

# De Bohun Primary School

## Inspection report

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<b>Unique Reference Number</b>	102022
<b>Local Authority</b>	Enfield
<b>Inspection number</b>	355113
<b>Inspection dates</b>	14–15 June 2011
<b>Reporting inspector</b>	Nasim Butt

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

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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 of pupils on the school roll</b>	261
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Salloway
<b>Headteacher</b>	Terence Scott
<b>Date of previous school inspection</b>	21 May 2008
<b>School address</b>	Green Road London N14 4AD
<b>Telephone number</b>	020 8449 4402
<b>Fax number</b>	020 8364 8375
<b>Email address</b>	office@debohun.enfield.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 18 lessons taught by 11 teachers. Meetings were held with staff, members of the governing body and groups of pupils. Inspectors observed the school's work, and scrutinised the school's development plan, progress tracking data, pupils' work, governing body minutes and school policies. They also analysed questionnaires completed by 62 parents and carers and those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of school leaders in raising attainment and accelerating progress in English and mathematics at Key Stage 2.
- How well teachers use assessment data and individual learning targets to help pupils make more progress in lessons.
- The progress made by pupils in the inclusion resource base.
- The extent to which the Early Years Foundation Stage is a real strength of the school.

## Information about the school

The school is average in size and its pupils come from a wide mix of ethnicities with no group having an overall majority. The proportion of pupils from minority ethnic backgrounds and who speak English as an additional language is higher than in most schools. There is a well above average proportion of pupils with special educational needs and/or disabilities. There is an inclusion resource base in the school, providing for a small number of pupils with communication disorders. The proportion of pupils known to be eligible for free school meals is also well above average. The proportion of pupils who join the school other than in the Early Years Foundation Stage is higher than that found in most other schools. The school has Healthy School status and holds the Basic Skills Quality Mark and Inclusion Quality Mark national awards. The school runs both a breakfast and an after-school club. The Early Years Foundation Stage comprises a morning Nursery and a large Reception class taught by two teachers. There is a children's centre on the same site managed by the school's governing body.

**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**

**3**

## Main findings

De Bohun Primary School provides a satisfactory standard of education. It is a welcoming and inclusive community. Children in the Early Years Foundation Stage get an excellent start because of the high quality provision which is leading to outstanding outcomes. However, pupils' achievement by the end of Year 6 is no more than satisfactory. School leaders and the governing body are fully aware that raising attainment, in both English and mathematics, is a key priority for the school. Although pupils' attainment and progress are tracked, it has not been rigorous enough in the past, resulting in a trend of low attainment and inadequate progress, especially in mathematics. However, as a result of better teaching coupled with effective interventions and robust tracking, attainment and progress in both key subjects have improved sharply. Pupils across the school have made accelerated progress in mathematics and English this year, especially in Years 2 and 5. A significant minority of pupils in the current Year 6 joined the school during this academic year. Although pupils' attainment in English and mathematics by the end of Year 6 is low, there is strong evidence that it is improving rapidly and securely. For example, current Year 5 pupils are now working at age-related expectations and making good progress. A key strength of the school is the excellent provision and very well targeted support for pupils in the inclusion resource base, as a result of which these pupils make very good progress.

Teaching is satisfactory and improving. Lessons are better when the teachers actively engage pupils in learning, and challenge pupils to work independently. As a result, pupils' progress is good. However, this happens in a minority of lessons as teachers often take up too much of the lesson explaining things before giving pupils the opportunity to engage in active learning. As a result, the pace of the lesson slows down, leading to fewer opportunities for pupils to explain their thinking and assess their own progress during the lesson. In addition, assessment, including the use of targets, is sometimes not used effectively enough to meet the range of needs in the classroom. This results in many pupils making satisfactory rather than good progress.

The school's caring and supportive environment helps support the school's aim to prepare pupils for learning. As one clearly satisfied parent commented, 'My son started in November, coming from a totally different education system, and we immediately felt supported. My son is really happy at De Bohun.' The curriculum has been improved to provide targeted support in literacy and numeracy in order to accelerate progress in pupils' basic skills. However, attendance, although rising rapidly, remains well below the national average despite the school's impressive range of strategies and hard work with many pupils and their families.

Sound self-evaluation has led to clear articulation of priorities with associated targets in the school's improvement planning. Coaching, supported by the modelling of good practice

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has improved the quality of teaching in some cases. However, school leaders, including members of the governing body, recognise that the programmes in place to improve teaching are not always evaluated with rigour and used to inform the next stages of development. The school's success in reversing a declining trend in attainment and progress in mathematics and English at Key Stage 2, including the good work it has done to sustain an outstanding inclusion resource base and Early Years Foundation Stage provision, demonstrates its satisfactory capacity for further sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise pupils' attainment through improved teaching, so that the large majority is consistently good or better, and attainment is broadly average in English and mathematics by September 2012, by:
  - making full use of assessment information to ensure higher expectations in lessons and increased challenge for all pupils
  - providing pupils with more opportunities to explain their thinking in lessons and to assess their own progress
  - improving teachers' marking and the use of targets to ensure that all pupils are aware of how they can improve.
- Improve the leadership and management of teaching by ensuring that:
  - the impact of initiatives to improve teaching are evaluated fully and the outcomes used to bring about further improvements
  - school leaders' evaluation of the quality of teaching is strongly linked to the progress made by different groups of pupils.
- By June 2012, improve pupils' attendance so that it is at least average, by further consolidation of the good work currently being undertaken with pupils and their families.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Children enter the Nursery with skills and experiences that are low in relation to those expected for their age, particularly in communication, language and literacy, and in children's social and emotional development. Because provision in the Nursery and Reception classes is outstanding, standards improve markedly, although attainment remains below that expected for their age when pupils enter Year 1. By the end of Year 6, pupils' attainment in English and mathematics is still low, although achievement is satisfactory given their well below average starting points. Like Year 5, pupils in Year 2 have also achieved the national average in writing and mathematics in their most recent teacher assessments. Pupils' work in lessons and in their workbooks indicates that standards and progress are rising across the school. However, a gap in attainment in both English and mathematics persists between boys and girls. A range of strategies by school leaders are successfully addressing this gap. In lessons, pupils behave well and show good enthusiasm for learning. This was exemplified in a Year 3 mathematics lesson where

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pupils made good progress in their understanding of statistics because they were motivated and engaged by the effective use of stimulating resources. However, on many occasions pupils' progress in lessons is no more than satisfactory because they are not all actively involved in learning early enough in the lesson. Reliable school assessment information and other inspection evidence show that pupils with special educational needs and/or disabilities, who comprise the majority, make good progress because they are well supported in class or receive effective specialist support. The small numbers of pupils in the inclusion resource base make very good progress because the resourceful teaching is based on a very secure understanding of their specific needs.

Pupils feel safe in school and are very confident that they can turn to an adult to sort out any concerns. They have a good awareness of how to avoid risks, both at school and in the community. Pupils' uptake of the very healthy school meals is high and they show a good understanding of the importance of exercise and a balanced diet to their healthy development. This, coupled with good participation in the wide range of physical activities offered, reflects well the school's Healthy School status. The school council is active and provides a useful forum for pupils' voices, achieving success, for example, in having water fountains installed in appropriate points in the school. Pupils have made a good contribution to the community, for example by acting as Eco-warriors and making a presentation to a group of councillors with responsibility for the environment in the borough of Enfield. Pupils of all backgrounds work well together on tasks and when talking about their learning. They show a strong awareness of different faiths and cultures. In addition, pupils have good opportunities for reflection, for example in whole-school and weekly class assemblies. Although attendance is well below average, it is improving rapidly and pupils' punctuality is good. The school's recent re-accreditation for the Basic Skills Quality Mark reflects well the rapid improvements seen in pupils' literacy and numeracy skills, making a sound contribution to their future economic well-being.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
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>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

Good relationships characterise all lessons and these form the basis of a supportive learning environment. This is complemented by teachers' strong subject knowledge which enables them to model and explain concepts effectively. In some lessons, pupils make good progress because assessment information is used well to guide the planning of learning tasks. This is coupled with giving pupils opportunities much earlier in the lesson to be actively engaged and demonstrate learning and progress. However, in many lessons, teachers take too much time in introducing learning on the carpet, which gives pupils too little time to practise, extend and apply their learning and skills. The effective use of suitable resources and good support from teaching assistants in helping pupils master small steps in learning ensures that the progress of those with special educational needs and/or disabilities is good. Although marking is regular and provides some useful feedback, there is little evidence in pupils' books of individual targets, particularly in mathematics, and how these targets are used to extend learning.

The curriculum provides pupils with a satisfactory range of learning experiences. A theme-based curriculum has been introduced in humanities to make more meaningful links between these subjects while maintaining an emphasis on literacy and numeracy. Currently, pupils are not always provided with enough opportunities to apply and develop these skills across the curriculum. The very well tailored and imaginative curriculum in the inclusion resource base meets the specific needs of these pupils very effectively. Themed

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weeks such as the languages, science, mathematics or book week, enhance the curriculum well. Pupils benefit from a well-attended range of extra-curricular clubs and activities. These contribute much to pupils' enjoyment, as do trips out of school. Pupils are looked after well in this nurturing family community. For example, pupils enjoy good quality care in the breakfast and after-school clubs. All adults are well informed about the needs of pupils whose circumstances may make them vulnerable. Attendance, although still well below the national average, has improved as a result of the impressive work that the school has undertaken with pupils and their families. In this school, pupils' well-being is monitored carefully by caring adults who intervene sensitively and effectively with well-judged support when needed. This good quality care is reflected in the achievement of the Inclusion Quality Mark with which the school has been very recently re-accredited.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Since a dip in attainment and progress in 2009, school leaders have focused primarily on raising attainment in English and mathematics by establishing stronger tracking systems and monitoring pupils' progress more closely, for example through the regular and effective pupil progress interviews. This has resulted in accelerated progress in both key subjects. Teachers share the clear vision of the senior leaders and all are galvanised towards raising attainment and maintaining the momentum in continuing to accelerate pupils' progress. Effective plans with clear targets are driven well by senior leaders, although action planning by middle leaders is not sharp enough. Although school leaders regularly monitor the quality of teaching, evaluation of the impact of teaching on pupils' learning and progress is insufficiently rigorous. As a consequence, teachers do not always get clear and specific guidance on how to improve, especially in relation to improving pupils' rate of progress in lessons.

Arrangements are very secure for safeguarding the welfare of pupils and for making sure that those working with them are properly vetted. Risk assessments for all activities both inside and outside the school are detailed and thorough. The governing body is supportive of the school and has an accurate understanding of the strengths and weaknesses.

Members are beginning to ask the school leaders challenging questions about pupils' achievement on a regular basis. The school promotes equality of opportunity and tackles discrimination adequately. Good behaviour strategies coupled with effective support for potentially vulnerable pupils, including those in the inclusion resource base, has resulted in more pupils being engaged with learning. However, the school recognises that there is still a gap in attainment between boys and girls in both mathematics and English. Community cohesion is satisfactory. The school understands the composition of its community within

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the school and pupils from different backgrounds get on very well with each other. Good partnership work with the on-site children's centre strengthens the school's links with many parents and carers in the local community. The school is currently developing links at the national and global level.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children make outstanding progress in the Nursery and Reception classes because highly effective leaders and managers ensure that teaching is consistently good and often outstanding. An extremely well-structured and highly stimulating learning environment captures the interest and imagination of children throughout the day. A high level of enjoyment was evident when children used wood, nails and rubber bands to make a guitar and explore the sounds it makes. Children performing gymnastics to soothing background music made very good progress in their physical development. The very creative approach to high quality outdoor provision allows children to have maximum choice in which activities they engage in. As a result, children's confidence levels are high and they make maximum progress in developing their personal, social and emotional skills. Assessment information is used very effectively to plan activities that meet children's needs and tracking of children's progress across all areas of learning is very detailed and thorough. The very skilled teachers and teaching assistants take every opportunity to develop children's reasoning skills through effective questioning. In addition, adults ensure that children are kept very safe and healthy so that they are able to enjoy their learning. Excellent links with parents and carers help children to quickly settle and secure a good introduction into school routines. The leader of the Early Years Foundation Stage has created a very special and highly inclusive environment in which children from all backgrounds purposefully interact and experience great joy in learning.

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*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:	1
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

Most parents and carers who responded to the parental questionnaire are supportive of the school and are happy with their child's experience at the school and with what it provides for them. The few parental concerns related to the school helping parents and carers to support their child's learning and informing them about their child's progress. Inspectors consider that the school has significantly improved its systems for engaging parents and carers with their child's progress as a result of stronger tracking and closer monitoring of pupils' progress.

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

Ofsted invited all the registered parents and carers of pupils registered at De Bohun 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 62 completed questionnaires by the end of the on-site inspection. In total, there are 261 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	55	27	44	0	0	1	2
The school keeps my child safe	30	48	28	45	2	3	2	3
My school informs me about my child's progress	33	53	21	34	6	10	1	2
My child is making enough progress at this school	29	47	22	35	6	10	2	3
The teaching is good at this school	29	47	23	37	4	6	0	0
The school helps me to support my child's learning	22	35	30	48	9	15	0	0
The school helps my child to have a healthy lifestyle	31	50	26	42	4	6	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)	23	37	29	47	3	5	2	3
The school meets my child's particular needs	25	40	28	45	3	5	1	2
The school deals effectively with unacceptable behaviour	21	34	31	50	4	6	2	3
The school takes account of my suggestions and concerns	21	34	29	47	5	8	2	3
The school is led and managed effectively	26	42	26	42	7	11	0	0
Overall, I am happy with my child's experience at this school	30	48	16	26	4	6	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



16 June 2011

Dear Pupils

**Inspection of De Bohun Primary School, Southgate N14 4AD**

Thank you for welcoming us to your school. I would like to give a special thank you to all those who took the time to speak to us. Yours is a satisfactory school which is showing some signs of improvement. By the end of Year 6 your attainment in English and mathematics is below the national average, but improving quickly, especially in Year 5. You make satisfactory progress overall and many of you make good progress in your learning.

Here are some of the good things in your school.

- Children in the Nursery and Reception classes make excellent progress because of the high quality provision.
- You have good knowledge and understanding of how to keep yourselves safe and healthy.
- The school provides a safe and caring environment for you to learn in.
- Those of you who are in special groups created to raise your attainment in literacy and numeracy are making good progress.

However, although some of you are making good progress, not all are making enough progress. Also, your attendance is well below the average for primary schools. Therefore, we have asked the school to improve the following things:

- Ensure that most teaching is good or better so you can make the maximum progress in lessons.
- Ensure that school leaders look more closely at how much you learn and the progress you make in lessons.
- Continue to work with the parents and carers of those of you who do not attend school as much as you should.

All of you can help by continuing to work hard and making sure you do not miss any school unless there is a very good reason.

Yours sincerely

Nasim Butt

Lead inspector

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