

Inspection of Bruce Grove Primary School

Sperling Road, Tottenham, London N17 6UH

Inspection dates: 20 and 21 March 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Outstanding
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils enjoy attending school. This is because there is a culture of warmth and inclusivity that proudly embraces diversity and unity. Pupils look after each other and enjoy spending time with their friends. They show respect and kindness towards adults and their peers.

There are many opportunities for personal development. For example, pupils learn that individual characteristics make them unique. Pupils exhibit the school's core values of equality and tolerance. Themed assemblies ensure that initiatives like anti-bullying week and Black History Month help pupils understand the importance of empathy and understanding towards others.

Peer mediators proudly act as role models to younger pupils. They help them to resolve minor issues should they occur. Incidents of bullying are rare, but if it does happen, staff deal with it swiftly. This ensures pupils feel safe and are kept safe in school.

Leaders and staff have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). As a result, the school is a calm environment during class and social times. Pupils behave well and learning is rarely disrupted.

What does the school do well and what does it need to do better?

The curriculum is comprehensive and matches the breadth and ambition of what is expected nationally. In each subject, leaders have identified the important knowledge they expect pupils to learn. This is well sequenced to help pupils deepen their understanding in different subjects. For example, in physical education (PE), children in early years learn to build strength, balance and coordination. Older pupils use these fundamental skills in dance and gymnastics by combining sequences to include mirroring and working in partnership. Similarly, in mathematics, younger pupils learn to count in different steps and develop an awareness of shapes and measures. Older pupils draw on this knowledge when estimating and calculating the volume of a cuboid. However, in a few subjects, the curriculum is not implemented with precision. Consequently, some pupils do not develop as secure an understanding over time. Leaders recognise this and have appropriate plans in place to address the issue.

From the moment children enter the school, leaders are determined that every pupil becomes a proficient reader. This is reflected in the effective implementation of the phonics programme. Considerable attention has been given to professional development. This ensures phonics is taught with precision and accuracy. Books are closely matched to the sounds pupils know. Teachers use assessment well to identify and address any misconceptions. Pupils who fall behind are swiftly identified and supported to catch up quickly. As a result, pupils read with increasing accuracy, fluency and confidence over time.

Pupils read a range of genres, including fiction, non-fiction, poetry and biographies, to broaden their literary experience and enhance their comprehension skills. They engage in discussions and activities that enhance their understanding of different literary forms and styles. Pupils particularly enjoy reading classics such as 'Black Beauty' and immersing themselves in stories that offer insights into history and culture. The school's own 'Starbooks Café' offers a cosy and inviting atmosphere where pupils enjoy their favourite stories with a healthy snack and drink.

Pupils with SEND are accurately identified. Leaders collaborate closely with the local authority and specialist organisations to ensure they receive suitable support and guidance. This means pupils with SEND are well supported to access the same curriculum as their peers, where this is possible, and achieve well.

Children in early years settle quickly into clear and well-established routines. The curriculum is designed to help children build the knowledge and skills they need in the different areas of learning. This ensures they are well prepared to tackle the curriculum from Year 1 onwards. For example, children were excited to observe the hatching of baby chicks. This experience contributed to developing their communication, language and literacy skills while expanding their understanding of the world around them.

Pupils behave well and typically demonstrate positive attitudes towards their learning. Attendance is high. This is because leaders communicate their expectations to families and work closely with those for whom this is a priority.

Pupils' wider development is well considered. The curriculum is designed to introduce important life skills. For example, during the school's enterprise week, pupils worked together to design and make a healthy food or drink product. They drew on a range of problem-solving, creative and financial management skills that ensure they are well prepared for the next stage of their education.

Those responsible for governance provide effective support and constructive and appropriate challenge for leaders' work. Staff, including those in the early stages of their careers, appreciate the support they receive to develop professionally. Staff recognise that leaders are considerate of their well-being and manage workload effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the curriculum is not implemented with the consistent precision leaders intend. As a result, some pupils do not secure the depth of knowledge

and understanding they should. The school should ensure the implementation of the curriculum in each subject is checked so that any necessary support or professional development can be provided.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	131731
Local authority	Haringey
Inspection number	10296627
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	322
Appropriate authority	The governing body
Chair of governing body	Maryam Naqvi
Headteacher	Janice George
Website	www.brucegroveprimary.com
Dates of previous inspection	17 and 18 January 2023, under section 8 of the Education Act 2005

Information about this school

- Leaders do not currently make use of any alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and deputy headteacher. They also met with members of the governing body, including the chair of governors, and spoke with a representative from the Haringey Educational Partnership.
- Inspectors carried out deep dives in these subjects: reading, mathematics, geography and PE. For each deep dive, inspectors held discussions about the curriculum with subject leaders, visited lessons and spoke with teachers. They also spoke with pupils about their learning and looked at samples of their work.

Other subjects were also considered as part of this inspection.

- Inspectors evaluated the effectiveness of safeguarding, reviewed the single central record, took account of the views of leaders, staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors gathered the views of pupils, parents and staff through discussions and their responses to Ofsted's online surveys.

Inspection team

Dawn Titus, lead inspector	Ofsted Inspector
Katerina Christodoulou	Ofsted Inspector
Alex Hayes	Ofsted Inspector

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