

# Bushmead Primary School

## Inspection report

---

<b>Unique Reference Number</b>	132246
<b>Local Authority</b>	Luton
<b>Inspection number</b>	341324
<b>Inspection dates</b>	24–25 February 2010
<b>Reporting inspector</b>	Steven Hill

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	653
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ian Ward
<b>Headteacher</b>	Mr Alex Miller
<b>Date of previous school inspection</b>	14 November 2006
<b>School address</b>	Bushmead Road Luton Bedfordshire
<b>Telephone number</b>	01582 725387
<b>Fax number</b>	01582 482337
<b>Email address</b>	Bushmead.primary.admin@luton.gov.uk

---

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by five additional inspectors who spent just over half their time observing learning. Inspectors observed 31 lessons taught by 30 different teachers. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work, and looked at a wide range of documentation, concentrating particularly on that relevant to pupils' progress and keeping them safe. Assemblies, lunch and break times were observed and samples of pupils' work on display and in books were analysed. Questionnaires were scrutinised from pupils, staff and 246 parents. The inspection team reviewed many aspects of the school's work. It looked in detail at:

whether pupils' excellent behaviour and spiritual, moral, social and cultural development have been maintained since the last inspection

- how well good practice is shared in the school, particularly through the work of subject leaders
- whether all pupils are making enough progress at Key Stage 2, particularly in mathematics.

## Information about the school

This is a very large suburban primary school. About half the pupils are of White British background. The other pupils have a wide variety of minority ethnic heritages, with pupils of Pakistani or Indian origin constituting the largest groups. The proportion of pupils who speak English as an additional language is above average, but very few pupils are at the early stages of speaking English. The proportion of pupils with special educational needs and/or disabilities is below average. Of those who have high levels of need, the most common problems are behavioural, social and emotional difficulties, autistic spectrum disorders or speech and language difficulties. Since the last inspection, the school has inaugurated a breakfast club which is managed by the governing body. In the recent past, the school has achieved a number of awards, including Investors in Families, and Healthy Schools.

**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?**

**1**

**The school's capacity for sustained improvement**

**2**

## Main findings

This outstanding school is a thriving, harmonious multi-cultural community where pupils greatly enjoy learning and make good progress. Children get off to a flying start in the Reception classes, and build on this well throughout the rest of the school. All pupils, regardless of gender, ability or ethnic background are fully integrated into the life of the school and make good progress. Attainment by the end of Year 6 is high. The school has consolidated the excellent pastoral care identified at the last inspection and raised academic standards. As a result, achievement is outstanding, as are pupils' behaviour and their spiritual, moral, social and cultural development. Pupils' excellent relationships with each other and with staff underpin much of the school's success.

Teaching and learning are good, with some outstanding lessons and a few which are satisfactory. Pupils have extremely good collaborative skills because teachers give them plenty of opportunities to discuss their ideas and to work together in teams. They develop good skills in information and communication technology (ICT) through regular sessions in the school's two computer suites. However, as the school has correctly identified, pupils have relatively few opportunities to use these skills in lessons in their classrooms because of limited equipment. The school tracks pupils' progress thoroughly and has improved this through the use of a national initiative known as APP (assessing pupils' progress.) Teachers make good use of this information to prepare work that is well matched to pupils' different needs. Occasionally, this is not done in enough detail so that some pupils get work that is too hard for them or too easy, and this slows their progress. Good quality marking of pupils' work in English gives them clear pointers about how to improve next time, but this is not done as well in mathematics and science. The school's outstanding curriculum enhances both achievement and enjoyment for pupils. The excellent care, support and guidance provided have been significantly extended by the employment of two family workers whose efforts are greatly appreciated by pupils, and by their parents and carers. A major strength of the school is the consistency of approach by all staff to supporting pupils' academic and personal progress. This is because excellent leadership from the headteacher and senior managers has welded staff together into a very effective team who share common goals and support each other in achieving them. The school's accurate self-evaluation is based on thorough monitoring of provision and pupils' progress, and has underpinned the good improvement made since the last inspection. This demonstrates the school's good capacity to improve further.

**What does the school need to do to improve further?**

**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

- Improve teaching and learning so that there are more outstanding lessons, and fewer that are satisfactory by:
  - ensuring that the tasks given to pupils are always tightly matched to their individual needs, drawing on the increasingly detailed assessment data that is available
  - making marking more consistent, particularly by showing pupils precisely how they can improve their work in mathematics and science
  - enabling pupils to make better use of their ICT skills in other subjects by providing more equipment that they can use in lessons outside the computer suites.

**Outcomes for individuals and groups of pupils****1**

Pupils attain high standards in English, mathematics and science by the end of Key Stages 1 and 2. The latest results of national tests in Year 6 showed mathematics to be a relative weakness, but the school's tracking shows that the impact of the APP initiative, which was introduced first in mathematics, has greatly accelerated progress in the subject over the last year. Pupils with a range of special educational needs and/or disabilities make the same good progress as their classmates because of the extra help and support they receive. In class, pupils make good progress, helped by their eagerness to learn, their good concentration, hard work and outstanding behaviour. Pupils' speaking and listening skills are high, and support their progress across the curriculum. They discuss work together animatedly, listen carefully to each other's viewpoints and arrive at conclusions together. This was seen to good advantage in a science lesson in Year 3, when pupils worked in threes to devise their own experiments with magnets, showing imagination and careful thought. Pupils enjoy many aspects of school, valuing their learning, the fun they have at work and play, and the friendships they make with each other.

Pupils are extremely polite, sensible and friendly, and show respect to adults and to each other. They take a keen interest in a range of other cultures around the world, as well as celebrating the variety of cultures represented in the school itself. They show great empathy for those in need, taking a pride in the work they do to raise money for many charities. Bushmead's Healthy School award is reflected in pupils' very good knowledge of how to keep healthy, and they enjoy a variety of exercise, including swimming. Pupils undertake many jobs around the school and do them conscientiously and well. They develop high levels of independence and, with their positive attitudes and excellent basic skills, are extremely well prepared for their future lives in education and beyond. They rightly feel very safe within the school, and know a lot about how to stay safe in the wider world. Pupils are confident that any issues that arise will be dealt with by the teachers, who '...are always cheerful and support you.'

*These are the grades for pupils' outcomes*

**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

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

A key to pupils' consistently good progress is the good teaching. Classes are managed extremely well because of clear expectations, and the very positive relationships which teachers have with all their pupils. Pupils are keen to please their teachers by their hard work, and are confident in contributing their ideas because they know teachers value them. This was seen in an excellent lesson when pupils in Year 2 became totally involved in devising complex sentences with interesting connectives and 'wow' words. Lessons are planned thoroughly and teachers have a good understanding of individual pupil's academic and personal needs. They try to plan work that matches these needs, although occasionally do not completely succeed. Good use is made of skilled teaching assistants, particularly in helping pupils who might otherwise struggle to take a full part in lessons. Teachers make good use of interactive whiteboards to clarify explanations and to make lessons more interesting. Pupils' ongoing progress is monitored well and adults are usually quick to intervene if pupils are going astray, or to challenge the more able to refine their work. Pupils are given meaningful targets that they know well, so they can gauge their success, and they are encouraged to assess their own achievements.

The curriculum provides many exciting, practical experiences which make learning fun. Pupils particularly enjoy the themed weeks they have, such as science week, and the trips they take to enhance their learning. The development of better cross-curricular

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

**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

links is making learning more meaningful and enhancing pupils' understanding in a range of subjects. Pupils are very enthusiastic about the topics they study and talk about them animatedly. The very wide range of extra-curricular activities is a notable strength.

The strengths in provision for pupils' academic progress are complemented by excellent pastoral support. There is a very strong programme for developing pupils' social and emotional skills, on which the school takes a lead within the local authority. This enhances the consistently positive informal guidance and support from adults that provide pupils with a clear moral and social framework, and leads to their excellent behaviour and relationships. Pupils who find maintaining such good behaviour difficult receive sensitive but firm encouragement, so that their learning and that of their classmates continues uninterrupted. Pupils whose circumstances make them particularly vulnerable, for example through recent bereavement, receive high quality support from staff. The breakfast club makes a similarly strong contribution to pupils' happiness and enjoyment of school. When asked how it could be improved, pupils could offer no suggestions as it was '...so good already.'

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The school has developed very effective systems to maintain strengths and promote improvements. The extremely clear educational direction from the headteacher is now complemented by the very effective way in which subject leaders and year leaders work together to challenge and support colleagues. In the recent past, this has resulted in continual improvements in provision, particularly teaching, through sharing good practice, and better achievement by pupils. The promotion of equal opportunities is central to the school's work, and its great success is demonstrated by how well all groups of pupils achieve and enjoy school. The school's positive engagement with parents and carers has been rewarded by Investors in Families status. The wide range of partnerships with other providers and services greatly enhances pupils' learning, and the school takes a lead in various aspects of the curriculum within the local authority, such as developing assessment systems. Governors have a good understanding of the school's strengths and weaknesses and provide good support and challenge. The expertise of individual governors, for example in finance and child protection, is valued and used well by the school. Safeguarding procedures fully meet requirements and

**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

display good practice. Different aspects of the curriculum give pupils a good understanding of keeping themselves safe when they learn, for example, about Internet safety or the dangers of paracetamol. The school promotes community cohesion well. The school itself has an exceptionally positive and inclusive ethos, where pupils' differences are celebrated, and the variety of cultures in the world studied and respected. Pupils' frequent and regular support for different charities is paralleled by the good understanding they gain of the issues in lessons.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children start in Reception with attainment that covers a wide range but is broadly in line with that expected nationally, except in matching sounds to letters. By the time they go into Year 1, their attainment is above average in almost all aspects of their learning, representing outstanding progress over the year. A relative weakness in developing early writing skills has been identified by staff and they are working effectively to remedy this. Outstanding leadership and management ensure that good practice is shared and the adults are all passionate about maintaining high standards of welfare and learning. Staff members work extremely well as a team to provide a rich curriculum that makes excellent provision for developing learning indoors and out. Teaching and learning are at least good and are often outstanding. Assessments of progress are regular and thorough. Results are used very well to plan the next activities, and are shared regularly with parents. Other links with parents are strong and support a smooth start to school and a happy and positive ethos in the classrooms. Children who go to the



**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

breakfast club have a similarly positive experience, and they move smoothly into class when the school day begins.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

**Views of parents and carers**

The very large majority of parents are happy with the school and what it provides for their children. They particularly value how their children are kept safe, the quality of teaching and how well the school is led and managed. A very small minority had concerns about how the school handled unacceptable behaviour, but inspection evidence is that this is done very well, and pupils themselves expressed confidence in the systems for dealing with 'naughty' children. A few parents have some concerns about aspects of communication with the school, but inspectors found that the systems in place were better than those usually found.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bushmead 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 246 completed questionnaires by the end of the on-site inspection. In total, there are 653 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	125	51	113	46	5	2	2	1
The school keeps my child safe	138	56	105	43	1	0	1	0
The school informs me about my child's progress	85	35	142	58	16	7	1	0
My child is making enough progress at this school	88	36	136	55	17	7	1	0
The teaching is good at this school	109	44	134	54	2	1	0	0
The school helps me to support my child's learning	93	38	135	55	14	6	0	0
The school helps my child to have a healthy lifestyle	94	35	144	59	5	2	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)	87	35	133	54	8	3	1	0
The school meets my child's particular needs	92	37	134	54	9	4	2	1
The school deals effectively with unacceptable behaviour	78	32	127	52	19	8	6	2
The school takes account of my suggestions and concerns	66	27	141	57	25	10	3	1
The school is led and managed effectively	116	47	121	49	3	1	1	0
Overall, I am happy with my child's experience at this school	125	51	111	45	9	4	1	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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



26 February 2010

Dear Pupils

Inspection of Bushmead Primary School, Luton, LU2 7EU

Thank you for all your help when we visited your school. We enjoyed talking to you and watching you work hard in class. One of your governors told us that the best thing about the school is the pupils, and he is right. We were very impressed by your excellent behaviour and by how well you all get along together. You are particularly good at working cooperatively to sort out your ideas and to solve problems. We were really pleased to see how keen you are to help others, for example by raising money to help people in Haiti.

We found that your school is outstanding. You reach high standards because your teachers are good at helping you to learn, plus you get lots of interesting things to do, and you all try hard and join in activities enthusiastically. The adults keep a very careful eye on how everything is going, and make sure that if anyone needs any extra help then they get it. They are keen to make the school even better, and we have agreed on three things they are going to concentrate on to do this.

Teachers are going to make sure that their marking in mathematics and science shows you more clearly how to get better next time.

The teachers are going to make sure that everyone always gets work that is just right for them.

The adults are going to provide more ICT equipment to use in the classrooms, so that you can use computers more often in other subjects.

You can help to improve things by keeping up your good behaviour and hard work. We hope you carry on enjoying life at Bushmead, and making good progress.

Yours sincerely

Steven Hill

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**