

# 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>	307876
<b>Inspection dates</b>	21–22 May 2008
<b>Reporting inspector</b>	Mike Smith

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 on roll</b>	
School	217
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr J Salloway
<b>Headteacher</b>	Mr T Scott
<b>Date of previous school inspection</b>	11 October 2004
<b>School address</b>	Green Road London N14 4AD
<b>Telephone number</b>	020 8449 6664
<b>Fax number</b>	020 8364 8375

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average sized primary school provides for pupils who come from a wide range of social, economical and cultural backgrounds. Just over half of pupils come from different ethnic groups, the largest being from Black African backgrounds. A similar number have a home language other than English and are at an early stage of learning English. The number of pupils eligible for free school meals is much higher than average. Families move in and out of the area more frequently than usual. The number of pupils with moderate learning difficulties or disabilities, is higher than average, as is the proportion with statements of special educational needs.

There is a special needs resource base in the school, which provides for a small number of pupils with communication disorders. Outreach support to other schools is also provided. The school achieved the Leading Parent Partnership award in 2006 and obtained the Inclusion Quality Mark in February 2008. The school is a Healthy School and holds the Basic Skills Quality Mark and the Sport's Activemark.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

The school provides a good education for pupils. Leadership at all levels put pupils' well-being and achievement at the heart of all their planning. The headteacher is committed to supporting the needs of all pupils and is very effectively supported by the deputy headteacher and inclusion manager. The school has outstanding partnerships with external providers that ensure the very best provision for pupils' care and well-being. The Inclusion Quality Mark report stated, 'This is an inclusive school where pupils are supported to enjoy their learning and achieve to the best of their ability. Enormous efforts are made to include pupils with a range of needs and to support a diverse and often transient community'. Effective self-evaluation and systematic monitoring of provision ensures the school clearly knows its strengths and what it has to do to improve. With a dedicated staff and well-informed governors, senior leaders have implemented strategies to improve provision and promote higher standards. Parents recognise the school's commitment and the great majority are very happy. One reported, 'My child is making good progress and she really enjoys attending. Teaching is good and she is always encouraged to do her best'.

Children get off to an excellent start in the Foundation Stage. By the time pupils leave the school they are reaching broadly average standards. This represents good achievement for all pupils. The intervention strategies for pupils with moderate learning difficulties and for pupils needing support with their English are effective. This ensures their progress is good and in line with their peers. Teaching and learning are good. Pupils have excellent attitudes and their behaviour is good. Information and communication technology (ICT) is used very effectively to support learning in other subjects. This demonstrates good progress since the last inspection.

Whilst good overall, there exists some inconsistencies in the quality of teaching and learning with the consequence that, on a few occasions, pupils' progress becomes uneven. Occasionally there is a lack of challenge for some pupils. The curriculum is good. The school is aware of the need to improve planning to ensure that pupils' basic skills are supported across all subjects. For example, teachers are beginning to highlight links between subjects to make learning more meaningful, although there is still work to be done. Care, guidance and support for pupils is outstanding. Academic guidance is very good and pupils are clear what they need to do to improve. Older pupils understand the purpose of target setting and what they have to do to improve their levels of attainment.

Relationships are excellent. Pupils are polite, friendly and behaviour is good because of consistent management and clear expectations. Pupils very clearly understand all about health and safety. They thoroughly enjoy their physical exercise and know what constitutes a healthy diet. However, one pupil felt that school lunches were, 'too healthy', because 'you only get ketchup on a Friday'. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils have very positive attitudes towards each other and show empathy and support for each other. Pupils relish taking responsibilities within the school and are involved in a variety of fund raising and recycling projects. Their contribution to the community is outstanding and contributes very well to establishing strong teamwork in the school. All staff are committed to providing high quality care and support for all pupils, who gain confidence and try their very best. Whole school data on pupils' progress is being effectively analysed, and is used well by teachers to set appropriate work for pupils. Senior leaders have a clear sense of direction and effective self-evaluation ensures that they are aware of what needs to be done to improve provision and pupil's standards. Systems to promote consistency in the quality of teaching, for

example, by sharing the very best practice are not as effective as they might be. The governing body is fully involved in the monitoring, self-evaluation and strategic management of the school, and clearly knows the school very well. The capacity to improve is good.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Children's attainment on entry to the school varies from year to year but is generally low with a significant number of children entering Nursery or Reception with little or no English. The high quality provision enables them to gain increasing confidence and, by the end of Reception, children are making very good progress in relation to their starting points. This is the result of well-informed planning, and provision linked closely to effective observation and assessment practices. Children make excellent progress in their personal development enabling them to become more aware of others. This, in turn, supports positive attitudes towards their learning, working with other children and in developing their communication skills. One parent said, 'I have really enjoyed watching my daughter grow in maturity and learning new skills this past year'.

### **What the school should do to improve further**

- Ensure there are consistent strategies for supporting core skills across the curriculum to promote raising standards.
- Ensure the very best practice in teaching and learning is effectively shared across the school.

## **Achievement and standards**

### **Grade: 2**

Pupils, including those at an early stage of learning English, continue to work very hard and achieve well in relation to their starting points. Standards reached by Year 6 are broadly average, but senior leaders are determined that pupils will do better and have set aspirational targets, particularly in writing. These targets are underpinned by the effective use of assessment and pupil tracking systems that ensure targets are based upon accurate teacher assessments. Pupils who have learning difficulties and/or disabilities achieve well in relation to their particular learning goals. The relatively high proportion of pupils joining the school throughout the year are not disadvantaged in any way and make good progress from their starting points.

## **Personal development and well-being**

### **Grade: 1**

Pupils' outstanding personal development is effectively supported by the outstanding care, guidance and support they receive. Pupils respond extremely well to the school's strong ethos of care and respect for others. They feel safe, welcomed and have very positive attitudes to learning. Pupils' enjoyment is clearly evident in the enthusiastic way they talk about the many things they like about the school. Pupils know about other faiths, cooperate well in groups and respect the opinions and ideas of others. Attendance is satisfactory and the school is working hard with outside agencies to improve it further. Pupils greatly value the opportunity to serve on the school council and are able to have their say in school improvement. They are very proud of their achievement in ensuring play equipment is now well looked after. Pupils report that any bullying, which is rare, is dealt with quickly and smoothly. As one pupil commented, 'There is always someone you can talk to and you know that they are really listening'.

## Quality of provision

### Teaching and learning

#### Grade: 2

The overall quality of teaching and learning is good or better across the school and results in pupils making good progress. Teamwork is excellent and teaching assistants make a significant contribution to pupils' achievement, particularly in the various support groups. Monitoring and observation are well established and support and guidance to improve individual practice is well received by staff. Opportunities to reinforce continuity in teaching through sharing the best practice are not maximized. Staff know pupils very well and use this information, together with progress data effectively, to plan and deliver activities to meet individual needs. Occasionally there is a lack of challenge in lessons, and progress slows. Resources are very well used to support pupils' learning.

### Curriculum and other activities

#### Grade: 2

The curriculum fully supports pupils' cultural development and promotes the development of their literacy, numeracy and communication skills. Whilst steps are now in place to develop more cross-curricular links to reinforce core skills, such as writing in other subjects, there is room for further improvement. The artwork and displays around the school reflect and give great value to the cultural diversity of the school. There is a wide range of extra curricular opportunities for pupils such as football, running, drama and art, that further support pupil's achievement and personal development. External specialists add interest to pupils' learning. For example, a drama specialist supported Year 6 pupils in their Shakespearean production.

### Care, guidance and support

#### Grade: 1

A combination of efficient and consistently applied school procedures and practice ensure pupils are kept safe and secure. The well-attended breakfast club provides an excellent start to the day and clearly demonstrates the outstanding relationships between staff and pupils. The very effective planning and teamwork between senior staff, parent support adviser, learning mentor, teaching assistants and teachers very effectively meets pupils' personal needs. Vulnerable pupils are quickly identified and receive specific support. On some occasions this can be accessed from the Inclusion Resource Base. This results in increased confidence, self-esteem and improved attitudes. Parents report that communication with homes is good. A parent wrote, 'I am regularly updated on my son's progress and whenever I go to school I feel comfortable and welcomed'. Parents also appreciate the opportunities arranged by the school for gathering socially, and other opportunities where their own learning needs are addressed.

## Leadership and management

#### Grade: 2

Leadership and management are clearly focused on raising attainment. The headteacher gives good strategic guidance and encouragement to all staff who are consistent in their dedication to the pupils. The impact of such work is clearly reflected in the increasing improvement in

pupils' academic and personal progress. There are high expectations made of staff, their work is valued and morale is high. A teacher commented, 'Everyone in the school works closely together and we are all involved in making things better for pupils'. Performance management for all staff leads to relevant and high quality training, and professional development is clearly based upon school improvement, personal skills and meeting the needs of the pupils. For example, teachers and teaching assistants attend relevant training in literacy support, behaviour management and meeting any specific needs of pupils. Areas identified for improvement need to be more carefully prioritised in terms of their direct impact upon raising pupil standards and achievement. Office staff provide a professional welcome to the school and parents appreciate their support and friendly manner.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

04 June 2008

Dear Pupils

Inspection of De Bohun Primary School, London, N14 4AD

Thank you for making our visit to your school such a pleasurable one. We really enjoyed talking to you and we were very pleased to see how well you all look after each other. We agree with you and your parents that your school is good and helps you to do your very best. We think that you make good progress in your lessons. All the staff work really well together to make sure you get any extra help you may need. You can help by keeping a close watch on your targets and working as hard as you can to achieve them. Here are some other things we particularly liked about your school.

- You learn to do things for yourself and you are friendly and polite to everyone.
- You really enjoy your lessons and work well together.
- Your behaviour is good and you clearly understand how to be safe and healthy.
- You like to take responsibility and you very effectively support your community.
- The curriculum offers you interesting and relevant learning opportunities.
- You really like the clubs, after school activities and breakfast club.
- You learn useful skills that will help you when you move to secondary school.
- You think of others less fortunate than yourselves.
- The school works very effectively with other people to ensure you receive the support you need.
- The school is led and managed well and all staff have your interests at heart.

Your headteacher, governors and all staff are always thinking how they can improve the school even further. For example:

- they are developing ways to help you improve your standards and achieve the very best you can
- they are developing ways to ensure the very best practice in lessons is effectively shared amongst all staff.

It was a delight being in your school and we wish you all every future success.

Yours sincerely

Mike Smith

Lead Inspector