

Inspection of a good school: Ark Bentworth Primary Academy

Bentworth Road, Westway, London W12 7AJ

Inspection dates:

16 and 17 July 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The head of school is Max Etherton. This school is part of Ark Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Lucy Heller, and overseen by a board of trustees, chaired by Tina Alexandrou. There is also an executive principal, Moira Cruddas, who is responsible for this school and six others.

What is it like to attend this school?

Pupils are extremely happy in this school. They are enthusiastic, kind and enjoy learning. The school's motto is a 'little village school in the big city.' This is realised as staff know all their pupils and families extremely well.

Staff have very strong working relationship with the pupils. This ensures that pupils are kept safe. Pupils' behaviour during lessons and around the school site is very positive. Leaders have high expectations and are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND).

The development of pupils' character is a key feature of the school. All pupils take part in a range of experiences through completing the 'pupil passport'. Pupils regularly raise money for charity and all pupils have numerous opportunities to present in front of their peers.

Pupils have access to an extremely broad range of wider opportunities in the school. Most pupils access the many clubs on offer. These include chess, computing and a range of sports clubs. Pupils all benefit from a variety of careers events. These include a trip to a university and talks from professionals, including an architect and members of the emergency services.

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

Leaders have developed a highly ambitious curriculum that supports all pupils, including those with SEND, to achieve well. The curriculum is well sequenced to deepen pupils' understanding over time. As a result, pupils have an extremely deep knowledge of subjects across the curriculum. Leaders have put in place a number of strategies this year to develop pupils' writing skills. This has ensured pupils gain more experience in practising their writing across all curriculum areas. As a result, pupils complete written work of a routinely high standard.

Teachers are highly skilled at checking pupils' understanding and addressing any misconceptions swiftly. They routinely ensure that all pupils have a secure understanding before moving on to new learning. For example, in mathematics, pupils complete daily recaps and practise of prior learning. This ensures that pupils have a firm understanding of what has been previously taught.

Teachers have strong subject knowledge and present information clearly. They make effective adaptations during lessons so that pupils with SEND access the curriculum successfully. In the early years, teachers are skilled at ensuring children develop their communication and language skills. This includes regularly checking of and developing the children's use of new vocabulary.

The teaching of early reading is a priority. All staff are well trained in delivering the phonics programme, which is taught consistently across the school. Staff are exceptionally sharp in checking for pupils' understanding. Swift interventions are put in place to ensure that pupils do not fall behind the pace of the programme.

Pupils all read daily in school and take home a range of texts. For those learning phonics, these are closely matched to the words that they know. Leaders work closely with parents and carers to ensure they are able to support their children to read at home.

Pupils have very positive attitudes to their education and are inquisitive and focused during lessons. Children in early years are highly motivated. They share resources with each other well and show respect for other children and adults. The attendance of pupils in school is high. Leaders work effectively with parents and have robust strategies in place to ensure that pupils attend school regularly.

The school's personal development curriculum has been coherently planned to ensure that pupils' knowledge and understanding deepen and build over time. Leaders have thought carefully about the needs of the pupils in the school when designing the curriculum.

All pupils attend a wide range of outings that offer both academic experiences and character development opportunities. These include visits to museums, places of worship and local landmarks. Pupils readily take on leadership roles, including the student council, that make tangible contributions to the culture of the school.

Leaders have developed a well-considered professional development programme for all staff. This includes providing a broad range of leadership opportunities for staff. The governing body and board of trustees understand the strengths and priorities of the school and carry out their role effectively.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged school to be good in November 2014.

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.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138680
Local authority	Hammersmith & Fulham
Inspection number	10323386
Type of school	Primary school
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	177
Appropriate authority	Board of trustees
Chair of trust	Tina Alexandrou
Head of school	Max Etherton
Website	www.arkbentworth.org
Date of previous inspection	16 January 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the head of school, executive principal, members of the senior leadership team and a range of staff. They also met with a member of the governing body and the trust.
- The inspector carried out deep dives in the following subjects: early reading, mathematics and art. For each deep dive, the inspector spoke to subject leaders, visited a sample of lessons, spoke to teachers, discussed with pupils and looked at samples of pupils' work. The curriculum in other subjects was also considered.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the views of parents, pupils and staff, including through responses to Ofsted's online surveys.

Inspection team

Simon Conway, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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