



Bonneville Primary School

Inspection Report

Unique Reference Number 131247
Local Authority Lambeth
Inspection number 293729
Inspection dates 6–7 March 2007
Reporting inspector Kay Johnson HMI

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

Type of school	Primary	School address	Bonneville Gardens
School category	Community		London
Age range of pupils	3–11		SW4 9LB
Gender of pupils	Mixed	Telephone number	020 8673 1183
Number on roll (school)	425	Fax number	020 8673 8522
Appropriate authority	The governing body	Chair	Mr N Salt
		Headteacher	Ms Julie Hillman
Date of previous school inspection	2 December 2002		

Age group 3–11	Inspection dates 6–7 March 2007	Inspection number 293729
--------------------------	---	------------------------------------

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school serves pupils from mixed social and cultural backgrounds. Nearly half are known to be eligible for free school meals and this is higher than the national figure. Nearly a third of pupils speak English as an additional language, which is a higher proportion than in most schools. About 20 different languages are spoken in the school. The proportion of pupils identified as having learning difficulties or disabilities is below the national figure.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Bonneville is a satisfactory school. It has developed an ethos where everybody is valued and the care, guidance and support of pupils is good. The good links with parents and outside agencies, such as the primary referral unit positively benefit pupils' achievement and personal development. These links help raise pupils' self-esteem and to equip them with the skills for learning. Consequently, pupils have positive attitudes to learning. Standards have fallen over the past two years and are exceptionally low by the time pupils leave the school. However, this decline has been arrested. Pupils are making better progress and their achievement is satisfactory.

The leadership team has not been sufficiently incisive in evaluating the strengths and weaknesses of the school, and its self-evaluation is too optimistic about the quality of its teaching. Because of this the school has not been able to move forward as quickly as it could to improve achievement. Leaders at all levels have been newly appointed and are beginning to have an impact on improving achievement. Tracking procedures have been implemented so that the progress of all pupils is monitored carefully. This system is new and although there are early signs that the impact is positive it is too soon to know how effective it is in terms of raising standards.

Children are given a satisfactory start in the Foundation Stage. From relatively low starting points they make at least satisfactory progress but most are still working below the levels expected for their age when they start Year 1. Elsewhere, the curriculum is satisfactory and the effective development of pupils' basic skills in a range of subjects is not fully established. A strength of the curriculum is the wealth of extra-curricular activities such as dance, choir, drumming and football. Pupils say that they enjoy these opportunities and many take part in them.

The behaviour is good because the staff are consistent in their approach and manage pupils well. Pupils' attitudes to learning are good and they enjoy coming to school. The school places a strong emphasis on developing healthy lifestyles and this is reflected in pupils' good understanding of the importance of exercise and a healthy diet. In classes, pupils are eager to contribute, but also listen to each other. Parents are very supportive of the school. One parent indicated that they were very thankful to all the dedicated staff for restoring their daughter's confidence in her own capabilities.

Teaching and learning are satisfactory. Teachers have good relationships with pupils and ask good questions which move their thinking on. Often, however, their expectations are not high enough. Teachers do not make enough use of information from their assessment of pupils to help improve their achievement. Consequently, they do not pitch work at consistently challenging levels for pupils of different abilities.

What the school should do to improve further

- Raise teachers' expectations of what pupils can achieve so that they are consistently high.

- Ensure that all teachers make good use of their assessments to pitch work at suitably challenging levels for all pupils.
- Ensure that leadership is more incisive in its evaluation of the school's performance in order to speed the rate of improvement.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Standards at the end of both Years 2 and 6 declined over the last two years and are exceptionally low. This is largely because, until recently, the school did not track pupils' progress and offer them effective support to meet their targets. Half-termly monitoring now enables teachers to track pupils' progress and identify those at risk of underachieving. This contributes to the improving progress through a range of planned support based on pupils' needs. Pupils with English as an additional language and those with learning difficulties and disabilities make satisfactory progress. Children start in the Nursery with skills and knowledge lower than is usually expected, and a third are new to English. They make good progress in the Foundation Stage in all areas except communication, language and literacy and mathematical development where progress is satisfactory. Standards remain below average in these areas by the time they enter Year 1. As action is taking place to improve standards, pupils now make adequate progress in Years 1 to 6 and achieve satisfactorily. The pupils in the current Year 6 are on course to meet their challenging targets. Pupils' good attitudes to learning together with their improving achievement indicates that they are satisfactorily prepared for secondary school and the world beyond.

Personal development and well-being

Grade: 2

Personal development and well being, including the spiritual, moral, social and cultural elements, are good. Pupils behave well and there have been no permanent exclusions for three years. This has been achieved through a commitment to inclusion and good partnerships with agencies such as the primary pupil referral unit. Pupils feel safe and secure and say that any poor behaviour is dealt with quickly. Pupils know what it means to live a healthy lifestyle and appreciate the wide range of physical activities on offer during and after school. Pupils relate well to one another and appreciate each other's views. They contribute well to assembly and reflect thoughtfully on the issues raised. Pupils make a positive contribution to their community through activities such as the choir's performance at the local retirement home. Pupils visit local businesses to widen their understanding of working life. They fully understand the election process of their school council and are proud of their contribution to school improvement such as increased play equipment.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Teachers are getting better at ensuring that lessons are planned to meet the needs of all the pupils in the class. Pupils with learning difficulties and those at the early stages of learning English are effectively supported. Behaviour management is generally good, ensuring that pupils listen well and persevere. Teachers' knowledge is good and they prepare their lessons thoroughly. However, they do not always have high enough expectations of what pupils can achieve. The pace of teaching and learning is sometimes too slow and pupils do not always get enough help in their independent work. Teachers keep comprehensive assessment files on the core subjects and know their pupils well. However, this information is not used consistently to challenge pupils all pupils to achieve as well as they can. Consequently, some work is too easy or too hard. Marking and feedback to pupils on next steps in their learning is inconsistent.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory, with strengths in extra-curricular activities that promote pupils' enjoyment in learning and personal development. It has recently started to develop links between subjects to promote pupils' basic skills. The use of literacy in other subjects is being developed, but this is not yet fully established. As the school aims to promote a creative curriculum, there is an effective partnership with local artists who contribute to pupils' learning. A good range of enrichment activities include art, dance, drama, choir, football and many more. Local and residential visits bring relevance to learning and are enjoyed by pupils. A trip to The Guardian Newspaper helped pupils to understand more about journalism. Healthy and safe lifestyles are promoted effectively. Appropriate transition arrangements help ensure that pupils are well prepared for transfer to secondary schools.

Care, guidance and support

Grade: 2

Care guidance and support are good because there is a commitment throughout the school to include all pupils and meet their needs. This is achieved through consultation with other services, such as the school nurse. The introduction of new tracking procedures has enabled staff to identify individual pupils' needs so that support can be provided where it is needed the most. However the full impact of this system cannot yet be judged. Those pupils with autistic spectrum disorder (ASD) have work specifically prepared for them in class and respond positively. When teacher assistants are used well they support groups of pupils or actively support individuals. One parent said, 'My daughter has received good care and attention and;hellip;teachers listen to her and treat her as an individual.' This reflected other parents' views. Safeguarding

procedures are well established and rigorously maintained. Staff receive child protection training as part of their induction.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The head and leadership team are working hard to improve provision so that it meets the needs of all pupils. They have implemented a number of projects in order to do this and are placing great emphasis on the introduction of a creative curriculum. However the progress made so far has not been as great as the school had hoped. Standards have fallen over recent years because it has taken some time to establish the leadership team. The team members now work well together and understand their responsibilities. They are well supported by a governing body that fulfils its responsibilities and challenges them as far as it is able. The governors have a good range of skills and abilities and are developing their governance skills. However, the school's monitoring of its performance is weak and self evaluation is unrealistic. Evaluations of teaching are inconsistent, and as a result there has not been enough focus on improving teaching both on an individual and on a whole staff basis. However, the improving achievement of pupils, the new tracking systems and the establishment of a strong leadership team indicate that the school has a satisfactory capacity to improve in spite of the weakness in self-evaluation.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for being so welcoming and helpful during the inspection of your school. You told us that you enjoy school and that you appreciate the different activities which are on offer. We agree with your school that pupils are treated fairly and that your overall education is satisfactory. Your school can improve by making sure that:

- lessons make you think more and make quicker progress
- teachers use the information they have about you to set work that is not too easy or too hard for you
- everyone knows the school's strengths and weaknesses and use this to make your education better

You can help by working even harder and by continuing to behave well

Yours sincerely

Kay Johnson (Lead inspector)