

# Bourne Primary School

## Inspection report

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<b>Unique Reference Number</b>	102368
<b>Local Authority</b>	Hillingdon
<b>Inspection number</b>	307985
<b>Inspection dates</b>	8–9 September 2008
<b>Reporting inspector</b>	Keith Sadler

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	202
Government funded early education provision for children aged 3 to the end of the EYFS	16
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Lynn Grimes
<b>Headteacher</b>	Mrs Geraldine Mappley
<b>Date of previous school inspection</b>	22 February 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Cedar Avenue South Ruislip Ruislip HA4 6UJ
<b>Telephone number</b>	01895 671978
<b>Fax number</b>	020 8845 2606

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<b>Age group</b>	3–11
<b>Inspection dates</b>	8–9 September 2008
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average sized primary school serves an urban community in South Ruislip. About a third of the pupils are from ethnic minority backgrounds and this is well above the national average. A significant number of ethnic minority groups are represented in the school, the largest of which is of Asian heritage. A small number of pupils are at an early stage of learning English. A below average proportion of pupils are entitled to free school meals. The number of pupils with learning difficulties and/or disabilities is about half the national average. Most of these pupils have moderate learning or behavioural, emotional and social difficulties. There is a new headteacher, deputy headteacher and senior leadership group. The school gained the Sports Activemark and the Healthy Hillingdon awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Bourne Primary provides a satisfactory standard of education. It is improving and on an upward trend. The pupils enjoy their education and they feel safe and secure. This is because all the staff are caring. They support pupils well and make sure that all feel included as part of the school community and this ensures pupils' good personal development and well-being. The support for pupils' academic development is satisfactory. Good systems are in place to check pupils' progress in English and mathematics and pupils know their targets and what is expected of them. However, pupils are not always clear about what they have to do to improve because teachers' marking of work is not consistent particularly in mathematics. Parents are supportive of the school and are unanimous in saying that their children enjoy school and that they are safe and well cared for.

Leadership and management are satisfactory overall. The good leadership and management of the headteacher have ensured that there has been an improvement in the quality of teaching and learning and, consequently progress is quickening and standards rising. Staff work closely as a team and because all contributions are valued, morale is high. Even though the new leadership team has only been fully in place this term, senior leaders are working together effectively. However, they recognise that not all subject leaders make a full contribution to the school's systems for checking teaching and learning and pupils' progress.

Standards are at the national average and improving. Teaching is satisfactory and there are some good features. Weaknesses in teachers' planning have been dealt with but teachers' expectations of what the more able pupils can achieve remain too low. This has resulted in only a small proportion of pupils gaining the higher levels in national assessments at the end of Year 2 and in the national tests in English and mathematics in Year 6. However, the school is keenly aware of this and effective initiatives and improvement projects have already started to boost achievement. This demonstrates satisfactory improvement since the previous inspection.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

There have been many changes in the provision for children over the summer holidays. The Nursery and Reception classes have moved into a refurbished suite of rooms and the outdoor provision has been extended considerably. In addition, from the beginning of this term there are two new teachers, new resources and leadership and management. Children in the Nursery and Reception years are secure in their understanding of the new routines. They have settled well in the new unit. School data and evaluations show that children in the Nursery and Reception classes make satisfactory progress in their skills and, by the time they enter Year 1, the majority attain the expected learning goals for their age. At present the quality of teaching and learning is good in both year groups. Children enjoy choosing from the good range of activities both indoors and outdoors. They work and play enthusiastically, sustain concentration and relate well to each other and to adults. Even though the term is new, the learning environment is attractive and the good range of resources are organised in such a way as to enable children to plan and choose activities for themselves. Provision is good, but because the arrangements are so recent, the achievement of children in the Reception class is satisfactory given their starting points in Nursery.

## What the school should do to improve further

- Improve the quality of teaching and learning so that all pupils, particularly those who find learning easy, are consistently challenged in lessons.
- Raise the proportion of pupils gaining the higher level in reading, writing and mathematics at the end of Years 2 and 6.
- Strengthen the role of subject leaders in monitoring and evaluation.
- Improve guidance for pupils by embedding the systems for tracking pupils' progress and improving the quality of marking.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Pupils' achievement is satisfactory and standards are average and improving. Progress in year groups has been inconsistent because there has been a lack of challenge in the teaching. Because there has been a successful improvement project to lift teachers' expectations and speed progress, standards in the 2008 national assessments and tests for pupils in Year 2 and Year 6 have improved compared with previous years. Even so, the proportion gaining the higher levels in reading, writing and mathematics remains too low due to some ineffective teaching that does not challenge the more able pupils. However, in science, there has been a dramatic upturn in the proportion gaining the higher level in Year 6, because changes in the science curriculum for Year 5 and 6 pupils has enabled them to make rapid progress. Those pupils who have learning difficulties or disabilities or speak English as an additional language achieve well because their needs are catered for particularly well and their individual learning plans are of good quality.

## Personal development and well-being

### Grade: 2

Pupils' good personal development is exemplified in their strong response to spiritual and cultural issues such as their appreciation of music. They value the qualities of other pupils and teachers. Their behaviour is positive in that they consider and take responsibility for others' needs. The incidence of racism or bullying is low. Because the school takes seriously its responsibility to prepare pupils to live and thrive with others from different backgrounds, pupils have a good understanding of the many different religions and ethnic groups represented in the local community. They take part in a wide range of activities in sport and performing arts including local festivals. In particular, they appreciate opportunities to perform in the choir and orchestra and to learn to play musical instruments. They act safely and responsibly when using the wide range of playground equipment, with older pupils helping to care for younger children. Pupils appreciate the newly introduced hot lunches. They understand the importance of a healthy diet. They behave well in class, and are keen to learn. The school's focus on attendance has brought about recent improvement although it is still average. Pupils' views are taken seriously through the school council and they are proud of their part in improving the school environment. They are appropriately prepared for their move to secondary education.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning have been inconsistent across the school which led to pupils making uneven progress. Because the school has focused well on strengthening the pupils' independence in their learning and has introduced a school-wide project to ensure that teaching and learning are consistent across classes, the quality of teaching and learning has improved. It is satisfactory, though there are good features. However, senior leaders are keenly aware that there is a need to ensure that the work planned for higher achieving pupils presents more challenge as this is not always the case. In all classes, teachers manage the pupils well and classrooms invariably provide a calm and purposeful atmosphere in which pupils generally enjoy their learning.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory and has some good features. The school provides well for a wide range of skills and interests. The school is now beginning to exploit opportunities to improve skills of numeracy, literacy and ICT across all subjects. There is good provision for pupils' personal development and many opportunities to learn how to be responsible for others. In addition, themed weeks support pupils' understanding of other cultures by welcoming visitors from ethnic minority groups. Opportunities in music are outstanding for every pupil. There is a wide range of clubs, teams and activities for all age groups. Although curriculum planning is beginning to be based on newly established tracking of pupils' progress, there is still too little challenge across the curriculum for pupils of higher ability.

### Care, guidance and support

#### Grade: 3

While the school provides good care for pupils' personal development and welfare, guidance relating to developing learning is satisfactory. Pupils are safeguarded well by robust protection arrangements and thorough checks of potential risk. Good opportunities are provided for parents to consult with their children's teachers and to help pupils to deal well with any issues they may face. The school is now developing assessment systems that clearly identify individual needs, matching work to their potential. The effectiveness of the new procedures is variable, with insufficient challenge for higher attaining pupils although the needs of others are usually well met. The quality of teachers' marking is variable. There is too little advice on how pupils can improve their work, particularly with respect to mathematics and homework.

## Leadership and management

#### Grade: 3

Inspection findings confirm the school's evaluation that the quality of leadership and management is satisfactory. The leadership and management of the headteacher are good. The headteacher is ably assisted by the new deputy headteacher and the recently developed senior leadership team. She has introduced a manageable range of improvement projects to improve standards, teaching and learning. These have had a positive impact on pupils' learning and standards at the end of Year 6. Systems to check the quality of the school's provision and

standards are securely in place. An accurate analysis of what the school needs to do to extend the development of community cohesion within the school and the local community has been undertaken. Taken together, the evaluation processes provide a good basis to hold teachers to account for pupils' progress and also to give helpful information to both develop and evaluate the school's effective improvement plan. However, because so many of the key subject and phase leaders are new in post they are not yet fully involved in the evaluation process. Governors support the school well and arrangements to hold the school to account for its work are effective. The positive impact of the good improvement projects demonstrates a satisfactory capacity for further improvement.

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## Annex A

**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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

**Achievement and standards**

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	2

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<sup>1</sup>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.

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

22 September 2008

Dear Pupils

Inspection of Bourne Primary School, Ruislip, HA4 6UJ

Thank you for making us so welcome when we visited your school. We were impressed with your good manners and behaviour and also by your enjoyment of school and how you look after each other. We thought your singing in assembly and in music lessons was brilliant and we can understand why your choir did so well in the Watford Music Festival.

Yours is a satisfactory school. There are some things that are good, including the way you care for each other and show respect to everyone. All the adults look after you well and help you to feel safe. Your behaviour is good and your headteacher provides good leadership and management.

There are some things that can be done to make your school better. We have asked your teachers to make sure that they always give you work that encourages you to think and challenges you, particularly those of you who find learning easy. We have asked your teachers to make sure that more of you reach the higher level at the end of Year 6. We have also asked them to make sure that you are clear about what you have to do to improve, particularly when they mark your work. Finally, we have asked your headteacher and governors to make sure that all the teachers help to check your progress and the teaching and learning in areas that they are responsible for.

You can help by working hard to meet your targets.

Thank you again for helping to make our time with you enjoyable and we hope that you will always be happy at school.

Yours sincerely,

Keith Sadler

Lead Inspector