

# Bentley Wood High School

## Inspection report

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<b>Unique Reference Number</b>	102241
<b>Local Authority</b>	Harrow
<b>Inspection number</b>	286319
<b>Inspection dates</b>	2–3 May 2007
<b>Reporting inspector</b>	Samantha Morgan-Price HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	12–16
<b>Gender of pupils</b>	Girls
<b>Number on roll</b>	
School	708
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms C Gorman
<b>Headteacher</b>	Ms J Howkins
<b>Date of previous school inspection</b>	7 October 2002
<b>School address</b>	Bridges Road Stanmore HA7 3NA
<b>Telephone number</b>	020 8954 3623
<b>Fax number</b>	020 8954 0427

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<b>Age group</b>	12–16
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## Introduction

The inspection was carried out by one of Her Majesty's inspectors and three Additional Inspectors.

## Description of the school

Bentley Wood High School is a 12 - 16 comprehensive that gained mathematics and computing specialist school status in 2005. This had involved the school working closely with its local community to provide mathematics and computing support. The school is smaller than most and is popular and oversubscribed. Pupils come from a wide variety of ethnic backgrounds. It has a lower than average percentage of pupils with learning difficulties and disabilities and a higher than average number of pupils joining and leaving the school. The proportion of pupils entitled to free school meals is high.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school and improving school. Pupils' prior attainment on entry to the school is broadly average and they make good progress to achieve above average results in national examinations, particularly their GCSEs. All pupils achieve well because teaching and learning and the curriculum offered are good.

Teaching is good because it is characterised by effective planning and a variety of pupil activities which enable most pupils to achieve well. Relationships between teachers and pupils are very good and pupils have very positive attitudes to their learning. The effectiveness of pupil assessment varies between subjects and between teachers. As a result, some pupils are unsure of their attainment targets and what they need to do to improve. Higher attainers are not always consistently challenged to do their very best.

The curriculum effectively meets the varying needs of individuals, for example, the school provides an alternative curriculum for less able pupils. Through the subjects available and extra curricular activities, pupils have many opportunities to develop a range of skills that prepare them for their future economic well-being.

The majority of pupils study hard and behave well. Pupils' personal development is good, due in part to good care, guidance and support but also because of the pupils themselves. They are well motivated and engage fully in the life of the school. The contribution pupils make to their local community is outstanding.

Within the school there is a strong focus on learning. The school undertakes regular self-evaluation resulting in effective improvement planning. As a result, standards have continued to rise over the past three years. However, monitoring of performance at departmental level is not always consistent. The school works well with a range of partners to support the achievement and well-being of its pupils. This has been enhanced by its specialist status which enables the school to provide a range of opportunities in computing and mathematics for the community; including pupils in middle schools. Partnerships with parents are effective and they have a positive view of the school's work. Progress made since the last inspection is good because all the issues have been addressed and standards have continued to rise. The school demonstrates a good capacity to improve.

### What the school should do to improve further

- Improve the effectiveness of pupil marking and target setting so that they know how to improve
- Ensure that all departments check the quality of their work regularly

## Achievement and standards

### Grade: 2

Achievement and standards are good overall, maintaining the school's rising trend. The school has taken appropriate actions to improve standards. Pupils enter the school with broadly average standards. They are broadly average by the end of Year 9 and above average by the end of Year 11. Results in the national tests at the end of Year 9 are in line with the school's expectations and national averages.

Standards are rising at GCSE. In 2006 the school gained its best ever GCSE results in terms of the percentage of higher A\*-C grades gained by pupils, including English and mathematics. Results were well above the national average. The school's data shows that high standards are being maintained and that current Year 11 pupils are on course to achieve their challenging targets for 2007.

Between Years 8 and 11 pupils make good progress overall, including English and mathematics. There are no significant differences in rates of progress between different ethnic groups. Good support means that pupils with learning difficulties achieve as well as others.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well being are good because spiritual, moral, social and cultural development are promoted effectively through a programme of opportunities in tutorial time, assemblies, religious education and through 'wise words'. Most pupils have a good approach to healthy lifestyles readily accepting the healthier regime in the school canteen, and participating regularly in physical activity. Pupils say they feel safe in school, and that bullying and racism are very rare. Pupils feel happy to approach adults and trained peer listeners for support. This system of support is well- established and considered very effective by pupils.

Pupils' behaviour is good. They show positive attitudes to their learning and each other. Attendance is satisfactory and improving. Pupils make an outstanding contribution to the school and local community. The school council and sports council involve large numbers of pupils in arranging special events for the whole school like sports day and red nose day collections. Pupils give language lessons in partner middle schools and share their talents in music and dance with the local community. The development of these personal and social skills together with good basic skills in literacy and numeracy contribute to good preparation for future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning in the school are good. Teachers have good relationships with learners, and good subject expertise. They plan lessons well so that varied activities enable learners to make good progress. Pupils enjoy their work and take pride in it. Those with learning difficulties and/or disabilities receive good help from learning support staff. In good lessons, pupils work productively responding well to opportunities to participate actively. Pupils use resources such as information and communication technology (ICT) and fieldwork effectively. In satisfactory lessons pupils' attention sometimes wanders because tasks do not always stretch higher attaining pupils including the gifted and talented.

Much marking is constructive and helpful, but it is variable. In good lessons pupils work is marked regularly so that they can learn from their mistakes. Teachers set targets for improvement and pupils are encouraged to monitor their own progress. In a few lessons pupils do not always know how they are doing or what they need to do to improve their work.

## Curriculum and other activities

### Grade: 2

The curriculum is good because it is broad and relevant to the range of pupils' needs. Gifted and talented pupils have access to a good range of enrichment activities which are provided in partnership with other schools. The 'alternative curriculum' provides good vocational opportunities for some pupils at college, along with additional support. Personal, social, citizenship and health education effectively promotes the development of a healthy lifestyle. Good use is made of themed days to extend awareness of the world of work.

The curriculum is enriched with regular visits and activities outside the school day. These include a good range of cultural and sporting pursuits. The mathematics and computing college status is developing well, creating opportunities for pupils to use computers across subjects. Over half of pupils take a course in statistics which supports their course-work in other subjects. There is an effective approach to the development of literacy and numeracy skills in other subjects. For example, pupils were reminded about skimming and scanning a printed pamphlet in a health education lesson on drugs.

## Care, guidance and support

### Grade: 2

The care, guidance and support of pupils are good. Pastoral arrangements are very effective at all stages. As a result, the school is a safe and orderly community where pupils feel secure, and are able to access the help and advice they need. Very effective systems are in place to support vulnerable pupils. The school's behaviour mentoring scheme for Year 9 is very effective in improving behaviour for some and raising their achievement. Attendance is improving in response to strategies introduced which have included working more closely with parents. Pupils with learning difficulties and disabilities are very well supported by close links between home and school and with outside agencies. They make very good progress in examinations and in basic skills as a result. School systems give good information to teachers on the targets for individual pupils in their subjects. The use of these targets with pupils in the classroom and in marking is inconsistent between and within subjects. Some pupils do not receive a clear indication of the progress they are making and their next steps for improvement. Child protection arrangements and safeguarding procedures are securely in place and careful attention is paid to health and safety procedures.

## Leadership and management

### Grade: 2

Leadership and management are good. The headteacher and the senior leadership team have made good progress in creating an effective learning environment. There are now strong systems in place for improving teaching, as well as monitoring subject performance. The senior leadership team demonstrates drive and enthusiasm for moving the school forward. The school identifies its own performance through self-assessment which is mainly accurate. Senior leaders monitor and support the work of middle managers extremely well. However, the monitoring undertaken by middle managers is not as effective in some departments. The school is aware of this and has plans in place to improve.

The headteacher, governors and senior staff share a well-developed vision for the school's improvement. The school improvement plan is accurately linked to the needs of its pupils and reflects the school's care for their progress and well-being.

The governing body fulfils its role effectively and it represents the cultural diversity of the school's community. Financial management is effective and resources are effectively deployed. Managers fully support the continued professional development of staff which contributes to school improvements. The school has developed strong partnerships some of which have been as a result of its specialist status. The school is also an active member of the Harrow Collegiate which has developed much needed sixth form provision for pupils in Harrow.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

17 May 2007

Dear Pupils

Inspection of Bentley Wood High School, Stanmore, HA7 3NA

Thank you for the warm welcome we received when we visited your school. We enjoyed talking to some of you and hearing your views. We now know that in the main you enjoy school and you work hard.

We judge your school to be good in most respects. You achieve high standards particularly at GCSE. You make good progress for many reasons. There is good teaching and learning. You are motivated to learn and contribute well to your lessons.

Whilst at school you have excellent opportunities to contribute to your local community. The school prepares you well for your future lives. The headteacher leads and manages the school well and your teachers have your best interests at heart. There are clear plans regarding how managers intend to improve the school and how they will go about achieving their plans.

The inspection team did identify that there were two points that the school needs to consider, so we have asked the school to:

- Improve the feedback they give you so that it clearly identifies what you have achieved and what is required to further improve your work
- Make sure that all heads of department know how well their department is doing and what actions need to be taken to further improve the departments' performance.

Best wishes for the future

Samantha Morgan-Price HMI

Lead Inspector