

De Bohun Primary School

Green Road, London, N14 4AD

Inspection dates 13–14 May 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement is not good enough over time. Recent, more rapid progress is helping pupils to catch up, but attainment is not as high as it should be.
- Not enough children in the Early Years Foundation Stage develop the reading, writing and mathematics skills they need for Year 1.
- Pupils do not have enough opportunities to practise and apply literacy and mathematics skills across a range of subjects and activities.
- Teaching is not consistently good enough to ensure pupils make good progress over time. Some improvements to teaching are relatively recent.
- Teaching does not challenge pupils consistently, especially the most able.
- Support from teaching assistants is too variable in quality.
- Developing pupils' speaking skills does not have a high enough profile.

The school has the following strengths

- Pupils' behaviour has improved and is now good. Pupils feel safe and well looked after.
- Pupils' attitudes to learning are positive. An interesting range of activities promotes pupils' enthusiasm for learning as well as their personal development. They think learning is 'fun'.
- The school makes good use of local partnerships to help teaching improve.
- Leaders and managers have set about improving the school in a systematic way. Methods for checking what is working and for setting out actions to improve further are rigorous.
- Governance is strong; governors challenge the school's leaders effectively.
- The positive 'can do' culture promoted by the headteacher is infectious.

Information about this inspection

- Inspectors observed the school's work and looked at a number of documents, including information on pupils' current progress, improvement planning, the use of pupil premium and sports funding, checks carried out by leaders on teaching, and records relating to behaviour, attendance and safeguarding.
- Inspectors visited 14 lessons, including 10 that were observed jointly with senior leaders. They made short visits to several other lessons to look at pupils' work.
- Inspectors observed break times, lunch times, and the start of the school day, as well as attending an assembly.
- Inspectors met with three groups of pupils and talked to them about their work. They heard pupils read during reading sessions. Inspectors looked at the results of the school's survey of pupils' views.
- Inspectors met senior and middle leaders, members of the rapid recovery group and governing body, and a representative from the local authority
- The team analysed the 25 responses to the online questionnaire, Parent View, and spoke briefly with parents and carers as they brought their children to school at the start of the day. Inspectors also looked at the school's own survey of parents' views.
- Evidence from monitoring inspections in January, June and November 2013 was also taken into account.

Inspection team

Jane Wotherspoon, Lead inspector

Her Majesty's Inspector

Grace Marriott

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- When the school was inspected in October 2012 it was deemed to require special measures. Improvements were required to pupils' achievement and attendance, the quality of teaching, and to leadership and management at all levels, including governance.
- The school became part of a soft federation with a local secondary school, which is part of a teaching alliance. There have been significant changes in staff since the inspection of 2012, including at senior levels.
- Pupils come from a wide range of social and cultural backgrounds. The proportion from minority ethnic groups is well above the national average. A high proportion speaks English as an additional language.
- The school is broadly average in size, but growing steadily. Significant numbers of pupils join and leave the school at various times. For example, between September 2013 and April 2014, 61 pupils have joined the school and 40 have left.
- The proportion of disabled pupils and those who have special educational needs who need some extra support is above average. The proportions of pupils who need more extra help, or with a statement of special educational needs, are broadly average.
- Almost half the pupils are known to be eligible for additional government funding, known as the pupil premium. This is higher than the national average.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The school has a specially resourced provision for up to eight pupils with complex needs. There are currently two pupils in this resource base. The local authority is undertaking a borough-wide review of such provision.
- The school manages a children's centre that has been inspected separately.

What does the school need to do to improve further?

- Improve the quality of teaching across the school so that it is consistently good or better by:
 - making sure the challenge for pupils is consistently high, especially for the most able pupils
 - raising teachers' expectations of pupils' standard of work and improving teachers' marking in subjects other than English and mathematics
 - planning to develop pupils' skills in literacy and mathematics through other subjects
 - increasing opportunities for pupils to develop their speaking and communication skills, ensuring that adults promote and model good spoken English
 - improving the skills of teaching assistants to support pupils' learning.
- In addition, strengthen provision in the Early Years Foundation Stage by:
 - increasing opportunities for children to practise reading, writing and mathematics during a wide range of activities
 - developing opportunities for parents and carers to support their children's learning.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils are catching up. This can be seen in pupils' books and in the school's information on pupils' progress. The majority are making reasonable progress and some are making good progress. Pupils in Year 6 have made huge strides this year, having made little progress the previous year. A similar pattern is repeated across the school.
- Despite this positive picture of recent progress, there is a long history of underperformance and low attainment to overcome. Achievement is not yet good because, in too many classes, the attainment of boys is lower than that of girls. The rate of catch-up is slower in some year groups.
- Many children start school in the nursery with knowledge, skills and understanding that are lower than typical for their ages, especially in speaking and communication.
- In the Reception Year, regular teaching of phonics (the link between letters and the sounds they make) is helping children to develop their reading and writing skills. Mathematical skills are below what is typical for their age. Many are still below the levels expected in the key skills that children need for Year 1.
- In 2013, results of tests in Year 6 and teacher assessment in Year 2 were significantly below the national figures. In Year 6, too few pupils had made enough progress during Key Stage 2. Results are predicted to be better this year, with an increased proportion attaining Level 5 and Level 6. Results in Year 2 are predicted to be better than last year but likely to be below the national figures, especially the proportion attaining Level 3.
- Overall, the school has made some headway with improving the level of challenge for the most able pupils, but there is more to do to make sure they are challenged consistently.
- The attainment of pupils for whom the school receives additional government funding is below that of other pupils, but with positive signs that the gap is narrowing. This is as a result of the school's careful tracking and catch-up programmes.
- Pupils who speak English as an additional language are spread throughout the ability range and their progress is similar to their peers. Pupils new to the school, including those who do not speak English and/or those who have not previously attended school are integrated quickly into the school's welcoming ethos.
- Disabled pupils and those with special educational needs make similar progress to their peers. The two pupils in the resource base are doing well. Remaining variations in progress reflect pupils' past and current experiences rather than any specific need or characteristic.
- Structured sessions of daily supported reading in Year 1 are having a positive impact on pupils' reading skills, which are developing well. Pupils use their knowledge of phonics to attempt to read unfamiliar words.

The quality of teaching

requires improvement

- Teaching requires improvement because not enough is consistently good across the school to ensure pupils make good progress. Improvements in some classes are relatively recent.
- Increasingly, teachers' expectations of pupils are high. On occasions, activities are not set at the right level of challenge. At times, teachers and other adults miss opportunities to take pupils further in their learning through questions that challenge pupils to explain and discuss their understanding. Not enough interactions and dialogue between staff and pupils provide a good model of spoken English.
- Teachers' marking of pupils' work is regular. In the main, helpful comments and feedback encourage pupils to improve their work, but are not always followed up by pupils.
- Planning to incorporate literacy skills in other subjects is more secure than opportunities to use mathematics skills in other subjects. Teachers' expectations of pupils' work in 'topic' books is not

always as high as it is in English and mathematics. Nor are these books as well marked.

- Displays of pupils' work brighten classrooms and corridors and support pupils' learning. They celebrate pupils' good efforts and set expectations. Pupils say they use the 'working walls' for guidance.
- The Early Years Foundation Stage has improved considerably and now has a better balance of activities led by adults and those that children choose for themselves. Activities led by adults have a clear learning focus. Opportunities are missed to intervene in children's chosen activities to help them develop their language skills or to explain what the children are doing and finding out. Improvements in the range of opportunities for children in Reception to practise writing and recording during other activities are very recent. Records of children's learning and development over time are improving, but rarely involve input from parents and carers.
- Despite training, the quality and impact of the support of teaching assistants is variable. Some lead intervention programmes and catch-up sessions which are not aligned closely enough with the work that pupils complete in class.
- Procedures for checking pupils' progress are strengthening. Regular checks on pupils' levels of work and on their progress over time help teachers to identify the gaps in pupils' knowledge. A group of Year 6 pupils told inspectors that their teacher is 'plugging all the gaps' in their previous learning.
- Teachers' ability to adapt work during lessons in response to pupils' errors is more variable with the result that pupils' misconceptions are not always tackled quickly enough. The most skilled teachers modify tasks as lessons progress. On occasions, explanations are not clear and pupils are confused when the use of subject specific vocabulary is muddled.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Movement around the building is well managed, but not over controlled. Pupils are encouraged to take responsibility for themselves in following clear routines and expectations.
- Behaviour on the playground is sometimes boisterous but not unsafe. A range of age-appropriate activities and sufficient staff on hand keep pupils occupied. The introduction of play leaders and peer mentors to help pupils resolve disagreements has led to a reduction in the number of incidents at break times.
- The behaviour policy, introduced at the start of the academic year, is well understood by pupils. They refer regularly to the golden rules. Pupils who have been at the school for a long time spoke of the big improvements that have been made to behaviour and to the climate for learning.
- In lessons, teachers manage pupils' behaviour well and sanctions are rarely needed. Pupils engage positively in the activities that teachers give them and are enthusiastic about learning. They show a mutual respect for one another's learning needs and are open about the levels at which they are working.
- Pupils think they are doing well. They know this, not just because their teacher tells them so, but because they can also see the improvements in their own work as they look through their books. Opportunities to assess for themselves what they have learnt in a lesson, and whether they have met the success criteria, give them a strong sense of their own achievement.
- The school's work to keep pupils safe and secure is good. The school's survey of pupils' views shows that pupils feel safe in school. Parents and carers agree. The school teaches pupils to keep themselves safe when, for example, using computers or social media.
- Pupils are confident that incidents of bullying are rare and followed up by staff. Similarly, racist name calling or other forms of discrimination are not tolerated. Fixed-term exclusions are used rarely in the most severe cases of misbehaviour.
- Attendance rates continue to improve. Figures for the current academic year are in line with national figures. This hard-won improvement is the result of rigorous application of systems to

check pupils' attendance, sanctions for poor attendance and rewards for good attendance.

The leadership and management are good

- The headteacher has been uncompromising in setting out her high expectations of staff and pupils alike. The strong senior leadership team engenders a sense of teamwork and a 'can do' culture among other staff.
- Middle leaders have a good grasp of their roles and responsibilities. It is clear that expectations from senior staff have increased and middle leaders are accountable for securing improvements to pupils' outcomes. However, they are also supported in their efforts to achieve their aims.
- The leader of the Early Years Foundation Stage has led the team effectively to improve the overall provision. She has well-founded plans for further improvements, including developing opportunities for parents and carers to contribute to children's learning.
- Leaders gather a wide range of evidence to evaluate what is working and what needs to improve. This systematic approach has served them well in moving the school forward at a good pace. The strong focus on improving teaching has secured improvements in all aspects of provision and in pupils' outcomes.
- The detailed system for tracking pupils' progress over time ensures that leaders and class teachers identify quickly when pupils need to make more progress. A programme of support from additional staff is used to help pupils catch up. Teachers' pay progression is linked closely to pupils' outcomes and whole-school developments.
- The additional sports funding is used appropriately to develop the skills of teachers and to support extra-curricular activities. It is too soon to judge the impact of this strategic approach to securing long-term improvements. Pupils are very positive about the breadth of activities they experience in physical education.
- The focus on reading, writing and mathematics has reaped rewards in developing pupils' basic skills. Leaders have sensible plans to increase the focus on other subjects as the new National Curriculum is implemented from September. Art, music, sport and literature make a good contribution to pupils' personal development.
- Religious education makes a strong contribution to developing pupils' understanding and respect for each other's beliefs. Good opportunities are extended for pupils to take on roles and responsibilities. Pupils support the social and moral ethos of the school through their roles on the school council, as peer mentors and as play leaders.
- Support from the local authority has been well targeted. It has been reduced gradually in line with the school's need and the growing capacity of the school's leaders to sustain improvement. Leaders have made good use of partnerships, such as the soft federation and local networks, to secure improvement.
- Safeguarding procedures are rigorous and meet current requirements.
- The governance of the school:
 - Governance has improved significantly since the inspection of 2012. Additional members have brought specific skills and expertise. The rapid recovery group, formed from representatives of the governing body and external partners, has been instrumental in challenging the school's leaders and in developing the skills and expertise of other governors. Members ask searching questions about pupils' progress and the quality of provision. Such challenge has helped the school's leaders to keep up the pace of change and improvement. Governors have an increasingly secure understanding of the school's data and the quality of teaching across the school. They know about the remaining variations in the quality of provision and the impact of the use of different funding. They have a clear vision for the school's continuing development and improvement. Governors ensure that all statutory policies are in place, including those to keep pupils safe.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102022
Local authority	Enfield
Inspection number	432492

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	308
Appropriate authority	The governing body
Chair	Lucy Peatfield
Headteacher	Helen Pearson
Date of previous school inspection	October 2012
Telephone number	020 8449 4402
Fax number	020 8364 8375
Email address	office@debohun.enfield.sch.uk

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