

Bruce Grove Primary School

Inspection report

Unique Reference Number	131731
Local Authority	Haringey
Inspection number	341207
Inspection dates	9–10 December 2009
Reporting inspector	Nigel Grimshaw

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	462
Appropriate authority	The governing body
Chair	Stephen Brasher
Headteacher	Geraldine Waterman
Date of previous school inspection	6 November 2006
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 18 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at pupils' books, data on pupil performance, development plans, curriculum plans, and school policies, particularly those relating to pupil safety, as well as 100 parent questionnaires, 75 pupil questionnaires and 43 staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of actions taken to improve teaching and learning and raise standards
- the use of assessment for ensuring an increase in progress across the school
- the range of opportunities for pupils to use their developing basic skills across the curriculum
- how effectively leaders and managers at all levels use school performance information to influence their monitoring activities, improvement planning and self-evaluation
- the effectiveness of the school's actions to improve attendance.

Information about the school

Bruce Grove Primary School is much bigger than most other primary schools. The Nursery and Reception classes make up the Early Years Foundation Stage. The proportion of pupils eligible for free school meals is far higher than average. The significant majority of pupils are from a wide range of ethnic backgrounds, mainly from Africa, Asia, and Eastern Europe. The percentage of pupils who join or leave the school other than at the normal times is far higher than the national average. The majority of pupils are learning English as an additional language and many of these pupils are at an early stage of learning English. The number of pupils with special educational needs and/or disabilities is above the national average. The school has gained a range of awards, including Healthy School status and Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Pupils at Bruce Grove Primary School make good progress because leaders at all levels have a clear view of the school's priorities for improvement that are based on accurate self-evaluation of its strengths and weaknesses. They have detailed action plans to address any areas for improvement, particularly in relation to raising attainment, which over recent years has been significantly low. The success of these plans was illustrated last year with significant improvements in writing that brought the end of Key Stage 2 results in line with national averages from very low starting points. This year the school has reorganised the planned curriculum and timetables to increase the focus on mathematics and reading. Already in mathematics there is convincing evidence of significant improvements. The good progress made by the pupils by the time they leave the school is also because of the high expectations of staff, particularly in the outstanding lessons seen in Years 5 and 6. The school has therefore illustrated a good capacity for further improvement.

In the Early Years Foundation Stage the children make a sound start to their education. Relationships with parents are established quickly and parents say that they feel well supported by the school. However, planning for the development of children's language and mathematical skills through independent learning activities is not sufficiently effective.

Across the whole school the basic skills of literacy and mathematics are being developed well through an improved and interesting curriculum that effectively draws on pupils' enthusiasm for learning. As a result, pupils fully enjoy school and behave well, shown in the harmonious relationships that pervade the school. One child commented that 'we have lots of fun activities, such as after school clubs, trips, lots of PE (physical education), and concerts'. However, this enthusiasm is not sufficiently channelled because teachers do not consistently provide guidance to pupils on how to improve their work through setting targets and marking. Teachers do not always make enough use of assessments to plan work to meet pupils' different learning needs. Although the overall quality of teaching is satisfactory, there are many examples of good and better practice that the school is keen to draw on in order to improve the overall consistency.

The school provides many rich and varied activities through visits and links with other contrasting schools that enhance the academic, cultural and social development of the pupils still further. This contributes to pupils' outstanding spiritual, moral, social and cultural development. They have an excellent understanding of what it means to be healthy and how to keep themselves safe. As one parent wrote: 'My child is safe in this school and they help to make him more healthy and much more sensible.' Pupils are given good opportunities to contribute to school life and are well aware of the diversity

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of the wider community.

What does the school need to do to improve further?

- Raise the overall quality of teaching so that it is consistently good or better, by sharing good practice, modelling lessons and supporting planning.
- Plan more challenging and effective independent learning activities in the Early Years Foundation Stage, particularly to develop children's language, literacy and mathematical skills.
- Raise attainment through the more rigorous use of assessment to:
 - plan work that meets pupils' differing learning needs
 - show pupils how to improve their work and make them aware of the next steps in their learning, particularly through the more consistent use of individual targets and constructive marking.

Outcomes for individuals and groups of pupils

3

Evidence from the school's self-evaluation and from the inspection confirms that the pupils make good progress in their learning. This includes those for whom English is not their first language. These pupils receive high quality support that is strongly focused on developing their language and literacy skills. Pupils with special educational needs and/or disabilities progress well because of the good quality support they receive, especially in their speech and language development. Expectations are high and pupils rise to the challenge. There is clear evidence from the analysis of pupils' work, the school's latest assessments and the lesson observations that attainment in writing and mathematics has improved significantly in the last year.

The overwhelming majority of pupils state that they enjoy school and learning, which was endorsed by the parents and by the inspection team. Pupils show commitment and perseverance in lessons because they are interested in the work. They feel confident in talking to an adult in school if they are upset and consequently feel safe and well cared for in school. Pupils also play their part in ensuring others feel safe through peer mediation. The school effectively promotes healthy living, recognised in national awards. As a result, pupils have an excellent appreciation of how to live healthily. Pupils take responsibilities within school, such as acting as 'buddies' for other pupils and contributing to the school council. They exhibit good cooperative and independent working skills which, along with their improving level of basic skills, adequately prepare them for the future.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

In the best lessons the teachers use their assessment knowledge to match the work to the needs of the pupils, but this is not yet fully consistent across the school. There are examples of good marking that help pupils to improve their work, but again this practice is not yet consistent. Where expectations are high and the pace of lessons is slick, pupils react positively and make good progress. Behaviour management is effective because the school uses agreed strategies that are understood by the pupils.

Teachers have worked together well to plan links between subjects within the curriculum to make it more interesting and relevant to the pupils. This ongoing development is being monitored well by subject leaders and improvements in outcomes are becoming evident. The curriculum is well supported by extra-curricular activities and visits that are enjoyed by the pupils. The school has developed excellent links with a school in Norfolk and the schools have joint residential visits that the pupils value.

The induction procedures that provide care and support for new pupils arriving at the school are very good. These ensure that pupils settle quickly into the school routines and consequently make good progress. Care for all pupils is a strength of the school and pupils feel comfortable approaching adults if they have concerns. Good relationships and behaviour are strengths of the school. The breakfast club is well attended and provides a valuable service that also enhances the pupils' social skills. The school strives hard to improve attendance and rates are rising as a result.

These are the grades for the quality of provision

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Please turn to the glossary for a description of the grades and inspection terms

The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, ably supported by a strong staff team and the governors, has moved the school forward significantly over the last six years. Pupils' progress is good because of the clear vision for improvement that is evident. Actions taken to improve areas of weakness have been consistently successful. The recent appointment of a senior member of staff to monitor the quality of teaching and learning is another sound move. The governing body is very well led by an experienced and knowledgeable chair. The governors have an accurate awareness of the strengths and weaknesses of the school and are involved in formulating the improvement plans, both short term and long term. Links with parents are outstanding because the school supports parental involvement from the moment children start school. It also hosts many family learning activities, including the plans for the 'Internet Caf' in school. These are much appreciated by parents, one of whom wrote, 'I am very happy with what the school offers me and my child. They are aware of our needs and we have close links with the teachers.' The links with other local schools and the local authority help to provide enhanced support for pupils' learning and staff training, which has had a positive impact on progress and attainment.

The school ensures that equal opportunities for pupils are high on its agenda. Pupils at an early stage of English language are exceptionally well supported, for instance. There is a real sense of harmony within the school and discrimination is not apparent. The school has the safeguarding of pupils at the heart of its practice. It constantly reviews its policies to reflect recent developments, such as internet security that the pupils understand well. All statutory checks have been made that staff have been appropriately recruited and vetted. The school has carefully evaluated and planned how it promotes pupils' knowledge and awareness of the communities in which they live so that the outcomes are exceptionally good.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2

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The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Nursery with levels significantly below those expected for their age, particularly in language development. By the end of Reception most have made satisfactory progress but attainment remains well below expectations. Good links are established early with parents and this helps children to settle into school well and routines are quickly established. Workshops are held for parents to develop their own basic skills, particularly in language. Staff model language and behaviour very well and children respond to this. Activities are exciting and interesting but there are too many interruptions to child-initiated activities for the children to sustain their involvement. Adults therefore miss informal opportunities to work alongside the children and further develop language, literacy and mathematical skills. Children's progress is assessed regularly but recording is not consistent across the Nursery and Reception classes.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Nearly all the questionnaires returned were wholly positive. The parents value the range of support offered to them and their children, the information they receive from the school, the quality of teaching, and the fact that the school keeps their children healthy and safe. A very small number of parents expressed concerns about pupils' behaviour but the inspection team found no evidence to confirm these.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bruce Grove Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received exactly 100 completed questionnaires by the end of the on-site inspection. In total, there are 462 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	62	36	36	1	1	0	0
The school keeps my child safe	61	61	37	37	1	1	0	0
The school informs me about my child's progress	53	53	45	45	0	0	0	0
My child is making enough progress at this school	54	54	38	38	3	3	0	0
The teaching is good at this school	58	58	36	36	0	0	0	0
The school helps me to support my child's learning	54	54	41	41	3	3	1	1
The school helps my child to have a healthy lifestyle	59	59	38	38	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	54	54	42	42	0	0	0	0
The school meets my child's particular needs	49	49	44	44	3	3	1	1
The school deals effectively with unacceptable behaviour	54	54	36	36	8	8	1	1
The school takes account of my suggestions and concerns	48	48	44	44	3	3	0	0
The school is led and managed effectively	67	67	24	24	5	5	0	0
Overall, I am happy with my child's experience at this school	69	69	28	28	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 December 2009

Dear Pupils

Inspection of Bruce Grove Primary School, Tottenham, London N17 6UH

On behalf of the inspection team I would like to thank you for being so friendly and welcoming when we visited your school. We really enjoyed talking to you and visiting your lessons. You are very polite and extremely well behaved and we agree with you that your school does a lot to help you to achieve so well.

We were glad to hear that you enjoy school so much. You tell us that you feel safe at school and that the adults care for you well. Your teachers and other staff work extremely hard to help you to be successful. You have excellent attitudes towards your work and the teaching helps you to make good progress. Your teachers plan carefully to make your learning interesting and fun. They organise many interesting activities and encourage you to take part in a wide range of clubs and visits. You are lucky to have such a broad range of opportunities to develop your skills in many areas. Your headteacher, other members of staff and the governors work closely together, lead the school very well, and are always trying to make it even better. Your parents and carers are very pleased that you come to this school because they also think it is extremely good.

We have asked the teachers to do the following to make your school even better:

- share their good ideas when planning lessons to make sure that all lessons are good or better
- set all of your targets to achieve so that you know what you need to do next and to make sure that their marking explains how to improve your work. You can help by looking at the marking in your books and remembering the next steps you need to take.

Thank you once again for your help and friendliness. We hope that you continue to enjoy your learning and we wish you and the school all the best for the future.

Yours sincerely

Nigel Grimshaw

Lead inspector

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