

De Bohun Primary School

Green Road, London N14 4AD

Inspection dates

6–7 July 2016

Overall effectiveness

Good

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The school is improving rapidly. The single-minded determination of the headteacher and deputy headteacher have brought about improvements in the quality of teaching since the last inspection. Consequently, pupils' achievement has risen throughout the school.
- Teaching is good. Many effective training sessions are ensuring that teachers and teaching assistants work very well together. They support pupils' development well within the main school, pre-school and specially resourced provision for pupils with complex needs.
- Pupils who have special educational needs and/or disabilities, including those in the specially resourced provision, achieve well. Teaching is carefully matched to their individual needs.
- Pupils make good progress because they practise key skills very regularly. Pupils write particularly well because teachers provide a range of interesting tasks that help them develop their skills quickly.
- Leaders manage pupils' behaviour effectively. Pupils are motivated and the majority have good attitudes to learning. Their behaviour around the school is typically good.
- The school's work to keep pupils safe is effective. Pupils are well cared for and thrive as a result of the support and guidance that staff provide.
- The early years setting is good. Children make good progress in the Reception classes because of the strong foundations established in the pre-school and Nursery classes.

It is not yet an outstanding school because

- Standards are not as high as they could be in mathematics. Teaching does not provide challenging enough opportunities for pupils to deepen their understanding and develop their reasoning skills.
- Not all teachers are using ongoing assessment to set work that is hard enough for pupils or to give them feedback to help them improve their work.
- Subject leaders have not fully implemented systems to check pupils' progress throughout the school and use the outcomes to improve the quality of teaching in their subject.

Full report

What does the school need to do to improve further?

- Ensure that teaching in mathematics provides opportunities for pupils to develop their reasoning skills and articulate their thinking, to help them deepen their thinking and gain greater mathematical understanding.
- Improve teachers' use of ongoing assessment to plan challenging activities that build on pupils' current achievements to extend their knowledge, understanding and skills in subjects other than English.
- Extend the roles of subject leaders so that they take greater responsibility for improving the quality of teaching, learning and assessment in their subjects.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher, well supported by the deputy headteacher, has implemented a strategic plan. There is a clear, comprehensive approach to school improvement and senior leaders are successful in communicating it. As a result, this plan has secured improvements in the quality of teaching and learning.
- Improvement planning has focused on ensuring the successful implementation of a whole-school curriculum to ensure the coverage of the requirements set in all subjects. Since the last inspection, a priority has been developing a well-linked assessment and tracking system for English and mathematics. Both of these have been successful in leading to better achievement among pupils.
- Leaders have ensured that there is a clear process for managing the performance of staff. Teaching staff are supported regularly to improve their practice, including through a weekly schedule of training meetings, checks on teaching and discussions with school leaders. Senior leaders have ensured that the school's curriculum fully covers the new national curriculum. Teachers are implementing this effectively and ensuring that their teaching develops pupils' basic skills in reading, writing and mathematics.
- Leaders keep a careful record of the way that they have improved teaching and its impact on pupils' achievement. They have successfully supported weaker teachers to bring about improvement. This is evident in the rates of progress now reflected in pupils' books, particularly in writing. Effective training and modelling have brought a coherent approach to the teaching of sentence structure and pupils' achievement in writing is strong. Pupils make good progress because they practise key skills very regularly.
- Leaders have a good grasp of the progress of individual pupils and groups of pupils in literacy and mathematics, and they monitor this closely. They use assessment information to analyse gaps in pupils' knowledge and understanding. Strong and clear procedures ensure that these gaps in pupils' knowledge are tackled in classroom teaching and through targeted intervention groups, led effectively by teaching assistants and teachers.
- There is precise planning for high-quality, targeted help for disadvantaged pupils through the pupil premium. This additional help has increased rates of progress for disadvantaged children. They have an equal opportunity to participate fully in all aspects of school life. As a result, the attainment of disadvantaged pupils is now in line with that of other pupils nationally.
- The additional funds for primary physical education (PE) and sport have been used successfully to enhance the school's sporting provision, increase pupils' participation in competitive sport and provide more opportunities for pupils to be physically active. In the last two years, the school has quadrupled the number of places available for after-school sporting activities. Pupils' learning in PE now strongly benefits from access to a specialist sports coach. This coach works alongside class teachers, providing valuable ongoing professional development.
- The headteacher and deputy headteacher are enabling staff to develop their own leadership skills, providing opportunities for training, growth and collaboration within the local authority. They are committed to continuing professional development and it has flourished in the last couple of years. However, subject leaders have not yet fully put in place processes to check the learning and progress of pupils in their subject. Teachers do not always use ongoing assessments to set work that is hard enough or give pupils the feedback that they need to improve their work, as specified in the schools' assessment policy.
- Overall, the new curriculum is well considered and is at the heart of the many changes introduced by the school. Recent changes have included employing subject specialists in the teaching of music, French and computing as separate areas within the curriculum. Pupils' spiritual, moral social and cultural development is planned throughout the curriculum. Learning is enhanced by the many visits and visitors to the school, supporting the active promotion of fundamental British values. In the past, school leaders have rightly focused on improving the quality of teaching in mathematics and English. However, they recognise that the wider curriculum needs refining, so that pupils are getting sufficient opportunities to develop their skills and knowledge in these areas.
- Parents feel that the school is run by an effective team, and reported improved communication and better homework provision.
- **The governance of the school**
 - Governance is good. Governors visit the school, gathering information from a range of sources so that the governing body can hold the school to account. The governing body makes sure that effective

systems are in place to manage the performance of the headteacher and other staff.

- The governing body and its committees have recently been reorganised to ensure that the structure is relevant to the needs of the school. Governors have galvanised their skills collectively and effectively to support the work of the school.
- The arrangements for safeguarding are effective, and training for staff is thorough and up to date. Procedures allow for staff to act upon concerns quickly, so no time is lost. Referrals are promptly made to relevant agencies and are rigorously followed through.

Quality of teaching, learning and assessment is good

- Since the last inspection, leaders have wasted no time in helping teachers to develop their skills effectively, particularly in English and mathematics. Leaders have been successful in improving the quality of teaching, learning and assessment so that teaching is consistently good throughout the school.
- In writing, teachers use assessment information to plan activities which build on pupils' existing knowledge and skills. Writing is taught effectively and standards of writing have improved significantly in the last two years. Pupils' work in their English books shows a range of different forms of writing and the use of interesting and adventurous vocabulary. Handwriting throughout the school is exceptional. Pupils take great pride in the presentation of their work and a fluent, cursive script is modelled by staff.
- The teaching of grammar, punctuation and spelling is skilfully planned throughout the school, further supporting pupils' writing across the curriculum. Very young pupils confidently changed the present tense into the past tense and back, for example. This sharp focus on developing basic skills at an early stage and a consistent approach to teaching clearly benefits pupils who speak English as an additional language. These pupils are making the same good progress as many of their classmates.
- The teaching of reading, including phonics (the sounds that letters represent), is good. Workshops for parents on reading and phonics, daily additional sessions to revise the sounds that letters make, along with carefully planned homework activities, are accelerating pupils' progress. Teachers and teaching assistants plan phonics sessions well and have high expectations of what pupils can achieve. As a result, younger pupils use their phonics knowledge effectively when reading and spelling unfamiliar words. The more-able pupils read challenging texts with confidence, fluency and expression.
- Adults in support roles are well trained and actively contribute to learning in lessons, helping to increase pupils' rates of progress. This is true for pupils who have special educational needs and/or disabilities, including those in the specially resourced provision who receive high-quality support from additional adults and teachers. Pupils' 'learning passports' are ensuring that teaching is carefully matched to their individual needs as they move seamlessly between their specialist provision and their mainstream class.
- In mathematics, teachers teach basic skills and arithmetic well. Teachers have secure subject knowledge in teaching number facts. Consequently, pupils are skilled in mental recall and calculations, and are able to explain the methods that they used. However, teachers do not provide enough opportunities for pupils to articulate their thinking and explain why their methods work and so deepen their learning. Teachers' use of ongoing assessment, including feedback to pupils, does not always move pupils on to work that extends their knowledge, understanding and skills, so opportunities for developing reasoning skills are limited.
- Work in class topic books, in the foundation subjects and in pupils' learning journals shows coverage of a broad curriculum. However, in these subjects the systems to assess pupils' understanding and skills are not yet securely in place. This means that some teaching does not build on pupils' existing knowledge and skills. Pupils make slower progress when the activities or their teacher's feedback do not challenge pupils further in their learning.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good, both in mainstream classes and the school's specialist provision.
- Pupils say that there is very little bullying and, when it does occur, it is quickly tackled by staff. They know how to keep themselves safe. For example, when using computers and information technology,

they know what steps to take to keep safe online. They clearly explain the importance of keeping personal information secure.

- The school's work to promote respect and tolerance is valued and effective. Pupils spoke highly of the peer mentors who help them on the playground and plan games for them. Pupils are clearly proud of their school and the opportunities to help others through applying for roles as school councillors and peer mentors.

Behaviour

- The behaviour of pupils is good. They have a very clear understanding of what behaviour is acceptable and what is not. They understand the importance of the school's '6 R's' and their responsibility to promote positive relationships with others. Pupils supported through the on-site specialist provision and those in mainstream classes learn and play together harmoniously. No derogatory language was heard during the inspection and pupils spoken with were clear that racism would not be tolerated.
- Overall attendance has risen and is now in line with the national average. Pupils' attendance is rigorously tracked and figures for persistent absence have been reduced rapidly from those in 2015, following extremely effective work with individual families. Excellent support, like using the school's minibus to provide subsidised transport for families who live far away, is ensuring that no groups of pupils are affected negatively by low attendance.
- The site is well maintained, clean and litter free. Clear systems are in place to ensure that the ongoing maintenance works during the school day are kept separate from areas of learning and so do not have an impact on pupils' daily routines.

Outcomes for pupils

are good

- Since the last inspection, standards in writing, grammar, punctuation and spelling have risen considerably throughout the school. The proportions of pupils in Year 6 securely reaching the expected standards for their age increased from below national averages at the time of the previous inspection to above national averages in writing, reading and mathematics in 2015. Many pupils achieved the higher levels in writing.
- Inspection activity and workbook scrutiny confirm that all groups of pupils make good progress across the curriculum. In 2015, the proportion of the most able pupils in Year 6 who made or exceeded the expected progress in reading, writing and mathematics was above the national average. The proportion of the most able pupils making more than the expected progress was particularly high in writing. This is because teachers plan many opportunities for them to develop their writing across the curriculum. Pupils' books show that the most able pupils currently make at least good progress in writing.
- Pupils who have special educational needs and/or disabilities are well supported, enabling them to make similarly good progress to that of others. Their needs are identified early so that specific support can be given to help them make good progress from their various starting points.
- Disadvantaged pupils receive strong support across the school, often from well-trained additional adults, so that the gap between their attainment and that of others is narrowing, and they are doing as well as other pupils at the school.
- In 2015, the proportion of pupils in Year 2 who securely attained the expected standard for their age also improved from the previous inspection, from well below national averages to just below them, in reading and mathematics. It rose to above the national average for writing. The proportions of pupils who achieved at the higher levels in writing and reading were above the national averages.
- A consistent approach to the teaching of phonics has led to a marked increase in the proportion of pupils in Year 1 expected to meet the standard in the screening check in 2016. The youngest pupils make secure gains in their reading as they use their phonics skills very effectively when they read.
- Inspection evidence and the school's current information about pupils in Year 2 suggest that the proportions reaching expectations for their age in the more challenging new curriculum remain broadly in line with last year's proportions. Pupils continue to make good progress in key stage 1 in reading, writing and mathematics.
- Provisional results from tests in 2016, released during the inspection, show that the proportions of pupils working at age-related expectations are above the national figures for writing and also for the grammar, punctuation and spelling test, but below the national figures for mathematics and reading. However, the expected standard has been raised and the pupils sitting the key stage 2 tests this year were the first to

be taught and assessed under the new national curriculum.

Early years provision

is good

- Leaders and other adults in the early years work closely with parents providing onsite pre-school provision in the afternoons for two-year-olds and morning Nursery provision for three-year-olds. As a result, children become used to the environment, routines and expectations before they start their formal education. They enter the Reception classes ready to learn, settling quickly into the life of the school. They behave well and are eager to take part in activities.
- Good leadership of the early years ensures that welfare requirements are met well and that staff work well together as a team. Consequently, they have a good understanding of the needs of young children and share their assessments of children's learning to plan future learning opportunities.
- The early years environment is bright and engaging. The Nursery and pre-school outdoor area gives the youngest of children access to a range of exciting activities. Children enjoy building dens and exploring how water travels through the water tunnels. Adults skilfully use questions to encourage language development and an awareness of number, preparing them well for their move into the Reception Year.
- Improvements in the quality of teaching, learning and assessment and strong partnerships with parents since the previous inspection are ensuring that children are better prepared for their journey into Year 1. Gaps that previously existed between the achievement of boys and girls at the end of the Reception Year are closing.
- A number of children start in the Reception classes with skills and abilities that are just below those typical for their age, but they are making good progress. In 2015, the proportion of children reaching a good level of development rose and was in line with the national average. The school's information about children currently in the Reception Year is showing an increase on last year's figure.
- The school's phonics programme begins in the early years and is effective in developing both writing and reading skills. Adults focus on activities that support developing early mark-making and writing skills. Children take pride in correctly forming letters and in practising joining them correctly to write their names. Many are already experimenting with a fluent handwriting style of their own in their writing books. These writing books show a good range of writing opportunities. In mathematics, adults provide fewer opportunities for children to record their number work.

School details

Unique reference number	102022
Local authority	Enfield
Inspection number	10011913

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

Type of school	Primary
School category	Community
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	The governing body
Chair	Lucy Peatfield
Headteacher	Helen Pearson
Telephone number	020 8449 4402
Website	www.debohun.enfield.sch.uk
Email address	office@debohun.enfield.sch.uk
Date of previous inspection	13–14 May 2014

Information about this school

- This is slightly larger than the average-sized primary school. There are two classes in each year group, except in Year 6 where there is one class. The school provides on-site pre-school provision in the afternoons for two-year-olds and morning Nursery provision for three-year-olds.
- The proportion of pupils from minority ethnic backgrounds is above average, with most pupils from 'any other White background'. The next largest groups are from White British backgrounds, followed by those of Black African heritage.
- The proportion of pupils who speak English as an additional language is above the national average. Few are at the early stages of learning English.
- The proportion of pupils who receive support through the pupil premium funding is above average. The pupil premium is additional government funding given to schools for disadvantaged pupils who are eligible for free school meals or are looked after by the local authority.
- The proportion of pupils with special educational needs and/or disabilities is below the national average. However, the proportion of pupils with a statement of special educational needs or an education, health and care plan is above average. The school has a specially resourced provision for up to eight pupils with complex needs. There are currently seven pupils in this provision.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school runs a breakfast and after-school club, which are managed by the governing body. These were included in the inspection.
- The school manages a children's centre that is inspected separately.
- The school meets the requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors observed learning in 24 lessons in the early years, Years 1 to 5 and in the specialist resourced provision. Some joint observations took place with members of the school's leadership team. As well as looking at pupils' work during lessons, a selection of pupils' books were scrutinised throughout the school.
- Inspectors also observed an assembly and visited the school's breakfast and after-school club. During the inspection, pupils in the Year 6 class were absent on a residential visit. On the second day of the inspection, pupils in the two Year 1 classes were on a planned off-site visit.
- Inspectors spoke with a group of pupils. They observed pupils during playtime and lunchtime and spoke with pupils informally throughout the two days. They listened to pupils read.
- Meetings were held with senior staff, subject leaders and teachers in the early stages of their teaching career. Inspectors met briefly with administrative and site staff. Meetings were also held with members of the governing body and with a representative of the local authority.
- The inspection team reviewed a range of documentation provided by the school, including the school's development plan, minutes of meetings of the governing body, documents relating to safeguarding, and performance management, behaviour and attendance logs, and information about pupils' attainment and progress. The school's website was also reviewed.
- The 38 responses to the online parent questionnaire (Parent View) were taken into account, as were the 29 replies to the staff survey. The views of parents were also collected at the beginning of the day.

Inspection team

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