

# Inspection of Bonneville Primary School

Bonneville Gardens, Clapham, London SW4 9LB

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Inspection dates: 22 and 23 May 2024

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Good

## **What is it like to attend this school?**

This extraordinary school places the community at the heart of its values. The school's actions consistently aim for excellence. Its success is rooted in the high-quality curriculum design and delivery, resulting in pupils' exceptional learning experiences, enjoyment and strong achievement.

The curriculum is deliberately set out and implemented with fine attention to detail. Teaching activities are carefully chosen to enable pupils to flourish. Pupils behave exceptionally well, leading to a calm and purposeful atmosphere throughout the school.

The school is highly inclusive, with dedicated and committed staff. They ensure that pupils succeed and thrive, irrespective of their background or context. Children in the Nursery and Reception get off to a rapid start, engaging in high-quality learning. This includes pupils with special educational needs and/or disabilities (SEND), who achieve very well alongside their peers.

The range of personal development opportunities is exceptional. It is seamlessly intertwined throughout the curriculum. There are numerous pupil leadership roles such as 'eco-warriors' and 'language leaders'. Pupils are enthusiastic about the extensive range of trips and residential visits which are deliberately designed to further enhance the curriculum. Pupils are happy, feel safe and attend regularly and on time.

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

A major feature of the school's success is its curriculum. In all areas of learning, including those in early years, leaders have identified the important knowledge and skills that pupils need to learn and remember. This is logically sequenced so that pupils return to, practise and embed important concepts. This allows them to apply and connect their learning across the curriculum and build a depth of knowledge and understanding. For example, in physical education, careful curriculum organisation and delivery mean that in swimming, pupils exceed the national requirements.

In the early years, children engage in a wide range of activities that stimulate their learning, both independently and alongside their peers. They demonstrate strong levels of control and resilience. They are well prepared for the next stage of their learning.

Staff and pupils have strong relationships. They ensure that learning activities focus on helping pupils to understand important ideas in the curriculum. For example, in geography, Year 2 pupils compare and contrast the different characteristics and landmarks of two contrasting locations. In mathematics, Year 5 pupils engage in reasoning and problem-solving to calculate travel time.

Pupils with SEND are carefully identified. They receive the support that they need to succeed. Those who speak English as an additional language benefit from deliberately chosen approaches that help build their understanding of the language in manageable steps. For example, these pupils have access to digital recording devices that enable them to record their responses verbally and visually.

The school has created a strong culture for reading. From Reception to Year 2, children are taught to read systematically and consistently. The school ensures additional sessions are in place for those who need extra support to keep up. As a result, pupils increase their fluency and confidence in reading. In Year 6, pupils can talk with precision about their reading and can easily articulate the plot, characters and scenes in their current text.

Pupils behave exceptionally well. They demonstrate a strong work ethic and commitment to their learning. Pupils appreciate the rewards provided. Leaders have strong relationships with parents and carers, which has enabled them to secure high attendance through an individualised approach. Bullying is very rare, but when it does occur, the school addresses the issue swiftly.

The personal development of pupils is exemplary. The school has carefully selected purposeful links within the curriculum from Nursery to Year 6. For example, Year 2 pupils learn about fire safety and practice fire drills, which link to the history curriculum. The school ensures that no pupil is at a disadvantage and carefully tracks pupils' participation in the wide range of extra-curricular activities and extensive trips throughout their personal school journey. Pupils have opportunities to participate in various activities, especially in music and sports. The school proudly displays pupils' high-quality artwork.

The school is highly considerate of the workload and well-being of staff. Leaders, including governors, provide exceptional professional development opportunities such as collaboration with other schools. The staff are highly committed to the school, ensuring that pupils' experiences are of the highest quality possible.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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

<b>Unique reference number</b>	131247
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10323354
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	363
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Fiona Morris
<b>Headteacher</b>	Andrea Parker (Executive Headteacher)
<b>Website</b>	<a href="http://www.bonneville-primary.lambeth.sch.uk">www.bonneville-primary.lambeth.sch.uk</a>
<b>Dates of previous inspection</b>	13 and 14 March 2023, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the BJS Federation of Schools, which consists of two other local primary schools. These schools share a governing body and an executive headteacher.
- The school uses one registered alternative provision.

## 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 spoke to the executive headteacher, the director of standards across the federation, the senior assistant headteacher, the assistant headteachers and the head of school for another school in the federation.

- Inspectors carried out deep dives in these subjects: early reading, geography, mathematics and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors 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.
- The inspectors took account of responses to Ofsted's online survey, Ofsted Parent View. Inspectors also considered the responses of pupils and staff to Ofsted's online surveys.
- Inspectors spoke with groups of pupils during lessons and social times.
- Inspectors met with senior leaders, including the special educational needs and disabilities coordinator.
- The lead inspector met with some members of the local governing body.

### **Inspection team**

Ray Lau, lead inspector	Ofsted Inspector
Haley Foxworthy	Ofsted Inspector
Madeleine Gerard	His Majesty's Inspector
Brian Oppenheim	His Majesty's Inspector

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