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Ms J Hillman
The Headteacher
Bonneville Primary School
Bonneville Gardens
London
SW4 9LB

Dear Ms Hillman

Ofsted monitoring of Grade 3 schools: monitoring inspection of Bonneville Primary School

Thank you for the help which you and your staff gave when I inspected your school on 12 May 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please also pass on my thanks to the chair of governors, the school's improvement partner and all of the staff and pupils with whom I had meetings during my visit.

Since the previous inspection the school has experienced a number of staffing changes including the mathematics coordinator and the previous deputy headteacher moving on to new posts. A deputy headteacher was seconded to the school in November 2010 and has since been appointed to the substantive post. She is covering the coordination of mathematics, whilst the permanent post is recruited to. In addition, the school is currently undergoing a major staffing restructure. This will entail a reduction in the number of support staff employed by the school and an increase of four teaching staff.

As a result of the inspection on 8 and 9 February 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Attainment levels are rising and standards are now broadly average at the end of both Key Stage 1 and Key Stage 2. Moderated teacher assessments for the end of Key Stage 2 in 2010 showed significant improvement when compared with the previous year. The proportion of pupils reaching expected levels in both English and



mathematics improved markedly, and most pupils made two levels of progress from Key Stage 1 to Key Stage 2. These improvements have been sustained in 2011. Pupils' workbooks demonstrate that pupils are being challenged to produce an appropriate quantity and quality of work and that activities across the curriculum give pupils increased opportunities to apply their mathematical skills in a range of contexts.

The great majority of pupils make satisfactory or better progress, although profiles of pupils' progress are not entirely consistent through the school. Regular teachers' assessments feed into the school's pupils' progress tracking system. Well-established procedures exist for reviewing and responding to information arising from data analysis. The progress of girls and boys, those known to be eligible for free school meals and those from most ethnic minority groups make similar progress to their peers in school. Boys of Afro-Caribbean heritage progress less well than others, and steps are being taken to remedy this.

Lesson observations confirm that teaching has improved considerably since the previous inspection. Lesson planning throughout the school is of a consistently good standard, ensuring that there is an accurate match of planned activity to pupils' abilities. Most, but not all, pupils are aware of their targets and display great motivation in working towards them. Pupils have a positive rapport with their teachers and other adults and this fosters their good attitudes towards learning. Their very positive behaviour also makes a strong contribution to learning, especially when, as seen in the Year 5 and Year 1 mathematics lessons, pupils are given opportunities to collaborate and use their knowledge to solve problems. In many lessons there are opportunities for pupils to talk about their work and self and peer assessment are good features of many lessons. Time boundaries are used effectively so that the pace of learning is rapid and all pupils are challenged.

Significant improvements have been made to both provision and outcomes in the Nursery and Reception classes. The school has worked with the support of the local authority to address poor accommodation and resources, notably the outdoor classroom. Although not yet complete, the outside area now provides an enticing environment, including a living willow walkway, where children can extend their skills in all areas of learning. Classrooms are well presented and also offer a broad range of stimulating learning activities. The school's assessment information clearly shows that children make good progress in the Early Years Foundation Stage from starting points well below national averages.

The school's capacity to improve has been strengthened. The senior leadership team and governing body rigorously and accurately monitor the school's work in all areas, intervening when necessary. Since the last inspection staff development has effectively been directed at increasing the strength and role of middle leaders with performance management for all staff linked to priorities for improvement. All teaching staff are focused on improving pupils' outcomes and understand their own accountability.



The school's improvement partner and other local authority consultants give good, and well received, support to the school, in particular with training to raise the quality of teaching from satisfactory to good, coaching for phase leaders and in the development of the outdoor classroom in the Early Years Foundation Stage.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Hilary Macdonald
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place on 8 and 9 February 2010

- Raise standards and improve progress in mathematics by:
 - giving pupils more opportunities to use their knowledge to solve problems
 - encouraging pupils to apply their skills in different situations.
- Raise the quality of teaching to help pupils make quicker progress by:
 - demanding more from pupils in terms of the quality and quantity of work they are capable of producing
 - use knowledge of pupils' achievements to plan work which provides challenge for all pupils, whatever their ability.
- Increase the responsibility of subject and phase leaders to raise standards and improve progress in their areas of responsibility by:
 - enabling them to develop their leadership skills
 - giving them the time and opportunity needed for leadership work
 - working with the local authority to improve accommodation and resources in the Early Years Foundation Stage.

