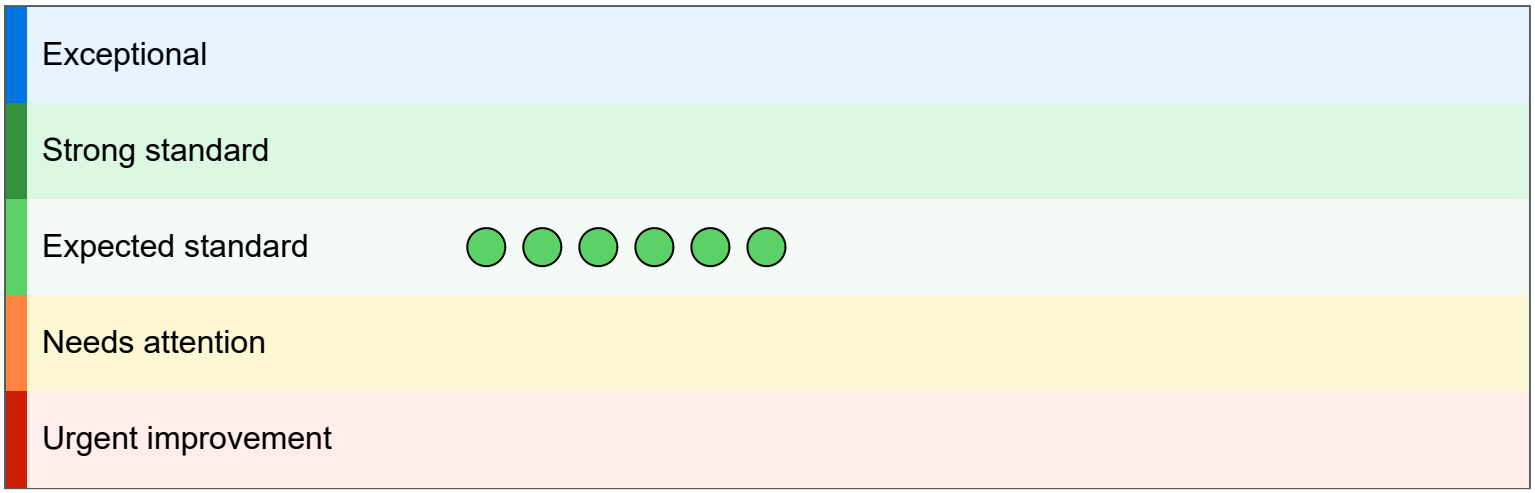
Bounds Green Junior School

Address: Bounds Green Road, London, N11 2QG

Unique reference number (URN): 102080

Inspection report: 19 May 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Pupils generally achieve well. Those who are in the early stages of reading, writing and mathematics receive appropriate support to secure the knowledge and skills they need to learn well in all subjects.

In national tests at the end of Year 6, pupils achieve well in reading and mathematics. This includes disadvantaged pupils. Pupils with special educational needs and/or disabilities make suitable progress from their starting points. Throughout the school, pupils read confidently and with fluency. In mathematics, they learn multiplication tables and key number facts securely. Achievement in writing, including for disadvantaged pupils, is less positive. Leaders are embedding a more consistent approach to teaching writing to address this.

Across the curriculum, typically, pupils make steady progress. Leaders recognise that improving pupils' writing will raise standards of attainment in all subjects. Overall, pupils are well prepared for their transition to secondary school by the end of Year 6.

Attendance and behaviour

Expected standard

Leaders have established systems to support pupils to behave well and attend school regularly. Attendance is consistently close to the national average for most groups. This includes disadvantaged pupils, whose attendance is close to that of disadvantaged pupils nationally. Leaders understand the barriers to regular attendance some pupils face. They work effectively with external agencies to support pupils whose absence is a cause for concern. Some pupils with special educational needs and/or disabilities (SEND) do not attend as well as their peers. Leaders know these pupils well and have acted to address this. Their work has led to improvements for some pupils, although leaders recognise that further work is needed to improve attendance consistently for this group.

The school is a calm and purposeful environment. Pupils behave well in lessons and typically demonstrate positive attitudes to learning. During social times, pupils generally play and interact appropriately. At these times, some pupils require reminders and guidance to maintain positive behaviour. Leaders deal swiftly with any instances of bullying, unkindness or discriminatory language. They adjust their approach to behaviour management for pupils with SEND effectively. Therapeutic approaches and calming spaces are available to help pupils manage their feelings and meet behaviour expectations.

Curriculum and teaching

Expected standard

The curriculum is carefully planned and logically sequenced towards clearly identified goals. This enables pupils to build their knowledge steadily over time. Leaders have an accurate understanding of the strengths of the curriculum and where further improvements are needed.

Leaders provide targeted support to help pupils develop foundational writing knowledge, including spelling, handwriting and sentence construction. Pupils who need to secure core knowledge in reading and mathematics receive support through focused teaching sessions. Teachers adapt the curriculum so that pupils with special educational needs and/or disabilities (SEND) can access learning alongside their peers.

Teaching is typically well structured. Pupils learn to use precise vocabulary across a range of subjects. They regularly discuss and rehearse new vocabulary before applying it in their work. Teachers guide classroom discussions to enable all pupils, including those with SEND and disadvantaged pupils, to contribute. Appropriate adaptations, including practical resources and close staff support, help pupils who face barriers to learning develop confidence and engage well.

The writing curriculum is well planned, and pupils learn the elements of effective writing. On occasions, expectations for sustained high-quality writing are not consistently embedded across the school.

Inclusion

Expected standard

Leaders and staff identify pupils who face barriers to learning effectively. They spend additional funding wisely to help disadvantaged pupils. This includes personalised reading sessions, intensive numeracy support and access to wider opportunities, such as after-school activities and trips. Consequently, pupils grow in confidence and participate alongside their peers in lessons.

Leaders have established an internal provision for pupils with special educational needs and/or disabilities. ‘The Upstairs Provision’ provides a structured setting for pupils with autism. Skilled staff work closely with pupils to develop the knowledge and confidence they need to learn alongside their peers. Within this provision, pupils develop confidence, work cooperatively with others and participate positively in school life.

Communication with external agencies, local authorities and health services is timely and well coordinated. Personal education plans for pupils in local authority care are clear and comprehensive. As a result, these pupils receive additional resources and support that help them attend well and participate fully in school life.

Leaders monitor pupils’ access to support and wider opportunities. The systems in place provide secure foundations for their success academically and socially. However, leaders recognise that further refinement is needed to ensure this work is consistently effective in improving outcomes for pupils with additional needs.

Leadership and governance

Expected standard

Leaders understand the school and its community well. They have led the school effectively during a period of change. New leaders have quickly established priorities. They are working effectively with staff and governors to make the necessary changes. For example, leaders understand that aspects of pupils' achievement and staff's practice vary. They are taking appropriate action to improve consistency in teaching and expectations across the school.

Governors use a range of checks to gather information on all aspects of provision, so they can provide support and challenge to leaders. They have a clear understanding of the school's strengths and areas for development. They carry out their statutory duties appropriately, for example overseeing safeguarding systems effectively.

Leaders consider carefully how new initiatives will impact on staff workload and wellbeing. Staff are positive about recent changes. They value the training leaders have put in place to develop their expertise. Teachers at an early stage of their career welcome the personalised support they receive. Overall, staff morale is high.

Leaders work effectively with external partners, including parents and carers, most of whom appreciate the school's work to keep their children happy, safe and learning well. Leaders are committed to ensuring that the school is fully inclusive for all pupils. For example, they work closely with parent groups and community organisations to provide wider opportunities for disadvantaged pupils. Leaders recognise, however, that greater precision in their quality assurance activities would enhance and accelerate the impact of their actions on all pupils' experiences.

Personal development and wellbeing

Expected standard

Leaders have developed a broad personal development programme that reflects their ambition to ensure all pupils have a sense of belonging. Most pupils talk positively about kindness, respect and helping others. They understand the importance of treating people fairly and understand concepts, such as equality and equity. Pupils reflect thoughtfully on different beliefs and cultures and are supported in this through visits to different places of worship.

The personal, social and health education curriculum teaches pupils valuable lessons for later life. Pupils learn about healthy relationships and issues, such as consent. They know how to keep themselves safe online and offline. Pupils can describe day-to-day experiences that link to the school's 6 values of 'respect, responsibility, individuality, inclusivity, confidence and kindness'. Their deeper understanding of fundamental British values, such as the rule of law and democracy, is developing.

The school develops pupils' pastoral care effectively. Leaders work with other agencies to plan support carefully for pupils who need it. They help pupils with SEND to develop confidence and self-awareness. For example, some pupils deliver assemblies about autism and inclusion. They explain their experiences and support other pupils to understand difference. Pupils learn to manage worries, regulate their emotions and participate more confidently in school life. As a result, pupils are ready to transition to the next stage of their education.

Pupils take part in a broad range of extra-curricular activities to extend their talents and interests. These include performances at Alexandra Palace, visits to Parliament and opportunities to learn musical instruments. Leaders track participation to ensure that disadvantaged pupils and those with SEND are fully included in the school's wider offer.

What it's like to be a pupil at this school

Pupils enjoy attending this welcoming and inclusive school, where they feel valued, supported and safe. Pupils trust staff to help them if there are problems. Staff know pupils well. They are attentive to changes in pupils' moods or wellbeing. Pupils understand that bullying is unkind and does not reflect the school's values. They are confident that staff deal with any incidents appropriately.

Pupils understand the importance of treating others with respect. They appreciate that people have different backgrounds and needs. Pupils include and support classmates, who need extra help to participate fully in lessons and play.

Behaviour around the school is calm. Pupils generally attend well. Leaders know the small number of pupils who struggle to attend regularly and work closely with families to improve attendance. At social times, pupils enjoy playing and spending time together. Most pupils cooperate well and organise their play sensibly. Some pupils need occasional reminders to make positive choices during unstructured times.

In lessons, pupils focus well. They look forward to opportunities to discuss ideas and share opinions. Pupils enjoy reading. Most read confidently and fluently. Across the curriculum, pupils use subject-specific vocabulary well, such as 'evaporation' in science. Pupils achieve well in mathematics. Leaders recognise that some pupils do not achieve as well in writing as they should. Leaders are working to ensure that there are consistently high standards in pupils' written work.

Staff help pupils with special educational needs and/or disabilities to rehearse classroom routines so that they can participate in learning alongside their peers. As a result, these pupils develop confidence and engage positively in lessons. Pupils take part in a range of wider opportunities, including learning to play musical instruments, girls' football and Taekwondo. Educational visits, including trips overseas, provide pupils with memorable experiences. Pupils are prepared well for secondary school.

Next steps

- Leaders should ensure that staff deliver the writing curriculum consistently well, addressing errors and misconceptions precisely and maintaining high expectations.
- Leaders should continue to use their analysis of attendance information to identify and address the barriers affecting pupils with special educational needs and or/disabilities so that attendance for this group improves further.

About this inspection

The chair of the board of governors in this school is Toby Nation.

The school is part of the Federation of Bounds Green Infant and Bounds Green Junior School.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, governors, a representative from the local authority, other school leaders, pupils, parents and carers during the inspection.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher : Damien Parrott

Lead inspector:
Duncan Kamya, His Majesty's Inspector

Team inspectors:
Maureen Okoye, Ofsted Inspector
David Worrall, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 19 May 2026

School and pupil context

Total pupils

351
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

360
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

23.36%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.13%
Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

8.83%
Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	61%	Close to average
2024/25 (final)	55%	62%	Close to average
2023/24 (final)	63%	61%	Close to average
2022/23 (final)	62%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	74%	Above
2024/25 (final)	76%	75%	Close to average
2023/24 (final)	83%	74%	Above
2022/23 (final)	83%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	72%	Below
2024/25 (final)	60%	72%	Below
2023/24 (final)	70%	72%	Close to average
2022/23 (final)	66%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	73%	Close to average
2024/25 (final)	81%	74%	Close to average
2023/24 (final)	73%	73%	Close to average
2022/23 (final)	83%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	37%	46%	Below
2024/25 (final)	33%	47%	Below
2023/24 (final)	43%	46%	Close to average
2022/23 (final)	35%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	62%	Close to average
2024/25 (final)	67%	63%	Close to average
2023/24 (final)	71%	62%	Close to average
2022/23 (final)	65%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	39%	59%	Below
2024/25 (final)	33%	59%	Below
2023/24 (final)	52%	58%	Close to average
2022/23 (final)	35%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	60%	Close to average
2024/25 (final)	70%	61%	Close to average
2023/24 (final)	48%	59%	Close to average
2022/23 (final)	57%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	37%	68%	-31 pp
2024/25 (final)	33%	69%	-36 pp
2023/24 (final)	43%	67%	-25 pp
2022/23 (final)	35%	66%	-32 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	80%	-12 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	71%	80%	-8 pp
2022/23 (final)	65%	78%	-13 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	39%	78%	-38 pp
2024/25 (final)	33%	78%	-45 pp
2023/24 (final)	52%	78%	-25 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	35%	77%	-43 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	80%	-21 pp
2024/25 (final)	70%	81%	-10 pp
2023/24 (final)	48%	79%	-32 pp
2022/23 (final)	57%	79%	-23 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.3%	5.2%	Close to average
2023/24 (3 term)	5.5%	5.5%	Close to average
2022/23 (3 term)	6.3%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	13.2%	13.0%	Close to average
2023/24 (3 term)	12.5%	14.6%	Close to average
2022/23 (3 term)	18.0%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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