

Prospects Learning Services Ltd  
132-138 High Street  
Bromley  
Kent  
BR1 1EZ

T 08456 40 40 40  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 020 8313 7760  
Direct F 020 8464 3393



17 March 2008

Ms Julie Hillman  
The Headteacher  
Bonnevill Primary School  
Bonnevill Gardens  
London  
SW4 9LB

Dear Ms Hillman

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 11 March 2008, for the time you gave to our phone discussions and for the information which you provided before and during my visit. This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 6 and 7 March 2007, the school was asked to:

- ensure that leadership is more incisive in its evaluation of the school's performance in order to speed the rate of improvement
- ensure that all teachers make good use of their assessments to pitch work at suitably challenging levels for all pupils
- raise teachers' expectations of what pupils can achieve so that they are consistently high.

Having considered all the evidence I am of the opinion that at this time the school is making good progress in addressing the issues for improvement and in raising pupils' achievement.

Leadership and management have been strengthened across the school. You have given clear and strong direction to this work and been well supported by your deputy. Your shared vision, which puts raising achievement at the heart of improvement plans, drives the work of the school. Core subject and phase leaders are now well established in their roles and lead with increasing autonomy. Robust monitoring and evaluation ensures leaders have an accurate grasp of the school's strengths and areas for development. Regular lesson observations and sampling of pupils' work are improving teaching and learning. Evaluation of pupil progress is now based on more reliable assessment information. However, senior leaders acknowledge the importance of increasing the regularity of opportunities for teachers to moderate and standardise their assessments. Governors and staff are involved in

planning for improvement and in evaluating the impact of action plans. Both have a clear understanding of their accountability in the process. Good opportunities for professional development linked to appropriate whole school priorities underpin the growing confidence of leaders at all levels. Support received from the local authority has been valued, particularly in developing a shared understanding of what counts as good teaching and effective learning.

A clear and coherent system relates challenging school targets to individual pupil targets. Procedures for tracking and reviewing pupils' progress are now embedded in practice. They have increased teachers' accountability for pupils' achievement and are forcing the pace of improvement. Impact is evident in pupils' performance in national tests and in their progress in lessons. In 2007, whilst standards at the end of Year 2 were lifted slightly, at the end of Year 6 they rose significantly. The gap between the national average and the school's performance was narrowed in English, mathematics and science. Improvement was strongest in English with results coming into line with national expectations.

Expectations in lessons are rising. In the six parts of lessons observed, two in Key Stage 1 and four in Key Stage 2, pupils were making good progress. Teacher and support staff interventions kept pupils tuned into key learning points and accelerated their progress. Better use is being made of assessment information to plan pupils' learning and ensure they are appropriately challenged in lessons. Although there is still some variability, the pace of lessons is generally snappy. The sharper focus on learning, in combination with the expectation of success and warm relationships, is fostering pupils' confidence. Although there is still work to do in spreading the best practice, teachers' marking is identifying the next learning steps for individual pupils. The curriculum has been developed to increase scope for creativity. Consequently, pupils find learning more absorbing and fun. In addition they are developing good learning habits and behaviour. Opportunities to work collaboratively are welcomed with most pupils completing tasks in pairs and groups successfully. Indeed, pupils give every indication they are ready to take more responsibility for leading learning in lessons.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Jacqueline White  
Her Majesty's Inspector