



Bowes Primary School

Inspection Report

Unique Reference Number 102021
LEA Enfield LEA
Inspection number 276638
Inspection dates 13 June 2006 to 14 June 2006
Reporting inspector Graham Lee AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Bowes Road
School category	Community		New Southgate
Age range of pupils	3 to 11		London N11 2HL
Gender of pupils	Mixed	Telephone number	02083682552
Number on roll	404	Fax number	02083682134
Appropriate authority	The governing body	Chair of governors	Ms Rachel Wells
Date of previous inspection	8 November 1999	Headteacher	Ms Sarah Turner

Age group	Inspection dates	Inspection number
3 to 11	13 June 2006 - 14 June 2006	276638

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school which has grown significantly over the last five years. The school serves a socially mixed community. It has a highly mobile population with large numbers of refugees and asylum seekers. Most pupils are of minority ethnic heritage and nearly half speak English as an additional language. The proportion of pupils with learning difficulties and disabilities is broadly average, although there are high numbers with exceptional needs. The school has an Inclusion Resource Base (IRB) for pupils with Autistic Spectrum Condition (ASC). Attainment on entry is low.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school, which is better than its own more modest evaluation. The school's mission statement 'be included' is at the heart of its work and ensures that all pupils within its diverse and transient population achieve well. The school is held in very high regard by parents. One commented 'the school is truly inclusive and there is a wonderful atmosphere.' The school provides outstanding value for money.

Standards are improving each year. When they start in the Nursery, pupils' skills and understanding are low overall and many are at the early stages of learning English. The outstanding learning environment in the Foundation classes ensures that they quickly become confident learners. All pupils, including those who join the school through the year, continue to make very good progress from Year 1 to Year 6 because of good teaching and an innovative curriculum. By the time they leave, standards in English, mathematics and science are now broadly average, with many more able pupils reaching higher levels.

The care for all pupils is outstanding. In particular, the school's work with vulnerable children and their families is exemplary. This is illustrated well by work in the IRB, where pupils are successfully integrated and some make exceptional progress. Pupils' personal development is outstanding. They are proud of their school, behave well and enjoy their education. Attendance is improving but remains slightly below average.

Under the inspirational leadership of the headteacher the school has addressed all issues from the last inspection very successfully. She is exceptionally well supported by a strong senior leadership team, effective governing body and talented and committed staff team. The new team of phase leaders are developing their roles in relation to raising achievement. Together, they have the determination to make the school even more successful.

What the school should do to improve further

- * Work with parents to improve attendance still further.
- * Embed the role of phase leaders in raising achievement and improving teaching and learning.

Achievement and standards

Grade: 1

Pupils' achievement is outstanding overall and pupils of all abilities and ethnic backgrounds make very good progress. New pupils, arriving on a weekly basis, settle quickly and achieve very well in relation to their starting points. Pupils with learning difficulties and disabilities make as much progress as other pupils because they are very well provided for. Some of the pupils in the IRB make exceptional progress, both in terms of their academic and emotional development.

When they enter the Nursery, children's skills and understanding are generally lower than might normally be found at that age. A significant number are at the early stages of learning English. The outstanding provision in the Foundation classes results in rapid progress in most areas of learning. Their progress in social and emotional development is particularly marked and ensures that they have very positive attitudes to learning as they move into Year 1. Children who are learning English quickly become sufficiently competent with the language to play a full part in lessons. This is also the case for other pupils who are learning English and join the school later.

Pupils continue to make good very progress from Years 1 to 6 because of good teaching. Standards in reading, writing and mathematics are improving year on year but remain slightly below average at the age of seven. By the time they leave the school pupils reach standards in English, mathematics and science which are broadly average and which meet the school's challenging targets. Higher attainers achieve well and significant numbers reach higher levels.

Personal development and well-being

Grade: 1

Pupils' personal development, including the social, moral, cultural and spiritual dimensions, is outstanding. They enjoy everything the school has to offer and most pupils attend regularly. Attendance, overall, remains below average because of the erratic attendance of a few pupils. Pupils' behaviour in class and around the school is excellent. They are very supportive of one another and enjoy the diversity of the school. One said 'it's fantastic to have so many different religions in our school because when we do projects in religious education we actually have children of that religion to help teach us.'

Pupils contribute to the school community in many ways. They represent their peers very effectively on the school council, for example, and talk with pride about improvements they have helped to make to the toilets and in the provision of lunchtime equipment. They show concern for the wider community by organising their own fundraising activities for various charities and contribute in many ways to the wider community.

Pupils know how to keep safe and understand the importance of healthy lifestyles in relation to diet and exercise. Pupils and staff enjoy the lively 'take ten' exercise starter to the day and pupils say 'it makes you healthy and it makes your brains work!' Pupils develop good basic skills and a ready facility with information and communications technology (ICT). Together with their very positive attitudes to learning this provides excellent preparation for secondary school and the world beyond.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and, in some lessons, outstanding. As a result of this consistently high quality of teaching pupils achieve very well. All teachers are enthusiastic, present activities in interesting ways and have good relationships with pupils. As a result, pupils are enthusiastic learners and behave well. Teachers cater well for the wide ranging needs of pupils by setting tasks that offer challenges for all abilities. The use of innovative strategies is a feature of the very best lessons. For example, in a Year 6 literacy lesson, the teacher used drama very successfully to create an atmosphere which allowed pupils of all abilities to evaluate the writing style of Michael Morpurgo. Teachers work closely with good quality support staff who make a valuable contribution to the quality of education. The school makes very good use of team teaching. For example, in a Year 5 lesson the ICT co-ordinator worked alongside the class teacher to develop the power of pupils' persuasive writing by incorporating pictures downloaded from the internet. The employment of specialist teachers in music, ICT and dance enhances the quality of education in these areas. Teachers mark pupils' work regularly and give them a clear idea of what they need to do to improve. They are also using data increasingly effectively to set targets for improvement and to identify pupils who might need additional support.

Curriculum and other activities

Grade: 1

The curriculum is outstanding because it is interesting and innovative. It provides very well for the development of basic skills but is enriched in many ways which enables pupils to be creative and enjoy their education. Additional clubs take place on a daily basis to cater for pupils' interests and talents in sport and the arts as well as activities as diverse as the 'internet cafe' and gardening. The school takes full advantage of its status as a lead school for 'Creative Partnerships' to provide many opportunities for pupils to work with a range of artists. Music and drama are particular strengths of the school. Many pupils have an opportunity to learn to play musical instruments and to perform publicly. ICT, a weakness at the last inspection, is now a strength, to the extent that the school has been nominated for a national 'eTwinning' award. It is used very effectively to support pupils' learning in other subjects. Pupils with learning difficulties and disabilities, particularly those in the IRB are provided for very well through the expertise of highly trained staff.

Care, guidance and support

Grade: 1

The care, guidance and support of pupils are outstanding and ensure that they feel safe and secure in school. Pupils form good relationships with adults and trust them to look after them. The school is particularly adept at breaking down emotional barriers

and the learning mentor plays a crucial role in this work. There are good systems for tracking pupils' academic and personal progress. Of particular note are the excellent induction procedures, which enable the regular new arrivals to settle quickly into their new environment. Pupils with learning difficulties and disabilities are very well supported and make very good progress. In the IRB, pupils who have struggled in other settings thrive in the supportive environment. Similarly, those learning English receive very effective specialist support and make rapid progress. The school offers excellent support to its families who, in turn, feel confident in approaching the school and supporting their children's learning. One parent said, 'the staff genuinely care about their pupils and give excellent feedback at parents' consultations.' Arrangements for the safeguarding of children are in place and understood by all staff. The school has very effective links with relevant external agencies.

Leadership and management

Grade: 1

Leadership and management are outstanding. One parent commented, 'I can't emphasise enough how innovative, inclusive and positive Bowes School is.' The headteacher is an inspirational leader with a clear vision for the school which puts children at its heart and sets out to 'eliminate under-achievement.' This is evident in the every day life of the school and results in excellent care and guidance of pupils and their families. All pupils thrive in this atmosphere and achieve well. The headteacher is extremely well supported by a highly effective senior leadership team, which has considerable experience and a wide range of talents. Governors are outstanding and play an important part in the life of the school. They are knowledgeable and committed and offer a good balance of support and challenge to senior staff. All issues from the last inspection have been successfully tackled and indicate that the school is well placed for further improvement.

School leaders know the strengths of the school well and put in place successful plans to overcome weaknesses. For example, last year they recognised the need to raise standards in writing. As a result, whole school targets were set, and new strategies put in place supported by staff training. This has had a very positive impact on standards. Parents are fully involved in the school's plans and governors consult them through a regular forum. The leadership team are supported by a talented staff team and new phase leaders, who have taken enthusiastically to the new roles. The impact of their work in raising achievement has yet to be fully felt. Training and development are strong features of the school's commitment to continuous learning. Innovation is actively encouraged and, in consequence, the school is buzzing with new ideas.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

I am writing to thank you all for making us so welcome when we visited the school. We really enjoyed our time at Bowes and you all helped by being so friendly and welcoming. I thought you would like to know what we found out. You and your parents are all right to be proud of your school because it is outstanding. All staff make sure that you are safe and well looked after. Those of you who are new to the school are made to feel at home very quickly. We were very impressed with your behaviour and the way you all get on together. You clearly enjoy everything about the school and always do your best in lessons.

You make a very good start in the Nursery where all the staff help you to get used to school. You all do very well as you move through the school because the teaching is good and all staff help you to improve your work. Those of you who find things a little more difficult and those of you who are learning English are given lots of help. You are very lucky because you have so many interesting and exciting things to do in school. There are many clubs and you have chances to play musical instruments and to take part in performances for your parents.

Your headteacher has worked hard to make the school as good as it can be. All the staff help her very well and they are all determined to make the school even better for you all. We have asked them to do a couple of things. The first is to share even more of their excellent ideas. You and your parents can help with the second one. Some of you do not come to school as regularly as you might. We have asked the school to work with your parents to make sure that all of you come regularly to make the most of the excellent education you receive.

Yours truly

Graham Lee

Lead Inspector