

# Bonneville Primary School

Bonneville Gardens, London, SW4 9LB

## Inspection dates

12–13 December 2012

|                                |                      |              |          |
|--------------------------------|----------------------|--------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Satisfactory | 3        |
|                                | This inspection:     | <b>Good</b>  | <b>2</b> |
| Achievement of pupils          |                      | Good         | 2        |
| Quality of teaching            |                      | Good         | 2        |
| Behaviour and safety of pupils |                      | Good         | 2        |
| Leadership and management      |                      | Good         | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- Almost all pupils make good progress in literacy and numeracy. Some groups who were not doing as well as others are now achieving well.
- Pupil premium funding is used well. Pupils entitled to its support are achieving well compared to those nationally.
- Effective use of assessment is a strength. It is accurate, analytical of needs and involves pupils in understanding how to improve.
- Strong action by leaders, including the governing body, has set high expectations about pupils' progress and secured good teaching.
- Support for pupils with special educational needs is managed well so that they make very good progress.
- Behaviour is very well managed. Pupils are happy, safe and well cared for, which supports their learning and personal development well.
- Leaders and managers at all levels are united in developing professionally so that the school can go from strength to strength.

### It is not yet an outstanding school because

- Improvements to the curriculum are new and have not yet had full impact on pupils' achievement over time.
- The development of reading and writing skills is uneven in different year groups.
- Teachers plan lessons well, but do not always adjust promptly when some pupils need more teaching on a point, or when others are ready to move on quickly to greater challenges.

## Information about this inspection

- Inspectors observed substantial parts of 31 lessons, three of which were jointly observed with senior leaders.
- Three learning walks visiting lessons more briefly, two accompanied by senior staff, were completed and work and marking in pupils' books were scrutinised. Some pupils were heard reading.
- Meetings were held with pupils, staff, the Chair of the Governing Body and a representative of the local authority.
- The views of parents and carers posted on Parent View were considered, as were the views of some parents and carers spoken to in the playground at the end of the school day.
- Returned questionnaires from staff were considered.
- School documentation and policies and self-evaluation and action plans were reviewed.

## Inspection team

|                               |                      |
|-------------------------------|----------------------|
| Anthony Byrne, Lead inspector | Additional inspector |
| Gill Walley                   | Additional inspector |
| Peter Thrussell               | Additional inspector |

## Full report

### Information about this school

- It is much larger than the average sized primary school.
- The school has a high proportion of pupils supported by the pupil premium, which includes those eligible for free school meals and those in local authority care.
- There is a high proportion of ethnic minority pupils. African heritage and Caribbean heritage pupils form about a third of the pupils. White British pupils represent about a fifth of the school roll.
- The proportion of pupils that have English as an additional language is well above average.
- An average proportion of pupils is supported at school action; the proportion supported at school action plus or with a statement of special education needs is above average.
- A higher proportion than usual joins school later than the normal starting age.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- Before- and after-school clubs managed by the governing body are available.

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

- Raise the quality of teaching through sharing more widely the good practice of teachers who closely check pupils' responses in lessons and adjust their planning to meet pupils' needs as they arise.
- Adapt the newly introduced curriculum projects to emphasise reading skills and writing skills according to pupils' different skill levels, to ensure they reach equally high targets in both.

## Inspection judgements

### The achievement of pupils

is good

- Children begin school with generally low-level age-related skills. They make good progress and develop a full range of skills through different experiences, leaving Reception class with average skills. Their learning benefits from the outdoor Forest School, which allows them to explore an environment different from the surrounding urban area.
- A dip in progress in Key Stage 1 has been overcome and pupils now make steady progress overall, as they have done for a considerable time in Key Stage 2.
- Pupils recognise letters and sounds well in the early stages of reading and writing. Further up the school, pupils use this knowledge well to sound out words they find difficult to read or spell.
- Pupils supported by the pupil premium make much better progress than similar groups nationally and attain a little above all pupils nationally. Some of the ways they benefit from extra funding are through allowing the subsidy of extra teaching staff, enabling them to attend the reading opportunities at the Breakfast Club and to take part in visits.
- Previously some groups achieved less well than others. Now, African or Caribbean heritage pupils are progressing at similar rates to other pupils. Pupils' understanding of improvement targets, supported by detailed marking that insists they respond, strongly guides progress. This helps pupils who have English as an additional language, some of whom join the school later than normally, achieve as well as their peers. White British pupils attain higher than similar pupils nationally.
- Pupils identified for school action plus, or who have a statement of special educational needs, make significantly better progress than similar groups nationally. Pupils identified for school action often move out of that category because their needs have been met.
- Achievement in mathematics now matches achievement in English, which is an improvement since the previous inspection.
- The school's reliable tracking of progress reveals some unevenness between year groups in the progress pupils make in their reading skills and writing skills. Effective action is being taken to redress the balance according to where weaknesses lie for different classes.
- The new curriculum is increasing pupils' enthusiasm for learning. For example, Year 4 pupils could recall in great detail the thrilling adventures of pirates in the Caribbean.

### The quality of teaching

is good

- Individual pupils get lots of attention because three teachers are provided for the two classes in each year group. Teachers and teaching assistants are skilled in demanding that pupils think for themselves and are suitably stretched in their learning.
- Clear learning objectives are set out in every lesson along with, 'What I am looking for?' definitions of success. Pupils are confident about what to do and, importantly, they think about the best ways of improving their work.
- This thoughtful approach to learning is well supported by assessment. Class teachers' accurate assessments are frequently analysed and compared across the year group, so the class teacher knows what pupils need help with. Pupils' understanding and skills are supported by detailed marking that relates to targets set for individuals. Marking is interactive, demanding a written reply to show pupils understand and can relate comments to current targets.
- A feature of teaching in mathematics lessons, which has bridged the gap between numeracy and literacy skills, is the emphasis on literacy to understand mathematics. Teachers use mathematical language frequently, so pupils grasp what terms mean. Pupils explain in full sentences, so that they fully understand the process they have completed. In one lesson when groups had come up with solutions, the teacher knew they had learned well from talking it

through, and remarked, 'I haven't told you that; you have explained it to yourselves.'

- When learning is outstanding the teacher continuously checks in various ways that pupils fully understand how to succeed. If progress is not going as smoothly as planned the teacher adjusts the lesson to remind about previous learning, or takes someone back over some steps until they have fully grasped the method or skill they need. However, in other lessons teachers stick more rigidly to their plan and though learning is usually good, it is not always quite as securely absorbed.
- The new curriculum is usually engaging, but is not yet completely adapted to pupils' age and interests. An example of this seen during the inspection was when a class had been taught well how to make comparisons using similes, but had difficulty inventing ones to suit the poem being studied because the theme of true love was beyond their experience.

### **The behaviour and safety of pupils are good**

- Pupils get on well with each other irrespective of gender or race. Pupils feel safe in school and know about risks outside and how to avoid them. They do not suffer bullying or racism. No insulting language was heard in the playground.
- This is an inclusive school and it persists in supporting a few pupils who have a background of quite severe emotional and behavioural difficulties. Case studies demonstrate how well some of these pupils succeed in overcoming difficulties to achieve well because of the school's help.
- Watchful management of behaviour by adults ensures high expectations are met. However, some pupils are quite reliant on adult guidance. They comply but do not match the self-motivated helpfulness of others, such as the pupil mentors.
- Adults always explain why the behaviour required is important. This contributes effectively to spiritual and moral development because pupils understand reasons for behaving well. An example was seen when Key Stage 1 pupils were rehearsing their Christmas performance and behaving impeccably because, as a teacher reminded them, 'You want to make your parents proud.'
- Pupils are encouraged to take responsibility and older pupils run an enterprise project at breaks and after school, ordering and selling stocks of refreshments.
- Parents and carers responding on Parent View, or those who met inspectors, tended to agree with positive statements. Everyone thought their child is happy, safe and well cared for.
- Pupils know their levels and targets very well and work hard to meet them. Pupils say they enjoy lessons and that the new curriculum has made learning even more fun. The curriculum provides well for spiritual, moral, social and cultural development.
- Attendance is improving and is at least average this term in all classes. Persistent absence of a few pupils is reducing. The 'Reading Cafe' provides breakfast with books before school. This is open to all, but offers a special opportunity to pupils with difficulties in reading and attendance who are invited to participate. Some pupils also enjoy the very well-run after-school club where more varied activities are available.

### **The leadership and management are good**

- At all levels leaders are united in high expectations, accurate self-evaluation, clear planning and determination to continue to improve, which was an improvement point at the previous inspection. Other issues about improving progress in mathematics and basing challenging teaching on accurate assessment have been dealt with equally effectively. Senior leaders are effective in ensuring all pupils are treated equally and that there is no discrimination.
- A parent or carer wrote to inspectors, 'I have been so impressed with changes... and the speed with which they have made improvements in so many ways.'

- Some teaching that was less than good has been decisively tackled by training and carrying out regular checks. Senior leaders frequently observe lessons to make sure improvement is maintained. They are aware of the need to tackle remaining inconsistencies by sharing best practice in order to improve teaching further.
  - The local authority confirms improvements and, helpfully, has fostered links with a group of schools, which has increased opportunities for development at Bonneville.
  - Analysis of pupil progress information by senior managers revealed that some groups were progressing less well than others. To engage them more the school recently changed parts of the curriculum to be more relevant to the pupils' and their friends' lives and backgrounds. This has led, for example, to studying modern London, Africa and the Caribbean. Pupils say this makes work more interesting than it sometimes was last year.
  - Safeguarding arrangements meet all requirements and staff training in child protection is thorough and up to date.
  - A strength of the school is working with parents and carers to support children's education. Some find it easy to engage in workshops that inform them about teaching in their child's class and visit lessons. Others may be less confident about this, so the school finds other ways to help. It offers sessions to develop adults' literacy in English. Parents and carers raise funds for playground equipment that makes best use of limited space. They have helped develop a lovely, well-stocked library in memory of a past pupil. As well as supporting reading, the library is a truly spiritual place.
  - **The governance of the school:**
    - Helped by greater precision in presentation of information about progress, the governing body has played a crucial role in insisting on better quality of teaching through effective performance management of all staff. It has been supportive of all steps necessary to be taken to secure good teachers throughout the school. It ensures the quality of teaching is matched to salary progression. It keeps a watchful eye on value for money. For instance it is using the professional research expertise of one member to analyse the effectiveness of increased staffing. It ensures that pupil premium funding is used effectively and monitors its impact on pupils' achievement. This typifies the outstanding quality of the balance struck by the governing body between being supportive and keeping enough distance to evaluate and sharply challenge senior leaders. Governors receive professional training to extend their understanding of how well pupils are doing so they can compare its performance with other schools. Policies are regularly reviewed and revised and governors ensure safeguarding procedures are implemented rigorously.
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## 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

|                                |         |
|--------------------------------|---------|
| <b>Unique reference number</b> | 131247  |
| <b>Local authority</b>         | Lambeth |
| <b>Inspection number</b>       | 402456  |

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

|  |   |
|--|---|
| <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> | 404                                     |
| <b>Appropriate authority</b>               | The governing body                      |
| <b>Chair</b>                               | Laura McGinlay                          |
| <b>Headteacher</b>                         | Julie Hillman                           |
| <b>Date of previous school inspection</b>  | 8–9 February 2010                       |
| <b>Telephone number</b>                    | 020 86731183                            |
| <b>Fax number</b>                          | 020 86738522                            |
| <b>Email address</b>                       | admin@bonneville-primary.lambeth.sch.uk |



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