

Bonneygrove Primary School

Dark Lane, Cheshunt, Waltham Cross, Hertfordshire EN7 5ED

Inspection dates

6–7 November 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and governors have not acted quickly enough to sustain the high standards in reading, writing and mathematics seen at the time of the previous inspection, particularly throughout key stage 2.
- Over time, leaders have not ensured that the quality of teaching, particularly in key stage 2, is securing consistently strong progress for all pupils.
- Middle leaders are new to their roles and do not take a full part in leading improvements within their areas of responsibility.
- There is too much inconsistency in the quality of teaching across key stage 2. Not all teachers have high enough expectations of pupils' learning. Pupils do not achieve as well as they could in some classes.
- Teachers across the school do not use assessment information consistently well to provide pupils, including the most able, with learning that meets their needs and routinely challenges them.
- Disadvantaged pupils do not achieve as well as they should. This is because, until recently, suitable support had not been in place to meet their needs and strengthen their progress.

The school has the following strengths

- Leaders, governors and staff have a strong commitment to the school. Their determination to improve pupils' outcomes is clear.
- Leaders have sharpened their actions to bring about change. These have resulted in some recent improvements to teaching and outcomes.
- Pupils who have special educational needs (SEN) and/or disabilities receive effective support. As a result, they make strong progress from their individual starting points.
- Teaching assistants provide high-quality support for pupils, including those who have SEN and/or disabilities.
- Pupils are safe and behave well. They feel looked after and value the positive atmosphere of the school.
- Pupils enjoy the variety of learning experiences that the school provides for them.
- Children get off to a flying start in early years. They are well taught and well cared for.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and governance by:
 - developing the skills of middle leaders so they contribute effectively to improve the quality of teaching and raise standards in their areas of responsibility
 - ensuring that the pupil premium funding builds upon recent improvements so that disadvantaged pupils across the school make consistent and stronger progress in English and mathematics.
- Improve the quality of teaching to strengthen pupils' progress and raise standards in reading, writing and mathematics, particularly across key stage 2, by ensuring that teachers consistently:
 - have high expectations of what pupils can achieve across a full range of subjects
 - use their knowledge of what pupils know and can do to plan and teach lessons that meet pupils' learning needs, including for the most able.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders and governors have not maintained the high standards seen at the end of key stage 2 at the time of the previous inspection. Although there have been some recent improvements in pupils' achievement, leaders were not quick enough to respond to the decline in standards. They have not been able to secure consistently strong teaching.
- Leaders recognise the urgent need to strengthen leadership at all levels. Middle leadership roles have been developed to increase leaders' capacity and ensure that teaching, learning and assessment improve. The newly appointed middle leaders are keen and enthusiastic. However, they are not yet sufficiently established in their roles to have a noticeable impact on the quality of teaching and standards in their areas of responsibility.
- Leaders are determined to improve pupils' outcomes. They have recently introduced systems and procedures to strengthen the progress pupils make across the school in reading, writing and mathematics. For example, teachers are beginning to make better use of assessment information of pupils' progress in their lesson planning. Gaps in pupils' learning have been identified, and lessons that address these put in place. As a result, the achievement of pupils is improving. However, effective use of assessment information is not yet embedded or consistent across the school, particularly in key stage 2.
- Over time, leaders have not ensured that the pupil premium funding has been spent effectively. Leaders are now taking action and have recently benefited from local authority support to review the effectiveness of the school's spending decisions. They are now ensuring that funding is better used to address any gaps in the knowledge and skills of disadvantaged pupils so they achieve well. Leaders know there is still work to do to ensure chosen approaches are effective and these pupils make consistently strong progress across the school.
- The headteacher, supported by the deputy headteachers, is raising expectations in learning and behaviour. Her resolve to share responsibilities, increase accountability and give staff ownership of systems and routines has motivated staff. As a result, staff morale is high, and they are keen to make the necessary changes required to improve pupils' outcomes.
- The inclusion leader with responsibility for pupils who have SEN and/or disabilities, has a clear understanding of her role. She ensures that pupils' needs are identified quickly, and appropriate support put in place. Teaching assistants provide effective support for individual pupils or small groups. The inclusion leader works closely with parents, carers and external agencies to ensure that pupils receive the specialised support they need. Pupils who have SEN and/or disabilities make strong progress from their starting points.
- Leaders ensure that the additional funding for physical education (PE) and sport is well used. Teachers benefit from training to improve their teaching of PE. The PE coach is enthusiastic and confident. His positive approach encourages pupils to engage in a

wide range of sporting activities. Pupils told inspectors that they enjoy the variety of sports provided for them.

- The school is developing its chosen 'broadening horizons' curriculum to raise the aspirations of pupils. Enrichment activities such as the '11 before 11' experiences, trips, events and extra-curricular clubs prepare pupils positively for life in modern Britain. For example, Year 1 pupils visit 'KidZania', where they participate in real-life activities and learn about a variety of professions. Older pupils develop their independence and social skills during residential visits.
- Leaders promote pupils' spiritual, moral, social and cultural development well. Pupils learn about a range of cultures and religions. They have time to reflect on their feelings towards special occasions in lessons and during well-planned assemblies.
- Leaders have worked hard to gain the trust and support of families and the local community. Relationships are stronger and more positive than at the time of the previous inspection. The school's informative website, the workshops provided for parents and the support offered to vulnerable families enable parents to understand the work of the school.
- Most parents spoken with during the inspection, and those who responded to Ofsted's online questionnaire Parent View value and support the school. Several parents commented on the recent improvements in the school's provision. Parents appreciate the good communication they receive, the many learning experiences provided for their children and the approachability of senior staff. One parent spoke for many by saying: 'My children feel very confident and love the school. The extracurricular activities offered are wide and varied.' Another parent commented: 'The staff work hard and provide a safe and happy place where every child matters.'
- The local authority has provided additional support and challenge aimed at raising standards and improving pupils' outcomes. Leaders have used the training they have received to increase their knowledge and skills to tighten up systems and improve provision for pupils across the school.

Governance of the school

- Governors are aware that, over time, they have not held leaders securely to account for the school's performance. They did not seek or receive enough information about the quality of teaching across the school or challenge the achievement of different pupil groups strongly enough when standards dipped.
- Decisive action has been taken by the governing body to strengthen their roles and ensure that they carry out their responsibilities effectively. Governors are making good use of the support given to them by the local authority. Additionally, they are making sure that recently appointed governors receive an effective induction, so they understand what is required of them quickly.
- Regular visits are carried out by governors to find out, first hand, about the school's work. As a result, the governing body now understands the needs of the school well. Governors' minutes of recent meetings show that they increasingly ask probing questions and ensure that they receive detailed answers to enable them to hold leaders to account.

- Governors carry out their statutory duties rigorously, including in relation to safeguarding. They have recently begun to ensure that additional funding, such as the pupil premium funding, is deployed appropriately, for example to overcome barriers to learning for disadvantaged pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- The designated safeguarding leaders ensure that all training for staff is up to date and that procedures to keep vulnerable pupils from harm are firmly in place. Leaders and staff have a good understanding of local issues within the community, and work well with external agencies so that they can support pupils and their families effectively.
- Leaders ensure that accurate records are kept and have a good oversight of vulnerable families. Staff are vigilant for pupils' safety and confident to refer any concerns promptly.
- Leaders and governors are rigorous when recruiting staff. Comprehensive checks are made to ensure that staff and volunteers are safe to work with pupils.
- Pupils told inspectors that they feel safe in the school. Pupils clearly explained how they make sure that they keep themselves safe when they are using the internet.
- Parents are confident in the school's commitment to securing their children's safety and well-being.

Quality of teaching, learning and assessment

Requires improvement

- There is too much variability in the quality of teaching, learning and assessment, particularly in key stage 2. Not enough teaching is well suited to pupils' needs. Although teachers are beginning to use assessment information more effectively, some pupils are still being given tasks that do not take into account their starting points.
- Where teaching is most effective, teachers have high expectations of what pupils can achieve. They ensure that pupils, including the most able, are regularly given tasks that challenge them and stretch their thinking. Where this is the case, pupils' progress is strongest. However, not all teachers share the same high expectations. In some lessons, teachers are slow to step in and provide extra challenge to pupils when they are ready to move on with their learning. Too many teachers are willing to accept lesser amounts of work or to overly praise work that does not represent a pupil's best efforts. Consequently, pupils do not make the progress they could over time.
- Leaders have introduced a range of approaches to support the rapid improvement of teaching in reading, writing and mathematics. Where teachers are adopting these, there has been an improvement in how well learning proceeds and this can be seen in some pupils' current work books. However, the use of these approaches is still inconsistent and so the effect on pupils' outcomes across the school remains limited.
- Younger children develop their phonics skills through active and interesting sessions. Most children use these skills effectively when reading books. Older pupils enjoy reading and are becoming more competent and confident readers. The attractive book

corners in every classroom give pupils access to a good range of quality stories and factual books. Pupils enjoy using these and reading the wide range of books on display.

- Where teaching is strongest, pupils' writing skills are being developed effectively, both in English lessons and across other subjects. Many writing activities are heavily supported by templates or structures produced by teachers. In some instances, this is appropriate and helps pupils to move on in their learning. However, for some pupils, it limits the quantity and quality of their work, because they manage to do what is required quickly and are not given further opportunities to extend or deepen their learning.
- Teachers model mathematical vocabulary and focus on developing pupils' calculation skills. Following staff training, there is evidence of teachers giving more attention to developing pupils' problem-solving and reasoning skills. These teaching approaches are not yet used effectively across the school.
- Teachers give pupils the opportunity to learn from their mistakes. Pupils told inspectors that they can go back and correct mistakes or improve on their previous work. Teachers give pupils time and guidance to undertake this work.
- Teaching assistants throughout the school provide high-quality support for pupils, including those who are disadvantaged or who have SEN and/or disabilities. They ask well-considered questions, encouraging pupils to think about the skills they have previously learned to help them with their work. They are skilful at providing the right level of support and then stepping back to encourage pupils to be independent at just the right time. This promotes effective learning.
- An increasing range of small-group interventions is helping some pupils, particularly those who have SEN and/or disabilities and the disadvantaged, to catch up when additional support is needed. As a result, leaders and staff are becoming more adept at helping those who fall behind. This is increasing the proportion of pupils working at standards that are typical for their age.
- Classrooms and corridors are brightly decorated with interesting displays of pupils' work and helpful guidance for learning. These resources and examples of good work encourage pupils and show them what they can achieve.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy school. Most pupils appreciate the hard work of their teachers and teaching assistants, who they say are helpful and caring. 'If you're stuck on your learning they will help you.'
- Pupils feel safe. They know adults care about them and will listen to them. For example, pupils told inspectors that they value having the opportunity to visit the 'Oasis room' if they 'feel sad', to share any concerns or worries that they may have.

- Pupils told inspectors that bullying does not happen at Bonneygrove but, if it did, they were confident that adults would deal with it successfully.
- Teachers promote the school's 'PRIDE values' of perseverance, respect, independence, diversity and excellence well. Pupils recognise that living out the school's values is important and explained, 'We try to keep them, so we can learn and help others.'

Behaviour

- The behaviour of pupils is good.
- Raised expectations since the introduction of a new behaviour policy in 2017 are understood well by pupils and implemented consistently by staff. Equally, there has been a noticeable drop in incidents logged by school staff and the number of fixed-term exclusions since the changes to the school's behaviour policy took effect.
- Most pupils are respectful and polite to each other and to adults. They move around the school sensibly and without fuss. Pupils arrive at their lessons ready to learn. Most pupils apply themselves well to their learning. Pupils only drift off task when teachers do not provide learning that engages or challenges them well.
- Pupils get on well together and behave well in the dining hall. They enjoy chatting with friends while they eat their lunch. They speak to adults politely and follow their requests promptly. At breaktimes, pupils make good use of the games and equipment the school provides.
- Leaders have worked hard to promote the importance of good attendance with pupils and their families, including those who are disadvantaged. Staff closely monitor why pupils are absent and follow up concerns with parents quickly. Leaders work closely with other external agencies, such as the family support worker, to ensure that any attendance concerns are addressed. As a result, attendance rates are improving and are now in line with the national average. The proportion of pupils, including disadvantaged pupils, who regularly miss school is also reducing and is now nearer to the national average.

Outcomes for pupils

Requires improvement

- Pupils' learning and progress vary across the school according to the quality of teaching in each class and year group. Expectations of what pupils can achieve, including the most able, have not been consistently high enough across the school.
- Leaders' actions to improve standards, particularly in key stage 2, have lacked urgency. The progress pupils make in key stage 2 is not consistently good in all subjects and all year groups. Too many pupils are not as prepared as they should be for the next stage of their education.
- Historical weaknesses in the teaching of English and mathematics mean that some pupils have gaps in their knowledge and the skills needed to achieve well. Pupils' progress in reading, writing and mathematics at the end of Year 6 was below the national average in both 2017 and 2018.
- The proportion of pupils attaining the expected standards at the end of key stage 1 were broadly in line with those seen nationally in 2017 and 2018. However, the

proportions attaining greater depth in reading, writing and mathematics have been below the national average for the past two years.

- Disadvantaged pupils move forward in their learning at broadly similar rates to other pupils at the school. While the progress of disadvantaged pupils has improved recently, they still do not make as much progress as other pupils nationally. Their performance is not yet sufficiently strong to ensure that a high proportion leave the school attaining the expected standards in reading, writing and mathematics.
- The quality of pupils' work in reading, writing and mathematics is beginning to improve across key stage 2, as teachers' expectations rise and developments in teaching begin to take effect. Unchecked assessment information for 2018 shows that the proportion of pupils attaining the expected standards in reading and writing at the end of Year 6 was in line with the national average, while in mathematics it remained below.
- The proportion of pupils achieving the expected standard in the national phonics check at the end of Year 1 was above the national average in 2017 and 2018. This is because phonics is taught systematically, and pupils use their phonics skills accurately when they read books.
- The school's assessment information and work in current books indicate that pupils who have SEN and/or disabilities are making strong progress from their starting points because of the high-quality support they receive.

Early years provision

Good

- Children join the early years with knowledge and skills that are broadly typical for their age in most areas of learning. Children make good progress in the Nursery and Reception classes. Consequently, children are well prepared to make a strong start in Year 1.
- The early years is well led. Although new to the role, the enthusiastic early years leader has an accurate understanding of the strengths and priorities for improvement across the Nursery and Reception classes.
- Since the previous inspection, staff have enhanced the environment both indoors and outside, to enable children to make their own choices and develop their independence. Carefully thought-out learning areas provide plenty of opportunities for children to play, explore, make decisions, discover and use their imagination.
- In both the Nursery and Reception classes, staff provide activities that engage children well. Children are keen to participate because adults make learning fun. Whether discussing each other's hearing in the 'doctor's surgery', counting visitors onto the 'building site' or writing labels for road signs, children make good use of the skills they have learned.
- Effective safety and supervision arrangements are in place, both indoors and outside, so adults know where children are and if anyone needs help. Children know how to stay safe in the environment and take reasonable steps to manage their own well-being and health. For example, children understood that, before making vegetable soup for their parents to eat at a recent harvest celebration, it was important to 'wash our hands so we don't give germs to people'.

- Teachers form strong relationships with parents. Parents are offered a home visit or time to talk to staff personally so that staff can find out about each child before they start school. Parents receive regular information about their children's experiences at school and, in turn, they provide staff with information through the 'moment from home' messages.
- A range of workshops and events are organised to give parents opportunities to see their children learning and to share ideas of how to support their children's achievement at home. Several parents who commented to Parent View were particularly complimentary about their child's experiences in the early years. They praised teachers for being approachable and for the care they provide for their children.

School details

Unique reference number	117366
Local authority	Hertfordshire
Inspection number	10078218

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

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	432
Appropriate authority	The governing body
Chair	Shen Hasekilerden
Headteacher	Amanda Gable
Telephone number	01992 307900
Website	www.bonneygrove.herts.sch.uk
Email address	head@bonneygrove.herts.sch.uk
Date of previous inspection	13– 14 January 2015

Information about this school

- The school is larger than the average-sized primary school.
- The school population is made up of pupils from 13 different ethnic groups. Most pupils are of White British background.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils eligible for support through the government's pupil premium funding is below the national average.
- The proportion of pupils who receive SEN support is below the national average, and the proportion of pupils who have an education, health and care plan is in line with the national average.
- The school premises include a local authority learning base providing outreach support to this and other schools for pupils who have specific learning difficulties.

- Since the previous inspection, there have been considerable changes in leadership. The current headteacher joined the school in September 2017, and the substantive deputy headteacher in January 2017. A second deputy headteacher joined the school in September 2018 and is on secondment from another school for one year.

Information about this inspection

- Inspectors visited classrooms to observe teaching, pupils' learning and behaviour. The headteacher and two deputy headteachers joined inspectors on some of these classroom visits.
- A wide range of pupils' workbooks were examined by inspectors throughout the inspection.
- Inspectors held meetings with the headteacher, the deputy headteachers, middle leaders, the inclusion leader, the sports funding leader, a group of subject leaders, the newly qualified teachers, the trainee teacher and the school business manager.
- The lead inspector met with all members of the governing body. In addition, the lead inspector had a meeting and a telephone conversation with representatives from the local authority to discuss their work with the school.
- Inspectors spoke to pupils informally in class, and around the school at breaktimes and lunchtimes, to seek their views about the school. Meetings were also held with three different groups of pupils more formally to discuss their learning and many aspects of school life. One inspector attended a whole-school assembly.
- Some pupils were heard reading their books. Inspectors also talked to pupils about their reading habits and looked at their reading records.
- Inspectors scrutinised the school's website and a range of school documents, including: assessment information; minutes from the governing body meetings; the school's own evaluation; improvement plans; and records about safeguarding and attendance.
- Inspectors considered the 91 responses made by parents to Parent View, Ofsted's online questionnaire, and the 90 responses to the Ofsted free-text system. Inspectors also spoke to some parents at the start of the school day. Additionally, inspectors took account of the 31 responses to Ofsted's online staff survey. There were no responses to Ofsted's online pupil survey.

Inspection team

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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