



Bush Hill Park Primary School

Inspection Report

Unique Reference Number 102024
Local Authority Enfield
Inspection number 295698
Inspection dates 29–30 November 2006
Reporting inspector Robin Hammerton HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary	School address	Main Avenue
School category	Community		Enfield
Age range of pupils	3–11		EN1 1DS
Gender of pupils	Mixed	Telephone number	020 8366 0521
Number on roll (school)	569	Fax number	020 8366 0420
Appropriate authority	The governing body	Chair	Mr Brian Graystone
		Headteacher	Mr Jon Abbey
Date of previous school inspection	25 April 2005		

Age group 3–11	Inspection dates 29–30 November 2006	Inspection number 295698
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Introduction

The inspection was carried out by two of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

This is a much larger than average primary school, with part-time nursery provision for 60 children. It serves a richly diverse community, which contains pockets of social deprivation and many different ethnic groups. The largest single group is White British. More than forty languages are spoken by the school's pupils, with three fifths of them speaking English as an additional language. A significant number are at an early stage of learning English. An increasing proportion of pupils live in temporary housing and the number entering and leaving the school, other than at the normal time, is high. The proportion of pupils identified as having learning difficulties or disabilities (LDD) is about average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

This school has improved substantially and shows good capacity to continue to improve. In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures. However, the school has more still to do and its overall effectiveness remains inadequate. Consequently, in accordance with section 13 (3) of the same act, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well in all the circumstances than it could be reasonably expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to standards at the end of Key Stages 1 and 2 and in the curriculum for pupils for whom English is an additional language.

This is a much better school than it was at the last inspection in April 2005. Parents and pupils perceive this. Teaching, learning and the way pupils' progress is assessed are all considerably better. As a result, standards and achievement have risen, although they remain too low. Pupils' presentation of work, and their handwriting, is often untidy. However, the relatively small number of pupils who are in the school for their whole primary education achieve satisfactorily and often better. Provision for the youngest children, in the Foundation Stage, is now good, which is a huge improvement. Across the school, pupils attend school more regularly and are usually on time. They are generally happy in school and feel safe. Behaviour is good.

Whilst the curriculum has improved in some respects, it fails to meet well enough the needs of pupils for whom English is an additional language and of the many pupils who join the school after the Foundation Stage. Consequently the overall progress of pupils is unsatisfactory and standards are too low. The curriculum for information communication technology (ICT) is inadequate because pupils have too few opportunities to practise or use their skills to help their learning in other subjects. This taken alongside many pupils' low attainment in literacy and numeracy, and too few opportunities to develop attributes such as independence and teamwork, mean that pupils are not developing well enough all the skills they may need in later life.

Leadership and management are satisfactory overall. The very strong leadership of the headteacher and other senior staff, supported by some good systems and a dedicated staff and governing body, provides the school with good capacity to continue its journey of improvement.

What the school should do to improve further

* Improve the curriculum, and the management of provision, for pupils for whom English is an additional language. * Raise standards further for pupils joining the school other than in the Foundation Stage by improving initial assessment, induction procedures, and the monitoring of their progress. * Enhance pupils' opportunities to develop skills needed in later life, including those in ICT, independent learning and teamwork * Improve pupils' handwriting and presentation of work.

Achievement and standards

Grade: 4

Attainment on entry is low and standards remain significantly below average throughout the school. There has been a modest rise in standards and progress in 2006 but it is uneven across the core subjects of English, mathematics and science. Standards are at their highest in science. In Year 2, achievement in writing is better than in reading. In mathematics, fewer pupils reach higher levels than they do in reading and writing. This is also the case in Year 6. Last year, the number of Year 6 pupils who achieved higher levels in the core subjects improved but fewer of the current Year 6 pupils are achieving at these levels, though there are several examples of high-quality writing in the top English group. However, pupils' handwriting and presentation are too often untidy. Standards in ICT are well below average but the school is to be credited for its accurate assessment of this, providing a basis for improvement.

Children now make good progress in the Foundation Stage because there is a good new curriculum. In Key Stage 1 and Key Stage 2, progress is unsatisfactory overall, although certain groups of pupils progress faster. Most pupils who have attended the school from Year 1, including many with little or no English on entry, make at least satisfactory and often good progress.

Many of the pupils who join the school in later years make less progress and attain lower standards than their peers. Several of these have little understanding of English on arrival. These pupils tend to make reasonable progress in speaking English but generally find it too difficult to meet the reading, writing and listening demands of the curriculum. Turkish pupils achieve significantly lower standards in English than other minority ethnic groups.

Pupils who have learning difficulties and disabilities consistently make at least satisfactory progress because provision for them is skilfully managed.

Personal development and well-being

Grade: 3

Pupils feel safe and know who to go to for help. They trust, and have constructive relationships with, adults and each other. They are friendly and behave kindly. This year, there have been no exclusions. Pupils generally play safely and happily together. They know how to keep healthy through diet and exercise and are provided with healthy eating options at lunchtimes. There is a reasonable take up of extra-curricular activities, particularly sports, but fewer pupils undertake activities in the local community. Through improved tracking and procedures, attendance and punctuality have continued to improve and are now satisfactory.

Pupils' spiritual, moral, social and cultural development is good, engendered largely through the pastoral system, religious education lessons, assemblies, and the personal, social and health education (PSHE) programme. The school council is effective at introducing ideas and members provide useful feedback to their classmates. Pupils usually enjoy lessons. However, too many have inadequate skills in some aspects that

they will need in the future, including basic literacy and numeracy, and ICT. Although there is work in groups during many lessons, and most pupils with sufficient English language skills are confident when working together, they do not have all the skills for fully effective teamwork.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning has improved since the last inspection. It is satisfactory, with good and outstanding elements, and is much more consistent across the school, contributing to pupils' improving progress. In the Foundation Stage, the teaching is now good with all staff working closely together to provide a range of interesting activities. This is beginning to help the youngest children who know little English acquire the language more quickly, though there is more to do. Elsewhere, teachers manage their classes well and use a variety of strategies, including the new interactive whiteboards, to engage and interest learners. As a result, pupils behave well and have generally positive attitudes to learning. Teachers use performance data increasingly well to set pupils suitable targets for improvement, although this process is not sufficiently effective for new pupils. Most teachers mark work regularly and often give pupils sound advice about how to improve their work. This is not consistent, however, in all classes. Teachers' expectations of pupils' handwriting and the presentation of their work are not high enough in general.

Curriculum and other activities

Grade: 4

The curriculum has many motivating aspects and a good range of activities to promote pupils' cultural awareness. This is supplemented by a range of extra-curricular activities which effectively supports pupils' social development. Daily 'Active 15' sessions are enjoyable for the pupils and staff. These along with physical education (PE) lessons and out-of-school sports activities, help the pupils develop their healthy lifestyle. There is also a well-planned range of visits, including a residential trip. The range of learning opportunities in the nursery and reception classes is good. This is a clear improvement from the last inspection. Pupils enjoy working together but, after the Foundation Stage, there are too few planned opportunities for them to work in effective teams or with partners, taking the lead or a supporting role; or to work independently, making choices about the way tasks are done.

The curriculum has further, more significant, weaknesses. The school does not have suitable procedures to ensure that the pupils who speak little English gain the skills they need quickly enough. This significantly hinders their learning. The curriculum is not well enough adapted to meet the identified needs, or any gaps in learning, of the pupils who join the school after the Foundation Stage. Also, the opportunities for pupils to use ICT skills across the curriculum are too few and not well enough planned.

Pupils have only limited opportunities to practise and develop these skills or use them to support learning in other subjects. These weaknesses mean that, overall, the curriculum is inadequate in meeting the specific needs of the pupils of this school.

Care, guidance and support

Grade: 3

The care, guidance and support of pupils are satisfactory overall with pastoral care being good. All staff look after the children well and have created a calm and orderly learning environment. As a result, pupils feel safe and secure. The significant numbers who arrive throughout the year are made welcome and helped to settle quickly. However, the school does not have a clear enough view of the starting points and progress made by these pupils. This makes it more difficult to plan effective support to help them learn more quickly. Many of these pupils arrive with little or no English. Their language needs are assessed on entry but they are not then given the systematic help they need. In contrast, provision for pupils with learning difficulties is good. Teaching assistants contribute significantly and there are sound links with a range of outside agencies to support their learning.

Leadership and management

Grade: 3

Overall, the leadership and management of the school contains a mixture of strengths and weaknesses but it has improved since the last inspection and is satisfactory overall.

The headteacher provides very clear and inspiring leadership and is the driving force behind the many improvements made. He sets a clear direction and sense of purpose for the school, and has developed many good systems to support this, including detailed, effective processes for school self-evaluation, improvement planning and staff performance management. The staff rightly and strongly appreciate his leadership but also his approachability, supportive style and good understanding of their needs and aspirations. The headteacher is supported effectively by the deputy and assistant heads, both of whom are well qualified for their roles and have developed under his guidance. Although the school evaluates itself rigorously, managers know too little about the performance of some key groups of pupils, including those who join the school in older year groups. This hinders equal opportunities for these groups. Conversely, managers have identified the underachievement of Turkish pupils and plan to improve the situation.

Middle managers make a satisfactory contribution. Phase and subject leaders are enthusiastic and play a part in improving their areas of responsibility. However, they tend to depend on the senior leaders for direction and most are not effectively analysing standards and the quality of provision. Some are working towards national qualifications and the subject leader for English, who has just joined the school, is already making a strong contribution.

The management of provision for pupils for whom English is an additional language is inadequate. Although the issue has become higher profile in the school recently, leading to some improvements in teaching, there is too little strategic direction, and weak systems to support learning. A consultant now employed by the school has made some sensible suggestions for improvement. Management of provision for pupils with learning difficulties is good. The needs of these pupils are known well and appropriate provision is made within the available resources.

The governing body is appropriately organised and led very well by its committed and knowledgeable chair. Governors visit the school regularly and, through their increasingly robust understanding of the issues facing the school, support improvements well. This is a big step forward from the last inspection.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	3

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

Text from letter to pupils explaining the findings of the inspection

I have come to your school every term for over a year now to see how the school is getting on. When I came at the end of November 2006, it was my fourth visit. I have been coming because your school has needed special measures. This means it had some big problems which needed putting right. Every time I have come, I have seen the school get better and better, although it hasn't been easy. When I came this time, with three other inspectors, we decided that the school doesn't need special measures any more. This is brilliant! Most things that were not good enough are now alright again. Some of them are good.

For example, the nursery is now really good. In all year groups, you are learning faster and most of you attend school regularly and arrive on time. You almost always behave well and look after each other (now, make sure this happens absolutely all the time!) Your lessons are interesting and you are learning more. Activities like Active 15, Write Dance and after school clubs give you fun and exciting things to do. The school council is doing a good job and is trying its best to involve you all in its discussions, which is the right thing.

So your school is improving fast. But there are still some things that have to be made better. The most important one is that those of you who are learning to speak English need better help. Children who move into the Bush Hill Park area perhaps and join the school in an older year group also need to be helped to learn a bit faster. It will be helpful if you all get the chance to learn more about ICT and use it in other subjects more. You get on well together but some more chances for teamwork and making choices about how you do things would be good. And we think you can all improve your handwriting and presentation - which is important. It's one way you show pride in your work. These are all vital things, so inspectors will come back again, but not as often, to see how they are going.

Finally, your school has a great headteacher and very hard-working staff. You have a great chance to keep on improving. I have enjoyed getting to know you and, in case I don't come back to Bush Hill Park again, good luck for an even better future!

Yours sincerely,

Robin Hammerton
Her Majesty's Inspector of Schools