

Bonneville Primary School

Inspection report

Unique Reference Number	131247
Local Authority	Lambeth
Inspection number	341118
Inspection dates	8–9 February 2010
Reporting inspector	Jane Chesterfield

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	417
Appropriate authority	The governing body
Chair	020 8673 1183
Headteacher	020 8673 8522
Date of previous school inspection	6 March 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 26 lessons or parts of lessons and observed 20 teachers. Most of the inspection time was spent observing pupils' learning. They observed the school's work, and looked at school policies and documentation, safeguarding records, pupils' work, assessment data, monitoring records, strategic planning and the minutes of governors' meetings. Questionnaires from staff, pupils and 90 parents and carers were analysed.

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

- the quality of support provided to improve the progress of lower attaining pupils, including Black Caribbean pupils and those eligible for free school meals
- the effectiveness of the action taken to disseminate the best practice in teaching
- the impact of improvement in teachers' assessments, and how well the resulting information is used to ensure that work set in lessons challenges different groups of pupils to do well
- the impact of leaders at all levels on improving attainment and progress
- the effectiveness of strategies to improve children's personal, social and emotional development, and their communication, language and literacy skills, in the Early Years Foundation Stage.

Information about the school

Bonneville is a large school which serves an ethnically diverse area of South West London. Three quarters of pupils come from minority ethnic backgrounds, and many have a Black Caribbean heritage. An above-average proportion is learning English as an additional language. Between a third and a half of all pupils are eligible for free school meals, which is above average. The proportion of pupils with special educational needs and/or disabilities is just above average. Their needs relate mainly to moderate learning difficulties or speech and language difficulties. The proportion of pupils with a statement of special educational needs is just above average. The school offers Early Years Foundation Stage provision in its Nursery and Reception classes. There is also childcare provision run by a private provider on the school site. This is subject to a separate inspection. The school has recently introduced a Saturday school on a trial basis. The school has gained the advanced National Healthy School award.

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?

3

The school's capacity for sustained improvement

3

Main findings

Bonneville Primary is a satisfactory school which has improved since its last inspection. Pupils and parents value the welcoming ethos created by the headteacher and staff and feel that the school plays an important role in the local community. Pupils feel safe and happy, and enjoy the many activities and opportunities open to them, including those in the new Saturday school. One commented, 'We do lots of fun stuff in our after-school clubs.' Parents are confident that their children are well cared for and secure. Typical comments included, 'There is a warm and supportive atmosphere,' 'The head and staff are friendly and accessible,' and, 'It is a brilliant multicultural environment.'

As a result of the inclusive ethos and good pastoral support, pupils all get on well together and behave well in school. They develop good social skills and readily accept others whose backgrounds are different from their own. Children join the school with skills and understanding below the levels expected nationally. They make satisfactory progress in the Early Years Foundation Stage, where a good range of activities is undermined by the poor quality of the accommodation and resources in the Nursery and Reception classes. Pupils make satisfactory progress through the rest of the school, although there is evidence from the school's improved tracking systems that progress has become more rapid this year. Pupils' attainment has improved since the last inspection and pupils reach broadly average standards by the time they leave the school. The school has identified that attainment and progress in mathematics are improving more slowly than in English and science, because pupils do not have enough opportunities to use their knowledge in different situations or to solve problems. It has set about tackling this.

The headteacher and senior staff have done a good job in getting to grips with the issues from the last inspection. In particular, the hard work done on establishing reliable systems for tracking pupils' progress means that all staff now have regular information on how their classes are doing and can see who needs support to accelerate their progress further. However, teachers are not yet using this information well enough to plan their lessons. There is still a lack of consistency across the school in the expectations that some teachers have for what their pupils can achieve, and in the level of challenge that they provide for the differing needs of pupils in their classes. Subject and phase leaders do not all have the time, opportunity and training to get into classrooms and work with colleagues and pupils to share their expertise and spread the best practice in their areas of responsibility.

Senior staff are aware of what needs to be done and have included these priorities in school development plans. They have not been afraid to make difficult decisions in the pursuit of improvement, and have recently completed a restructuring of support staff to

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increase the academic focus of their work. The number of teaching assistants has been reduced and additional teachers have been employed to work with targeted groups of pupils. Although it is too early to measure the impact of this initiative, there are already encouraging signs that these pupils, who are mainly lower attaining, are being well challenged and are making good gains in their learning. School self-evaluation has also improved since the last inspection. Systems for monitoring and evaluating the work of the school are more robust and the school has a more realistic view of its performance. As a result, the school has a satisfactory capacity for further sustained improvement.

What does the school need to do to improve further?

- Raise standards and improve progress in mathematics by:
 - giving pupils more opportunities to use their knowledge to solve problems
 - encouraging pupils to apply their skills in different situations.
- Raise the quality of teaching to help pupils make quicker progress by:
 - demanding more from pupils in terms of the quality and quantity of work they are capable of producing
 - using knowledge of pupils' achievements to plan work which provides consistent challenge for all pupils, whatever their ability.
- Increase the responsibility of subject and phase leaders to raise standards and improve progress in their areas of responsibility by:
 - enabling them to develop their leadership skills
 - giving them the time and opportunity needed for leadership work.
 - Work with the local authority to improve accommodation and resources in the Early Years Foundation Stage.

Outcomes for individuals and groups of pupils

3

The work seen in lessons and pupils' books confirmed that standards are broadly average by Year 6 and progress is improving across the school, particularly in Key Stage 1 and in Year 6. As a result, pupils are on target to meet challenging targets at the end of this academic year.

The school monitors the progress of different groups carefully and ensures that additional support for lower attaining groups, such as Black Caribbean pupils and those who are eligible for free school meals, is geared effectively to their academic and personal needs. This ensures that all groups of pupils make progress at a similar rate. However, the quality of pupils' learning in lessons is very much linked to the quality of the teaching and the curriculum. Pupils generally have positive attitudes and are ready and willing to learn. They are receptive to what their teachers have to offer them. In a Year 2 mathematics lesson, the pupils responded to a lively and energetic introduction with enthusiasm, eager to put their ideas forward and to have a go at their tasks. In too many other lessons, however, the pace was slower and tasks undemanding, and pupils

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sometimes lost their concentration and worked with less application.

Pupils commented that they enjoy school and feel safe, because adults look after them well and sort out any problems that they may have. Staff set clear boundaries for behaviour so pupils know what is expected and live up to those standards. Thanks to the school's commitment to the Healthy School agenda, pupils have a good understanding of how to live a healthy lifestyle. They know what constitutes a balanced diet and have plenty of opportunities to be active. Pupils have some good opportunities to use their initiative, for example in organising fundraising activities, but their contribution to the school and local community is limited in other respects. Thanks to the hard work of the school, pupils' attendance has improved over the last few years, and is now in line with the national average. Pupils' workplace skills are satisfactory, because of their average standards in literacy and numeracy. Their spiritual, moral, social and cultural development is good. In particular, they have a good understanding of how to live in a multicultural society, and a respect for others' differences.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

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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Teachers have good relationships with their classes and make good use of resources, such as interactive whiteboards, to engage and motivate them. Often tasks for pupils are not planned carefully enough to give them the right level of challenge. For example, higher attaining pupils may be expected to do more difficult work only when they have completed the same work as other pupils, while lower attaining pupils are given the same work but with more support. This sometimes means that higher attaining pupils are not getting the push that they need to achieve the levels of which they are capable. Pupils with moderate learning difficulties and with speech and language difficulties and those learning English as an additional language are well supported so that they make similar progress to their classmates. The school makes good use of outside specialist services to meet pupils' differing needs. Provision for vulnerable children is carefully organised to help them and their families. The role of the learning mentor is particularly helpful in this respect. In class, teaching assistants give good support to children with behavioural and learning difficulties in their tasks. However, teachers do not always make the best possible use of other adults in their lessons, particularly during the introductions when other adults are often just observers.

The school places the right emphasis on literacy and numeracy in order to improve pupils' basic skills, and is developing some good links between subjects to make the curriculum more interesting for pupils. However, there are not always enough opportunities for pupils to use their skills in different contexts, for example by writing at length in subjects other than English. Pupils benefit from the use of specialist teachers, for example in music and information and communication technology, so that they develop good levels of understanding in these subjects. The range of extra sporting and other clubs open to pupils is very wide, and the recent extension of these activities to Saturday mornings means that pupils have very good opportunities to learn new skills and develop their talents.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and senior staff have shown determination and focus in moving the school forward from the last inspection. They have a clear understanding of what needs to be done next to move the school from being a satisfactory school to a good one, and have the resolve to make this happen. Governors too have a good grasp of the school's strengths and weaknesses and provide it with a good balance of support and challenge.

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Good attention is given to safeguarding pupils. All the required checks on adults who come into contact with pupils are carried out, and risk assessments are thorough. Procedures for child protection are rigorous and staff training is up to date.

The school works satisfactorily to promote equal opportunities and tackle discrimination. The achievement of different groups of pupils is carefully tracked, but the school knows that all groups need to achieve better. The school makes a good contribution to community cohesion. Its key strength here is its good knowledge of the local and parent community, so that it is able to play its role in drawing the different groups in the school community together. The school is outward-looking and fosters positive relationships with parents, making good use of the learning mentor to work with hard-to-reach groups. Outside partnerships are thoughtfully cultivated to benefit pupils' learning and development. There is a particular focus on looking for ways to enable pupils to engage with the new technologies that fascinate them. Pupils spoke with enthusiasm, for example, of the robot challenge tournament in which they took part, sponsored by a multinational company. The school is also aware of the importance of helping pupils to understand the complex picture of life in different communities within the United Kingdom and abroad, and has established links with schools in Northern Ireland and in Spain.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make satisfactory progress in the Early Years Foundation Stage. Staff provide a good range of activities covering all areas of learning inside and outdoors. However, the

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accommodation is old and shabby, and resources are tired and worn, and this means that they are often not inviting to children and fail to stimulate their interest. Staff make every effort to reinforce good personal and social skills in the children at all available opportunities. This is helping improve children's personal development. Good attention is also given to improving children's communication, language and literacy skills. Staff interact well with children, and develop their speaking and listening skills well. Children have satisfactory opportunities to use the reading and writing areas, but staff do not always encourage them to make the most of these. For example, there are not enough opportunities for children to write for a purpose in role-play areas.

Parents say they are happy with the provision for their children, and the staff welcome them into their children's classes. However, few attend the workshops organised by staff to help them support their children's learning. Welfare requirements are met, and good attention is given to children's daily care and safety. The leader of the Early Years Foundation Stage has created a good sense of team spirit and a shared determination to improve, and has accurately identified the most pressing priorities for the unit.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The overwhelming majority of the parents and carers who responded to the questionnaire expressed satisfaction with the school and what it offers their children. A few felt that their children were not well prepared for the future, that their child's particular needs were not well met, or that the school was not led and managed effectively. Inspectors investigated these views and only partly upheld them. Pupils are satisfactorily prepared for moving to secondary school, but more could be done to help pupils prepare for the move from Key Stage 1 to Key Stage 2. Pupils with special educational needs and/or disabilities are well supported but, as the report identifies, teachers do not always plan well enough to meet the range of different needs within their classes. The school is led and managed satisfactorily and the headteacher and senior staff have made some good improvements to the school since the last inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bonneville Primary 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 90 completed questionnaires by the end of the on-site inspection. In total, there are 417 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	69	26	29	2	2	0	0
The school keeps my child safe	58	64	31	34	0	0	1	1
The school informs me about my child's progress	40	44	41	46	6	7	1	1
My child is making enough progress at this school	39	43	42	47	5	6	2	2
The teaching is good at this school	45	50	38	42	1	1	1	1
The school helps me to support my child's learning	43	48	34	38	7	8	1	1
The school helps my child to have a healthy lifestyle	41	46	43	48	5	6	0	0
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)	32	36	35	39	10	11	1	1
The school meets my child's particular needs	41	46	36	40	10	11	0	0
The school deals effectively with unacceptable behaviour	38	42	42	47	3	3	3	3
The school takes account of my suggestions and concerns	37	41	39	43	7	8	3	3
The school is led and managed effectively	35	39	40	44	9	10	2	2
Overall, I am happy with my child's experience at this school	55	61	28	31	4	4	1	1

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 pupil's 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.



10 February 2010

Dear Pupils

Inspection of Bonneville Primary School, London SW4 9LB

Thank you for making us so welcome when we visited your school recently and for helping us with the inspection. We really enjoyed talking to you, looking at your work and sharing your lessons.

We found that your school is giving you a satisfactory education, and that there are good things happening in your school. These are the main things we discovered.

- You enjoy being at school and are making satisfactory progress as you move through the school.
- You behave well and show a lot of respect for one another's different backgrounds.
- You have good relationships with your teachers and are keen to learn.
- You have some great opportunities to try out new activities in after-school clubs and the Saturday school.
- You feel safe and secure in school, thanks to the efforts of the staff.
- You are looked after well and get extra support if you need it.
- The senior staff know what needs to be done to make the school even better.

To help the school improve further, this is what we have asked the staff to do:

- make sure that you all do as well as you can in your mathematics
- give you lots of challenge in lessons so you always work hard
- make sure that those staff in charge of different subjects have the time to check on how well things are going and share things that work best
- work closely with the local authority to improve the buildings and equipment for the children in Nursery and Reception.

You can help by trying as hard as you can in all your lessons, but especially mathematics, and by letting your teachers know if the work they give you is too hard or too easy.

Yours sincerely

Jane Chesterfield

Lead inspector

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