

# Inspection of Bonneygrove Primary School

Dark Lane, Cheshunt, Waltham Cross, Hertfordshire EN7 5ED

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Inspection dates: 15 and 16 June 2022

|                              |                      |
|------------------------------|----------------------|
| <b>Overall effectiveness</b> | <b>Good</b>          |
| The quality of education     | <b>Good</b>          |
| Behaviour and attitudes      | <b>Good</b>          |
| Personal development         | <b>Good</b>          |
| Leadership and management    | <b>Good</b>          |
| Early years provision        | <b>Good</b>          |
| Previous inspection grade    | Requires improvement |

## **What is it like to attend this school?**

Pupils at Bonneygrove are proud of their school and enjoy learning. They play well together and there are many opportunities provided for them to learn outdoors. Pupils develop their social skills and their understanding of nature. Members of the pupil parliament talk confidently about how they have chosen ways to further improve the school environment.

Pupils benefit from many carefully planned experiences which enhance the curriculum. For example, pupils enjoy the many visitors to the school, staying overnight in the school acting as an evacuee in World War Two, or meeting a 'dinosaur'.

Pupils behave well. The learning environment is calm and focused. Pupils manage their own belongings well to make sure they have the appropriate resources they need for their learning. Children learn the behaviour routines well from the start of Reception. Older pupils know what is expected of them. They listen and respond well to adults.

Where there is bullying, which is rare, pupils are confident that adults will listen and sort out any problems quickly. Pupils who require additional support for social and emotional needs are provided for effectively.

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

Leaders are ambitious for pupils. They want pupils to achieve better than in the past. They have successfully rewritten the curriculum. It engages pupils and enables teachers to better adapt learning to meet the needs of individual pupils. Staff share leaders' ambitions and are keen to improve their own practice.

The carefully designed curriculum means teachers are clear on what to teach and when. As a result, pupils build on their learning over time. There are some occasions when teachers are not clear in their explanations as to what they want pupils to learn. When this is the case, pupils do not learn as well as they could.

Reading is taught well. Staff are consistent with their approaches to teaching reading to the youngest pupils. This helps pupils learn to read quickly and accurately. Pupils have access to a wide range of interesting and varied books which help to keep them motivated to read. Pupils also have many opportunities to read and study non-fiction books linked to their topics. Adults from across the school regularly come to read with the youngest children to help everyone develop a love of reading.

The provision for pupils with special educational needs and/or disabilities (SEND) is of high quality. Teachers adapt their plans effectively so that pupils with SEND

access the same curriculum as their peers. Support staff are suitably trained to help pupils with SEND learn and achieve well.

Leaders have carefully considered how to help pupils who need to catch up after falling behind with their learning. Staff are used to focus on the area of learning that pupils need. Leaders use additional teachers to provide smaller classes on a short-term basis for targeted groups of pupils. This is reaping rewards for these pupils.

Pupils learn about British values through their lessons and in assemblies. They demonstrate what being respectful and tolerant means in practice. They are motivated by the awards they receive for demonstrating the school values. There are a range of sports and other clubs available. Leaders offer funded places to disadvantaged pupils to ensure these pupils have equal access to clubs and activities.

Pupils and parents talk positively about shared events, such as the recent picnic held to celebrate the Queen's Jubilee. Year 5 pupils are strong role models to younger pupils at lunchtimes, acting as play leaders, running games and sorting out minor disagreements. This helps to develop their leadership skills. Children in the early years are polite and work well together.

Governors work closely with the local authority to support and challenge school leadership. Governors know the school well. Staff are well supported. Middle leaders coach colleagues to improve the quality of teaching. Teachers appreciate the help and guidance they receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff know what they need to do to keep pupils safe. They provide regular training, so staff are up to date. Leaders deal quickly with any concerns raised. They know pupils well and prioritise safeguarding and pupils' welfare.

There are effective systems in place to support parents and ensure that families who do need help receive this swiftly.

Pupils are taught how to keep themselves safe physically and when using online technologies.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- There are some occasions when teachers are not clear in their explanations as to what they want pupils to learn. When this is the case, pupils do not learn as well as they could. Leaders need to ensure that teachers present information clearly, so pupils understand precisely what they are learning and can achieve.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

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| <b>Unique reference number</b>             | 117366   |
| <b>Local authority</b>                     | Hertfordshire  |
| <b>Inspection number</b>                   | 10227405   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 3 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 407  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Shen Hasekilerden  |
| <b>Headteacher</b>                         | Craig Hamilton   |
| <b>Website</b>                             | <a href="http://www.bonneygrove.herts.sch.uk">www.bonneygrove.herts.sch.uk</a> |
| <b>Date of previous inspection</b>         | 6 and 7 November 2018, under section 5 of the Education Act 2005               |

## Information about this school

- Bonneygrove Primary School is a larger than the average primary school.
- The school has its own nursery, providing both part-time and full-time places for children aged three and over.
- The school has its own breakfast and after-school clubs.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics, science, geography and religious education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- To inspect safeguarding, inspectors scrutinised the single central record and a sample of safeguarding records. They spoke to staff, parents and pupils.
- Inspectors met with the headteacher, senior leaders and a wide range of other staff. They met with representatives of the governing body and spoke to the local authority improvement partner by telephone.
- Inspectors considered the 131 responses to Ofsted's online questionnaire, Parent View. Inspectors considered pupils' views from 163 responses to the Ofsted pupil survey. Staff views were evaluated from 39 responses to the Ofsted staff survey.

### **Inspection team**

Tessa Holledge, lead inspector

Her Majesty's Inspector

Sharon Waldron

Her Majesty's Inspector

Sue Cox

Ofsted Inspector

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Piccadilly Gate  
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Manchester  
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