

# Bonneygrove Primary School

Dark Lane, Cheshunt, Waltham Cross, EN7 5ED

**Inspection dates** 13–14 January 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Since the school's previous inspection, leaders, including governors, have worked successfully to improve provision and raise pupils' achievement.
- Leaders have rapidly identified key priorities and improved teaching by giving staff the training they need to improve their work.
- Behaviour is good and pupils say they feel safe. They show tolerance and respect for each other because the school promotes pupils' spiritual, moral, social and cultural understanding well.
- Teaching is good. Teachers have high expectations of pupils' achievement and behaviour. They make sure pupils know how well they are doing and how to improve.
- Pupils make good progress. By the end of Year 6, they reach standards in reading, writing and mathematics that are well above average.
- Children in the Nursery and Reception classes achieve well and are well prepared for their learning in Year 1.

### It is not yet an outstanding school because

- On occasions, the work set does not motivate pupils or hold their interest, and less able pupils are not always given the right level of work.
- There is variation between classes in how well pupils know number facts and present their work in mathematics.
- Leaders do not always give staff enough guidance on how to speed up pupils' progress so that their achievement reaches the highest possible levels.
- Leaders do not always help parents to fully understand the school's work, especially in relation to the management of pupils' behaviour.

## Information about this inspection

- The inspectors observed 20 lessons and an assembly. Seven observations were carried out jointly with senior leaders. In all, 15 members of staff were seen teaching.
- The inspectors looked at samples of work from all classes, spoke to pupils about their work during lessons and listened to pupils read.
- The inspectors held meetings with pupils, members of the governing body, leaders and staff and spoke to a representative from the local authority.
- The inspectors took account of comments received from parents and 52 responses to the online questionnaire, Parent View. Inspectors also spoke to parents during the inspection.
- The inspectors analysed the response from 39 questionnaires completed by school staff.
- The inspectors observed the school's work, looked at progress and attendance information, improvement plans, evidence of the monitoring of teaching and documents relating to safeguarding.

## Inspection team

Vivienne McTiffen, Lead inspector	Additional Inspector
Fiona Robinson	Additional Inspector
Patrick Amieli	Additional Inspector

## Full report

### Information about this school

- The school is much larger than the average-sized primary school.
- Most pupils are from 'White British' and 'Other White' backgrounds.
- Nearly a third of the school's population are from minority ethnic groups, which is above the national average.
- Less than a tenth of the pupils speak English as an additional language. This is well below the national average.
- The proportion of disabled pupils and those who have special educational needs is below the national average and is equivalent to less than one pupil in 10.
- The pupil premium funding, which provides support for disadvantaged pupils, supports about three pupils in every 20. This is below the national average.
- The early years provision comprises of a Nursery, which children attend during the mornings or afternoons, and two Reception classes which children attend full time.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school operates an on-site learning base staffed by three members of staff who provide support to this and other schools for pupils who have specific learning difficulties. The school shares its site with a children's centre, which did not form part of this inspection.
- There is a breakfast club and an after-school care which are both managed by the school's governing body.
- Since the previous inspection, the school has experienced a significant number of staff changes.

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

- Improve the quality of teaching and accelerate progress further by making sure all teachers:
  - provide the less able pupils with suitable resources and work that are carefully matched to their abilities
  - raise their expectations of pupils' work and pupils' ability to recall number facts in mathematics
  - consistently present pupils with tasks that fully motivate them, stimulate their learning and capitalise upon their positive attitudes so that their achievement becomes really impressive.
- Strengthen leadership and management by making sure:
  - systems used to check the quality of teaching include advice to teachers on how to accelerate the progress of specific pupils who may be struggling or could do more
  - parents are more effectively helped to understand the school's work, particularly in relation to the way pupils' behaviour is managed.

## Inspection judgements

### The leadership and management are good

- Leaders, including governors, have determinedly moved the school forward. They have improved the quality of teaching and raised pupils' achievement during a time of staff changes. The headteacher, ably supported by the deputy headteacher and a strong leadership team, strives for excellence, and all staff understand and share the aims of the school. Consequently, behaviour is good and pupils thrive, both academically and in their personal development.
- Middle leaders receive the support they need to do their jobs well. They know how well pupils are doing in their subjects and draw up action plans for improvement. All leaders are fully involved in evaluating the school's work and setting priorities. Good use is made of effective local authority support to strengthen leadership roles and verify how well the school is doing.
- Leaders check the work of staff regularly. The targets that they are set and the training they receive match the school's priorities well. Leaders ensure staff share expertise with each other and experience good practice in other schools. However, systems used by leaders to check the quality of teaching do not always give teachers enough guidance on how to accelerate the learning of specific groups of pupils or individuals.
- Leaders are developing new systems to assess pupils' progress as the new primary curriculum is implemented. They thoroughly track how well all pupils, including children in the Nursery and Reception classes, are doing in order to identify those who need extra help. Leaders recognise the need to encourage some teachers to provide more appropriate activities for less able pupils. Leaders regularly review the way classes are organised to ensure all pupils are being given an equal opportunity to succeed.
- The pupil premium funding is used to benefit individual pupils and this has led to rising achievement for pupils who are eligible for this support. Gaps in their performance, relative to other pupils, are closing but leaders are not complacent. They recognise that accelerating the progress of these pupils, in order to reduce gaps further, remains a priority.
- Leaders make sure that pupils receive a well-balanced curriculum containing many interesting experiences that pupils enjoy, and which are supported well by visits to outside locations and creative activities. The primary sports funding is used effectively to widen the range of sporting activities and increase pupils' participation in physical education. Leaders make good use of the facilities and advice provided by staff from the on-site learning base and the children's centre to help pupils make a smooth transition into school.
- Pupils' spiritual, moral, social and cultural development is promoted well because leaders make sure it is taught effectively. The promotion of British values, such as respect and tolerance, features strongly in lessons and assemblies. Discrimination of any kind is not tolerated.
- **The governance of the school:**
  - Governors carry out their roles effectively. They have good systems for the induction of new governors so that all governors are clear about their responsibilities. Governors know the school well and set clear priorities. They visit frequently to check on the school's work and ask the right questions if they have any concerns. They identify how British values, respect and tolerance are promoted by school activities. Governors know how well pupils are doing and assess the effect of the pupil premium spending on achievement.
  - Governors check the performance of the headteacher and set realistic targets. They are fully aware of how good teaching is and what needs to improve, and recognise the importance of the link between good teaching and good achievement and how this should inform decisions about teachers' pay. They collect the views of parents and act upon suggestions. For example, they have made changes to the site access from the main road in response to parents' concerns over safety.
  - Together with school leaders, governors ensure that the arrangements to make sure pupils are safe meet statutory requirements. However, they have not always ensured that parents are as fully informed

about all aspects of the school's work, for example, the school's systems for managing behaviour, as they need to be.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. Pupils have high expectations of their own behaviour and that of others, and say that everyone behaves well because they are fully motivated to learn. From the time they start school in the early years, children take a keen interest in their learning. As they move through the school, pupils maintain positive attitudes which contribute strongly to the progress they make.
- Pupils understand and adhere to the school's rules which are consistently applied by staff. Pupils' good behaviour contributes to the smooth daily running of this large school. They maintain the same level of behaviour with a range of adults, for example, when working with teaching assistants or listening to a visitor during assembly.
- Pupils get on well with each other. They say they enjoy taking on responsibility and recognise how their work on the school council helps them to understand key ideas such as fairness and democracy. They recognise and accept that people have different faiths, cultures and backgrounds. They say they like taking part in activities that allow them to express their views. They show tolerance and respect because these values are instilled by the school. One pupil commented, 'All people are equal and we should show respect'.

### Safety

- The school's work to keep pupils safe and secure is good. Staff, including those who run the before and after-school care, are well trained in how to keep pupils safe. Leaders have rigorous systems and policies that are well maintained and consistently applied. Pupils receive good guidance during assemblies and in lessons on how to stay safe.
- Pupils say they feel safe in school. They are confident that staff will help them sort any problems that may arise. They recognise unsafe situations outside of school, for example, when crossing the road, and talk keenly about visits to outside locations where they learn to assess risk.
- Pupils know about the different forms of bullying including when using the internet. They say that staff help them to know what to do if any incidents do arise, although they say bullying is rare. The school's records show that any problems that occur are recorded and followed up.
- A small minority of parents expressed concern over the school's management of behaviour. The inspection found that leaders do not always keep parents fully informed about the school's work and how it promotes good behaviour.

## The quality of teaching is good

- Teachers have good subject knowledge and deliver lessons confidently. Staff have good relationships with pupils and praise their efforts. They expect pupils to get on with their work and make it clear what they should achieve by the end of lessons. As a result, pupils make good progress in their reading, literacy and mathematics.
- Teachers have high expectations of pupils' use of language. They use the correct terms, for example when teaching mathematics, and expect pupils to develop their vocabulary by acquiring a wide range of 'new' words to use in their writing and when speaking. They encourage pupils to contribute during lessons, to explain their reasoning and share ideas with each other.
- Teachers, including in the Nursery and Reception classes, know how to promote pupils' spiritual, moral, social and cultural development well. They provide tasks to stimulate the imagination and help pupils to understand cultures and locations different to their own. For example, during the inspection, the teacher

in Year 4 set pupils the task of imagining a scene in Africa as she read an excerpt from a novel. When pupils are working together, teachers make clear that they expect them to cooperate well and show consistently good behaviour; they are rarely disappointed.

- Pupils achieve well in reading and learning about phonics because they are taught these frequently and well. Staff make sure pupils understand what they read and often use texts and stories as starting points for pupils' writing. Teaching assistants play a major role in helping pupils of all abilities, including disabled pupils and those who have special educational needs, to acquire academic and social skills.
- Since the previous inspection, the quality of teachers' marking in pupils' books has improved significantly. All teachers use the same methods which are fully understood by pupils. They give pupils clear guidance on how to improve and set appropriately challenging targets for them to work towards. Teachers quickly correct pupils' misunderstandings should they occur during lessons and comment positively on pupils' responses.
- Most teachers provide interesting tasks that enhance pupils' enjoyment of their learning. For example, during the inspection, the teacher adeptly used her knowledge of current affairs to help the most able pupils in Year 6 to explore the detail and complexity of topical issues. This encouraged the pupils to develop their views, and the way they expressed them in their writing, in impressive depth. However, not all teachers know how to instil this kind of passion for learning in pupils or make the most of pupils' interest so that they make the very best progress.
- Teachers generally match work to the range of ability in the class well but, occasionally, less-able pupils do not reach their full potential because the work is too hard or they are not given suitable resources to help them with their learning.

### **The achievement of pupils** is good

- Children start in the early years with skills that are broadly typical for their age. The great majority make good progress in reading, writing and mathematics as they move through the school. In 2014, standards by the end of Year 2 and at the end of Year 6 were well above average overall.
- Since the previous inspection, the biggest improvement has been in writing. The school's information and work in books shows pupils make good progress in developing and extending their writing in English lessons and other subjects. Boys' attainment is rising because they are given interesting subjects to write about.
- The school's drive for consistently good teaching has resulted in a systematic approach to the teaching of handwriting across the school, which has had a marked and positive effect on pupils' writing skills and the levels of presentation in books.
- Pupils read widely and for a range of purposes. They say they like the books on offer and often use stories, for example by William Shakespeare, to inspire their writing. Younger pupils use what they know about letters and sounds confidently when tackling new words.
- Disabled pupils and those who have special educational needs make good progress. Leaders check the progress these pupils are making towards their personal goals at frequent intervals and they receive extra help to aid their learning. Pupils from minority ethnic groups and those who speak English as an additional language make good progress. Those who join mid-way through a key stage or with little English are quickly helped to catch up.
- The pupil premium funding is used to help individuals to do well. Because of the small numbers involved, it is not possible to comment on these pupils' relative attainment in 2014 without risk of identifying individual pupils. However, the school's information shows that pupils make good progress and gaps in their knowledge and in their performance relative to other pupils are closing.
- The proportions of the most able pupils who achieve the higher National Curriculum levels at the end of

Key Stage 2 are above average. In 2014, an increased proportion reached the higher level 6 than in 2013. These pupils receive work that is well matched to their ability and which challenges them to excel.

- Pupils achieve well in mathematics and frequently use their skills in problem solving tasks. However, there is variation between classes in how well pupils present their work and the extent to which they know number facts. As a result, pupils make mistakes when working out because the layout of their work is muddled and this affects their progress.

### The early years provision

is good

- Leadership of the early years is good. Leaders have high regard for children's welfare and safety. They regularly check how well children are doing and make sure that learning builds upon what children already know and can do. Leaders establish very good links with parents and strongly encourage them to be involved in their children's learning.
- Children behave well because staff consistently promote good behaviour and help children to understand how to stay safe. Children relate well to each other and learn to take turns. They become independent and self confident learners because of the encouragement they receive from staff.
- Teaching is good. Staff provide interesting activities and create a good balance between those that are adult led and those children choose to do for themselves. Staff encourage children to think about their learning and promote speaking and listening skills well. They have high expectations of how well children present their work.
- With very few exceptions, children make good progress in all areas of learning. In several cases, their progress is outstanding. This is because tasks are well planned to match the range of abilities. They develop good basic literacy and numeracy skills because they are provided with tasks that help them to practise frequently. They quickly develop very good personal and social skills which gives them the confidence to try new experiences. Consequently, they are well prepared for the learning they will encounter in Year 1.

## 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>	117366
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	455420

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>	393
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Johnson
<b>Headteacher</b>	Anne Gorolini
<b>Date of previous school inspection</b>	16 July 2013
<b>Telephone number</b>	01992 307900
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