

Bowes Primary School

Inspection report

Unique Reference Number	102021
Local Authority	Enfield
Inspection number	323571
Inspection dates	19–20 May 2009
Reporting inspector	Graham Stephens

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.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	468
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Ms Rachel Wells
Headteacher	Ms Sarah Turner
Date of previous school inspection	13 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Bowes Road New Southgate London N11 2HL
Telephone number	020 8368 2552
Fax number	020 8368 2134

Age group	3–11
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This school is larger than most primary schools. The proportion of pupils entitled to free school meals is well above average. The proportion of pupils whose first language is not English is much higher than in most schools. The proportion of pupils with learning difficulties and/or disabilities, most of whom find aspects of English and a few aspects of mathematics challenging, is average. There is a high proportion of pupils with exceptional needs. Pupils with autistic spectrum condition (ASC) attend an Inclusion Resource Base (IRB) and up to 10 pupils from Key Stage 1 have access to a Nurture Group. The school has provision for the Early Years Foundation Stage in Nursery and Reception classes. It also has a part-time nursery and day-care provision in a children's centre, which provides early education integrated with child care and extended provision which includes breakfast and after-school clubs and a holiday play scheme. Far more pupils than in most schools either join or leave the school at times other than at the beginning of the school year. The school is heavily over-subscribed.

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. The needs of the pupils are at the heart of everything it does. Driven by the inspirational leadership of the headteacher, all staff share a common vision, which is reflected in the school's motto 'Be Included', and take that extra step to ensure that the vision becomes a reality. All work hard to include parents and carers. The school's work with vulnerable pupils and their families is exceptional. The vast majority of parents are very supportive of the school. 'The school has a wonderful ethos and strong leadership. It is dynamic and expectations of children are high' is typical of many comments received. Pupils join the school throughout the year, many of them speaking little or no English, and, because the school embraces and welcomes the whole family, offering a wide variety of support, the pupils quickly feel secure, settle down and make very good progress.

Children enter school with levels of skill and understanding that vary but are generally below those expected for their age, especially in the areas of language and communication. Pupils make excellent progress from their starting points and reach above-average standards by the end of Year 6. Evidence confirms that pupils currently in Year 6 are on track to meet the challenging targets that have been set in all subjects, including information and communication technology (ICT). Pupils in the IRB and Nurture Group thrive because of the skilled support they receive. Pupils at an early stage of learning English quickly develop their speaking and listening skills and become fully included in all activities. Pupils with learning difficulties and/or disabilities make excellent progress because teachers carefully match work to their needs, and skilled learning support and teaching assistants ensure that work is understood and consolidated.

Pupils' enjoyment and enthusiasm to attend school are reflected in their outstanding attendance. They welcome visitors and are proud to share their work and talk about what they have done. Behaviour in classes and around the school is excellent. Pupils' personal development and well-being are outstanding. They know what to do to stay safe and also what constitutes a healthy lifestyle. Pupils new to the school are welcomed and looked after by 'trained buddies' and, as a result, quickly settle into routines. Pupils are confident and reflective and genuinely care for the needs of others. Consequently, pupils with ASC and those who attend the Nurture Group respond well to the sensitive support they receive from both pupils and adults. These pupils are welcomed into mainstream classes where they are fully included in all activities. Those pupils who find aspects of English or mathematics challenging, and those learning English as an additional language, make excellent progress because their needs are identified, work is well planned and their progress is closely monitored.

Teaching is outstanding. Meeting the individual needs of every pupil is a priority. With so many pupils entering and leaving the school throughout the year, induction procedures are excellent. Teachers use the information gained from parents and carers well to ensure that all pupils entering the school get off to a flying start. This is further helped by clearly established routines in every class, which ensure that the focus is on learning and the progress pupils make. Teachers are very well supported by a vibrant and exciting curriculum. Systems that help them track the progress of every pupil rigorously enable teachers to intervene quickly if problems are encountered and progress slows. The outstanding curriculum is well established and instrumental in developing pupils' positive attitudes and their wide range of skills. Visits and visitors, numerous clubs and a wide range of learning resources enrich pupils' learning. Opportunities for pupils to apply their skills, knowledge and understanding in mathematics exist in many classes, for

example where runner beans were being grown and measured. However, these opportunities occur by chance rather than being planned systematically over time to consolidate learning.

The excellent care, support and guidance are underpinned by the very good relationships that exist throughout the school. Safeguarding procedures are secure, well known by all staff and applied consistently. Pupils know what they need to do to improve but take longer to respond to questions concerning mathematics. This is because learning targets in this subject are not as explicit and are not always recorded where they will act as a constant reminder to the pupils.

The headteacher has established clear roles, responsibilities and patterns of working that consistently support the work of the school. The needs of the pupils drive every initiative and all staff are held rigorously to account for the progress pupils make. This outstanding leadership and management is testimony to the headteacher's insight and enthusiasm and the close working relationships engendered between all staff. Staffing is very stable and gives all concerned the confidence to take on new challenges and go the extra mile for the benefit of the pupils. Governance is outstanding. Governors are ambitious for the school to continue to improve and have a clear strategy to maintain and further improve standards. Community cohesion is outstanding. The school has an excellent understanding of its place in the local and wider community. The ongoing impact of well-established links with schools in other countries is regularly evaluated by staff and governors.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Provision for this age group is outstanding. Close liaison between parents and the school ensures children have a smooth entry into school. Parents are pleased to see their children settle quickly and enjoy the fun-filled welcoming Nursery and Reception classes. Children's welfare and safeguarding are accorded the highest priority. Consequently, pupils feel safe. They respond well to the opportunity to make choices within a carefully structured early years' version of the Bowes Learning Journey that covers the six areas of learning very well. Children make excellent progress in relation to their starting points. Strategic analysis of assessment data influences planning and shows a three-year trend in improving performance, particularly in communication, language and literacy and in problem solving, reasoning and calculating. Children are encouraged to develop positive relationships and enjoy being part of a group. Initially, this is a challenge, especially for children with learning difficulties and/or disabilities and children with English as an additional language. However, the exceptional curriculum and outstanding teaching recognise all children as unique individuals, helping them to blossom into happy, confident and self-motivated learners. Classes in Year 1 maintain a similar approach to learning, which eases the transition and adds to the children's continuing progress. One parent commented, 'In a nutshell, the transition processes in the school couldn't have been better.' Children's personal development is outstanding.

All requirements of the Early Years Foundation Stage are met. The school's policy for early years is being updated to meet revised requirements. Leadership and management are inspirational. The drive of the early years manager and her line manager ensures the seamless teamwork of the well-trained staff. They work in collaboration with parents and external agencies to offer pupils an outstanding learning experience. Inclusion is pivotal to all planning. Rigorous monitoring of provision highlights areas for future development with emphasis on children's progress and staff development. The local authority regularly uses the team to promote good practice across other schools in the authority.

What the school should do to improve further

- Embed procedures already in place to ensure that all pupils know exactly what they need to do to improve in mathematics and ensure that they have regular opportunities to apply the skills they are taught.

Achievement and standards

Grade: 1

Pupils, including those with learning difficulties and/or disabilities and those who are learning English as an additional language, make outstanding progress from their starting points. Children enter the Nursery with skills and understanding that are lower than might be expected. Many speak little or no English. All children settle very quickly and the outstanding provision in the Early Years Foundation Stage ensures rapid progress in all areas of learning. New pupils of all ages are welcomed into the school throughout the year. Very well-organised and practised induction procedures ensure that they are quickly assimilated and rapidly gain from the very rich variety of experiences organised for them. As a result, their progress quickly accelerates. By the end of Year 2, pupils attain broadly average standards. By the end of Year 6, standards are above average overall in English, mathematics and science, and all groups, including pupils in the IRB and those who attend the Nurture Class, have made excellent progress.

Personal development and well-being

Grade: 1

In this highly caring and stimulating environment, pupils' personal development is exceptionally well nurtured, while their preparedness for adult life is outstanding. Pupils' remarkable degree of spiritual awareness is clearly demonstrated in their eagerness to think and write about their reactions to personal qualities, for example, Year 4's work on Ghanaian symbols representing ideas such as love, adaptability and goodness. Their clear awareness of right and wrong is obvious in their writing about bullying. Pupils work very harmoniously together, so that their behaviour in class and support for each other's learning promotes outstanding progress. They report high enjoyment of all aspects of school. As one pupil said, 'I look forward to Monday because I love coming to school.' This attitude has contributed well to the steady improvement in their attendance over recent years and to the rapid decline in the number of persistent absentees, so that attendance is now high. They take pride in their contribution to planning their own learning through discussion and selection of the themes in their Learning Journeys. Pupils are confident and independent and have a strong awareness of how to keep safe. They enjoy taking exercise at breaks and lunchtimes, playing with a wide range of apparatus while taking care not to get in the way of others. They speak knowledgeably about a healthy diet, enjoying their lunches in a dining room that has been made attractive through their own efforts. The school council makes a substantial contribution to the development of citizenship throughout the school with their impressive leadership of classes, discussing important issues, such as staying safe when coming to school. Such opportunities to lead and to help others through schemes, such as the buddy system, coupled with outstanding development of basic skills, are for the pupils an excellent preparation for adult life.

Quality of provision

Teaching and learning

Grade: 1

Pupils relish learning because lessons are well planned, proceed at a brisk pace and usually include activities that captivate their interest. Teachers possess a wide range of skills that ensure pupils' needs are quickly identified and met. They are consistently encouraged to improve because all adults have very high expectations of them and are very skilled at asking questions that challenge them to reflect, explain and justify their thinking. Excellent relationships and a common desire to put the needs of pupils first ensure that all staff, including teachers, learning support assistants and teaching assistants, work together very well and continually strive to improve their practice. As a result, teaching standards are high. Teachers draw well on each other's expertise when discussing how best to support individuals and, as a result, all pupils excel, including those who speak English as an additional language, those receiving extra support in the IRB and Nurture Class and those who find aspects of English and mathematics challenging. Very carefully monitored tracking of the progress pupils make is frequently discussed with senior managers and strategies are continually developed and reviewed to ensure that excellent progress is maintained throughout the school.

Curriculum and other activities

Grade: 1

The exciting and innovative Bowes Learning Journey explores creative ways to use purposeful topics to develop a thirst for learning that engages and challenges all pupils. Topics are cross-matched to the full range of National Curriculum levels, and tailored to meet pupils' needs and interests. Pupils have very good access to computers, and ICT supports learning very well. The Bowes Learning Journey has precise targets and well-chosen resources, which lead to outstanding progress and enjoyment. Personal development programmes have a dynamic impact on achievement because they raise pupils' confidence and self-esteem. The school's outstanding provision for the development of communication and other basic skills, and opportunities for pupils to get involved in activities such as business enterprise initiatives, prepares them very well for their future economic well-being. A rich range of well-attended activities, including yoga, choir, folk group, orchestra and working on the newly established school radio service, give pupils experiences that take them outside the statutory curriculum. Plans for spiritual, moral, social and cultural development make an excellent contribution to pupils' understanding of their place in the world around them.

Care, guidance and support

Grade: 1

All staff in this highly caring school work with great enthusiasm and commitment to ensure that their pupils are safe, inspired to learn and guided about their progress. The school's safeguarding procedures with regard to recruitment, care for the buildings and assessment of risk are meticulously carried out. Staff are passionate about meeting the needs of all pupils. The emotional and behaviour issues of the most vulnerable pupils are quickly identified and addressed through close attention to their specific needs. The school's care for the pupils is enhanced by its exemplary work with parents who benefit from help with issues such as successful parenting, speaking English and finding work. Pupils who struggle to cope in mainstream classes make very good progress in an early nurture group. The very few older

pupils who sometimes find a refuge in the Nest, a quiet room where pupils can reflect on the impact of their actions, speak highly of the impact of the support they receive, which enables them to become calm and positive and ready to work with others. Teachers carefully monitor their pupils' progress, taking effective action whenever they see a decline in academic performance. Staff are developing guidance systems that inform pupils clearly about their present performance, with specific advice on how to improve. In the best examples, they refer to them in lessons as a matter of course, so that pupils are confident about their progress. This is well developed in English and science, but is not yet as consistent in mathematics.

Leadership and management

Grade: 1

The headteacher provides clear and decisive leadership. She has established a common vision, shared by all staff, that makes the school motto, 'Be Included', a reality. Very well supported by the deputy headteacher, she leads a very effective headship team whose roles and responsibilities are clearly focused on meeting the needs of the pupils and ensuring that parents and carers feel included and involved. No one is complacent and all strive to improve the school. Everyone feels valued and all staff collaborate well in planning, providing extra-curricular activities and giving up their time to support activities that often include not only the pupils but also their parents and carers. This commitment is reflected in the very stable staffing and the pride that is implicit when staff describe their roles within the school. Governors are keen and ambitious for the school. They have a very good understanding of its strengths and weaknesses and hold the headteacher and headship team rigorously to account for the standards attained and the progress made by pupils. The school very successfully implements its community cohesion policy. It draws well on the backgrounds, interests and cultures of the pupils and extends its activities beyond the school and local community. Links have been established with a village school in Hertfordshire and with schools in Ghana, Latvia, Greece and Portugal via e-mail, the internet and staff exchanges. As a result, pupils have a very good understanding of the common values shared not only within the school community but also with other pupils in schools around the world.

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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?	1
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?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

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

¹Grade 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

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

05 June 2009

Dear Pupils

Inspection of Bowes Primary School, London, N11 2HL

It was a delight and a privilege to visit your school. We really enjoyed talking to you all and listened very carefully to all you had to say.

You go to an outstanding school and this is why.

- You do very well in your work. You are proud of the things that you do and you explained yourselves very clearly.
- You are very polite and caring of each other. Your behaviour is excellent.
- Your teachers are very good at planning and are always looking for more interesting and exciting things to teach you.
- All the adults in your school make sure that you are encouraged, challenged and really well looked after.
- You have a really good understanding of all the things you have in common with pupils who may have different beliefs and lifestyles from you both in your own school and in schools around the world.
- Your headteacher and the other people who help run your school are doing an excellent job.

Every school, even one as good as yours, has things that could be improved.

- We have asked your teachers to make sure that you all know exactly what to do to improve your work in mathematics and to give you regular opportunities to apply all the mathematical skills you are taught to help you solve problems in subjects across the curriculum.

Yours faithfully

Graham Stephens

Lead Inspector