

Bonneygrove Primary School

Inspection report

Unique Reference Number	117366
Local Authority	Hertfordshire
Inspection number	338995
Inspection dates	1–2 February 2010
Reporting inspector	Stephen Walker

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	397
Appropriate authority	The governing body
Chair	Mrs Selina Norgrove
Headteacher	Mrs Anne Gorolini
Date of previous school inspection	3 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent six hours looking at learning and visited 13 lessons. They also held meetings with the headteacher, the chair of governors, staff and groups of pupils. Inspectors observed the school's work and looked at a range of evidence, including the school improvement plan, the tracking system to monitor the pupils' progress, the work pupils were doing in their books and the questionnaires completed by 108 parents, staff and a sample of pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the rate of progress of all groups of pupils in the school
- the effectiveness of teaching in engaging the pupils so that they make progress
- the quality of the curriculum and the systems of care, guidance and support for the pupils
- the effectiveness of the Early Years Foundation Stage in supporting the development of the younger children
- the effectiveness of the leadership and management in supporting improvements in the school.

Information about the school

This is a larger-than-average primary school. Although the majority of pupils are from White British backgrounds, over a quarter of the pupils are from minority ethnic groups. The percentage of pupils who speak English as an additional language is below the national average. Most children start in the Early Years Foundation Stage with skills and experiences which are in line with those expected for their age. The proportion of pupils with a range of learning difficulties and/or disabilities is below the national average. The percentage known to be eligible for free school meals is also below average.

Provision for the Early Years Foundation Stage is organised through the Nursery and Reception classes. The before and after-school care provision is organised through Kool Kidz and was part of this inspection. The school hosts the area base for specific learning difficulties which provides specialised support and advice to schools. The Allsorts Children Centre also has a room on the school site.

A high number of staff have been away on maternity leave over the last year so that some classes have had cover staff for part of the year. The school has received Investors in People, Activemark and National Healthy School awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has some outstanding features. The headteacher provides clear and collaborative leadership, which ensures the good quality of education in the school. The school is fully inclusive and pupils from minority ethnic backgrounds are fully integrated. The caring and child-centred atmosphere of the school provides a high-quality environment for learning. One parent wrote: 'This is a very successful and happy school. Our children really enjoy their lessons and additional activities.'

Achievement is good. Pupils make good progress and the vast majority attain standards that are above average by the time they leave the school. The emphasis on the key skills of reading, writing and mathematics is supporting the good progress of the pupils. The school is successful in supporting pupils with special educational needs and/or disabilities and the few who are learning English as an additional language.

The exceptionally high quality of care, guidance and support is greatly supporting the good personal development of the pupils. They enjoy their time at school and develop into friendly individuals. Pupils feel very safe in the school and have an excellent understanding of issues relating to safety. The majority of pupils have a first-rate understanding of how to adopt healthy lifestyles, and demonstrate this through eating healthily and taking part in sporting activities. Pupils make an excellent contribution to the school and the wider community.

Teaching is good. Pupils are actively involved in lessons and make good progress, although work is not always best matched to their individual learning needs. The best lessons fully motivate and engage the pupils in their learning. Some teachers are encouraging the pupils to be more involved in the assessment of their work although this is not consistent across the school. The new curriculum provision is well organised and imaginative although it is too early to judge its impact on pupil motivation and progress.

The school runs very smoothly because the school's leaders are very effective in supporting teachers and support staff to work as a team. The high quality of staff covering for the large number on maternity leave ensures that the good standards are maintained in the school. Self-evaluation is accurate and realistic. The headteacher and governors are well aware of the strengths and areas for development. The subject leaders are developing their roles so that they are more effective in their planning, supporting and monitoring responsibilities. However, the assessment and the tracking of pupil progress in the foundation subjects are not yet fully effective. The subject leaders are also not regularly monitoring the quality of teaching and learning in these subject areas.

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The excellent procedures for safeguarding meet all statutory requirements and underpin the school's very caring approach. The school has excellent partnerships with community groups, external services and local schools. There are very positive relationships with most parents and carers. Parents are given regular information about school events and the progress of their children. All issues from the previous inspection have been successfully addressed. The effective leadership of the school, the good record of pupils' progress and the commitment to continuous improvement by all staff indicate that this school has a good capacity to improve further.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching across the school by making sure that all teachers:
 - plan activities in lessons which fully motivate and engage the pupils in their learning
 - ensure that the teaching and learning tasks are matched to the individual needs of the pupils
 - involve pupils in the assessment of work so that they have more ownership of what they have to do to improve their work.
- Develop the roles of the foundation subject leaders so that they are:
 - regularly monitoring the quality of teaching and learning in order to improve pupil progress
 - developing assessment systems that provide them with a better understanding of standards and progress in their curriculum area
 - using the tracking system more rigorously to raise standards further in the foundation subjects.

Outcomes for individuals and groups of pupils**2**

Pupils' current work shows that the majority of classes are making good progress and achieve well. Pupils are attentive and display an enthusiasm to do well. Most enjoy learning and make good progress from their close to average starting points. By the time pupils leave the school, attainment is above average in English, mathematics and science. The rigorous tracking system for progress identifies underachieving pupils, who then receive appropriate support through a range of intervention strategies. The school is presently providing additional support for Year 1 and 2 pupils to help them with the development of sounds and letters. Pupils with special education needs and/or disabilities and those entitled to free school meals make good progress in line with others. Pupils from minority ethnic backgrounds including those who use English as an additional language also make good progress.

The vast majority of pupils are well behaved and are proud to be part of the school. Attendance is now above average and reflects pupils' enjoyment of school. Pupils have

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an excellent understanding of how to keep themselves safe and healthy. They take part in a wide range of sporting activities and more pupils are choosing to eat healthily at lunchtimes. Pupils enjoy the opportunities to take responsibility such as looking after the younger pupils. Pupils raise money for a range of charities and make an excellent contribution to the local community by organising events such as singing for the elderly and planting trees in Broxbourne Park. The school council is active in supporting improvements in the school such as the development of the 'Trim Trail' in the playground. The spiritual, moral, social and cultural development of the pupils is good. They are reflective and show a respect for other people's feelings and values. Pupils' basic skills and ability to work with others are developing well. As a result, they are well prepared for their secondary education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The warm relationships between teachers and pupils ensure that there is a positive learning environment in the classroom. Classrooms are attractive learning areas with good examples of pupils' work on display. Pupils are well-informed about their targets

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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and marking is supportive in providing the next steps in their learning. Pupils with special educational needs and/or disabilities are well supported by teaching assistants both in whole-class and smaller teaching groups. In the best lessons teachers plan a range of interesting activities and have high expectations of the pupils. As a result, pupils display enthusiasm and sustain high levels of concentration. Outstanding learning takes place when teachers plan activities which fully motivate and engage the pupils in their learning. Some teachers are now involving pupils in the assessment of their own work so that they have more ownership of what they have to do to improve. However, not all teachers are planning lessons which are appropriate to the range of individual abilities in the classes.

The school places a high emphasis on the development of literacy and numeracy, which supports pupils' good progress. The new topic approach in each year effectively shows the pupils the links between the different subjects and brings learning to life. It is too early to judge the impact of this more creative approach on pupil progress although there is evidence of greater motivation and interest in classes. There has been a particular emphasis on the development of writing through the different subject areas which supports literacy skills. All pupils have lessons in information and communication technology at least once a week which develop their computer skills. A detailed programme of personal health and social education greatly supports the high quality of personal development. The numerous visits including those to Duxford Museum and the residential centre in Osmington Bay in Dorset provide good enrichment for the curriculum. There is a good range of clubs and extra-curricular activities, which greatly enhance the pupils' enjoyment and experience of school.

The pastoral care for the pupils is outstanding because there are extremely effective systems of individual support for all pupils, including those who are vulnerable or have difficulties with learning. The high-quality approach to safety and safeguarding permeates all aspects of the school life. Pupils confirm that there are always members of staff to talk to if they have a problem. There are rigorous procedures for monitoring pupils' attendance and following up absences. The school is very successful in supporting children with special educational needs and/or disabilities. Teaching assistants provide excellent support for a small number of pupils who sometimes display challenging behaviour, so that learning is not disrupted in the lessons. Excellent working relationships between the school and external agencies benefit pupils, ensuring their social and learning needs are met through effective programmes. The Kool Kidz provides a good standard of before and after-school care provision for the pupils. Excellent arrangements are in place to support a smooth transition to the local secondary schools.

These are the grades for the quality of provision

<p>The quality of teaching</p>	<p>2</p>
<p>Taking into account: The use of assessment to support learning</p>	<p>2</p>
<p>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</p>	<p>2</p>

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The effectiveness of care, guidance and support	1
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How effective are leadership and management?

The headteacher provides strong and collaborative leadership so that staff work together on the continuous improvement of the school. The senior leadership team is providing good support for the developments in the school. Rigorous systems of monitoring teaching and tracking pupil progress are helping to maintain the above-average standards in literacy and numeracy. The school improvement plan is a comprehensive working document with clear actions and targets which are particularly focused on improving pupil attainment and progress. Governors are well informed of the school's progress and areas for development. They are fully involved in monitoring progress and in holding the school to account.

Strong links with the Hertfordshire Development Centre support the professional development of teachers while the local secondary schools support curriculum enrichment. The school has excellent links with the Allsorts Children Centre and the area base for specific learning difficulties. The exemplary procedures for safeguarding ensure that consideration for the safety and security of the pupils permeates all aspects of school life. The strong commitment to tackling discrimination and ensuring equal opportunities for all ensures that the school is fully inclusive in integrating pupils from a range of ethnic and social backgrounds. It makes a good contribution to community cohesion and has been proactive in arranging events such as international days and community events although it recognises that more could be done to evaluate the impact of this work in the local community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

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Early Years Foundation Stage

Children make a good start to their education because of the well-planned provision and consistently good teaching. Staff in the Nursery and Reception classes provides a secure and exciting environment where children learn quickly and happily. They make good progress and most enter Year 1 with skills and knowledge which are at least in line with the expected levels. Structured activities are having a significant impact on their personal development as well as encouraging number and language skills. The children develop good social skills, behave well and help each other. The children show curiosity and signs of developing some independence.

Teachers keep detailed records of children's skills and use this information to match the activities well to the full range of learning needs. The calm and purposeful atmosphere is created by good organisation and leadership. The teachers and teaching assistants work extremely well together so that there are clear expectations of the children.

The staff's good knowledge of early years learning and development enables them to meet the needs of each child in the classes. The staff plan together to share expertise and are constantly seeking to improve the provision. The spacious accommodation and outdoor area are used very effectively to support the learning of the children. There is regular liaison with parents and carers, who speak very highly of the care and support the school provides for their children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The majority of parents and carers who returned the questionnaire were positive about the work of the school and its impact on their children's learning. Parents emphasised the caring approach of staff towards their children. A number made detailed comments on the good progress of their children and the dedication of the teachers. A small minority of respondents suggested the school does not deal effectively with unacceptable behaviour. The inspectors found very little evidence to support this view and feel that the school deals very effectively with pupils who display challenging behaviour. A small minority noted that they do not feel that the mixed-aged classes in Year 3 and 4 are best for their children. The inspectors found no significant difference in the progress of pupils in these classes to those in single age classes. The inspection

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revealed little to endorse the few other criticisms made in the questionnaire returns. Overall, the supportive views of the majority of parents and carers reflect the inspection findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bonneygrove Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 108 completed questionnaires by the end of the on-site inspection. In total, there are 395 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	52	46	51	5	5	1	1
The school keeps my child safe	61	56	41	38	3	3	0	0
The school informs me about my child's progress	30	28	53	49	21	19	1	1
My child is making enough progress at this school	34	31	57	53	12	11	2	2
The teaching is good at this school	46	43	51	47	8	7	1	1
The school helps me to support my child's learning	34	31	55	51	14	13	1	1
The school helps my child to have a healthy lifestyle	39	36	58	54	9	8	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	33	55	51	8	7	2	2
The school meets my child's particular needs	36	33	50	46	13	12	5	5
The school deals effectively with unacceptable behaviour	28	26	55	51	14	13	9	8
The school takes account of my suggestions and concerns	28	26	59	55	9	8	3	3
The school is led and managed effectively	29	27	54	50	17	16	7	6
Overall, I am happy with my child's experience at this school	51	47	43	40	9	8	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



3 February 2010

Dear Pupils,

Inspection of Bonneygrove Primary School, Cheshunt, EN7 5ED

Thank you for making us so welcome in your school and for talking with us during the inspection. We really enjoyed watching your lessons and looking at your work. It was also good to see you in assembly and during playtime. Your school is a good one and has some outstanding features.

There are many positive things about your school.

You enjoy school and make good progress in your lessons.

You are friendly, polite and well behaved.

You show kindness and consideration to others.

You have an excellent understanding of issues related to safety.

You have a first-rate understanding of how to adopt healthy lifestyles.

You make an exceptionally good contribution to the school and the wider community.

The teachers and the support staff care greatly for you.

Your teachers work hard to make your lessons interesting.

Your school places a considerable emphasis on your security and safety.

You have a very good headteacher.

We have asked the headteacher, staff and governors to do the following things to make the school even better:

- encourage teachers to share their ideas to help you all make the best progress possible
- ensure that subject leaders observe other teachers and keep a good check on standards in their subjects.

We would like to wish you success in your future education.

With very best wishes

Stephen Walker

Lead inspector

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