

Inspection of a good school: Bonneville Primary School

Bonneville Gardens, Clapham, London SW4 9LB

Inspection dates:

13 and 14 March 2023

Outcome

Bonneville Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Leaders have developed an ethos of aspiration that everyone at Bonneville is on board with. Leaders, parents and carers, staff and pupils all work together to ensure that pupils work towards ambitious learning outcomes. Pupils thrive in the inclusive school atmosphere, in which achievement and diversity are celebrated.

Pupils revel in taking on the various leadership opportunities that are available to them. Pupils keenly described the work that they do as language leaders and as members of the student council. Pupils also take great pleasure in their educational outings. These are carefully designed to enhance the learning that takes place during lessons.

Leaders have designed and introduced a behaviour policy that supports pupils to learn effectively. Parents, pupils and staff understand this policy well. Staff rarely need to use sanctions because pupils know what is expected of them. Pupils try hard in their lessons. They are keen to learn, from Nursery through to Year 6. Bullying is rare. Parents and pupils know that it would not be tolerated if it did occur. Pupils are kept safe and feel well cared for by staff.

Leaders work to ensure that all pupils, including those with special educational needs and/or disabilities (SEND), are very well supported in their learning. Pupils achieve highly across a range of subjects.

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

Leaders have developed and established an ambitious curriculum for all subjects, including in the early years. They ensure that it is faithfully delivered in lessons by well-trained staff. Subject leaders are supported by senior leaders to realise their aspirational curriculum thinking. Together, they work systematically to strengthen the curriculum taught in each subject. This work is successful because it makes sure that everyone focuses on ensuring that pupils regularly revisit and secure their knowledge across the curriculum. This ensures that pupils know and remember more.

The curriculum is sequenced effectively across the school. In geography, for example, subject leaders have made deliberate decisions about what knowledge is taught in each year group. This starts in the early years, where children learn and explore the world around them. For example, children in Nursery begin to learn about places that are familiar to them. This is developed in Reception, where children are introduced to maps and the symbols that are used to show human and geographical features. By Year 2, pupils use their secure geographical knowledge to compare maps of London from 1666 to those from the present day.

Leaders and teachers find out how well pupils understand and remember knowledge. They make adaptations to learning so that pupils go over again the things that they are finding difficult. When needed, pupils receive additional help to make sure they keep up and follow the intended curriculum successfully.

Leaders make sure that all pupils receive the curriculum that they need to become confident readers. Phonics teaching begins from the first day of Reception. Well-trained staff help pupils to learn and recall sounds and use this knowledge to read with fluency and accuracy.

Leaders make reading a priority across all subjects. They ensure that pupils and teachers share a love of reading. Pupils have many opportunities to read during the school day. They like the areas around the school where they can sit and enjoy books. Pupils also like the times they get to read with each other. For example, Year 5 and 6 pupils act as reading buddies for younger ones.

Leaders and staff work together to ensure that pupils with SEND are identified promptly. They check that additional support is helping pupils to learn well, seeking and acting on the views of parents. Most recently, leaders have welcomed a significant number of refugee children to the school. These pupils have benefited from a range of well-targeted support, including in developing their language. Because of this, these pupils have settled in quickly and are successfully following the curriculum alongside their classmates.

Pupils demonstrate excellent behaviour in lessons without the need for reminders from staff. For example, whenever pupils get up from a desk, they tuck their chairs in without prompting. They know this helps to keep their classrooms well organised. At breaktimes, pupils play in safe and good-natured ways.

Leaders make sure that all pupils have opportunities to lead, both inside and outside of class. Leaders are ambitious and think carefully about the experiences that pupils need to support their wider development. An example of this is that they teach all pupils in Year 1 to ride a bike. This helps pupils to better learn about road safety.

The school is part of a federation, and leaders and teachers across the three schools work closely together. This includes finding ways to support staff's well-being.

The governing body supports and challenges leaders effectively. Governors make sure that leaders and staff remain focused on further enhancing the quality of education on offer.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff ensure that the safeguarding culture is strong. Leaders have put in place thorough training for all staff. This means that staff have a clear understanding of the policies and procedures in place to protect pupils' welfare. Concerns are acted upon promptly, and leaders follow these up appropriately with parents and external agencies.

Through personal, social and health education lessons and assemblies, pupils are taught how to keep themselves safe. They have trusted adults in school that they feel confident to talk to if they have a concern.

Background

When we have judged good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 2012.

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](#)' 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.

School details

Unique reference number	131247
Local authority	Lambeth
Inspection number	10240842
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	364
Appropriate authority	The governing body
Chair of governing body	Fiona Morris
Executive headteacher	Andrea Parker
Website	www.bonneville-primary.lambeth.sch.uk
Date of previous inspection	12 December 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of a hard federation with two other local schools. These schools share a governing body and an executive headteacher.
- Leaders do not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with senior leaders, including the executive headteacher. He also met with the chair, other members of the governing body and a representative from the local authority.
- The inspection included deep dives in these subjects: early reading, geography and mathematics. The inspector discussed the curriculum with leaders, visited lessons,

reviewed pupils' work, met with pupils to discuss their learning, and met with subject leaders and teachers.

- The inspector also visited lessons and reviewed pupils' work for some other subjects.
- Through discussions with leaders, governors, pupils and staff, the inspector considered how effectively pupils are safeguarded. The inspector also looked at records related to safeguarding, including records of checks carried out before staff are appointed.
- The inspector met with pupils to discuss aspects of safeguarding. He spoke to pupils during lesson visits. The inspector observed pupils' behaviour in lessons and at break and lunchtimes. The inspector spoke to staff about behaviour and about their workload in the school.
- The inspector considered responses to Ofsted's online surveys for parents, pupils and staff.

Inspection team

Luke Stubbles, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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