

# Bentworth Primary School

## Inspection report

---

<b>Unique Reference Number</b>	100323
<b>Local Authority</b>	Hammersmith and Fulham
<b>Inspection number</b>	294300
<b>Inspection dates</b>	26–27 March 2007
<b>Reporting inspector</b>	Derek Watts

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	229
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Eugene White
<b>Headteacher</b>	Mr Tony Proud
<b>Date of previous school inspection</b>	6 December 2005
<b>School address</b>	Bentworth Road Westway London W12 7AJ
<b>Telephone number</b>	020 8743 2527
<b>Fax number</b>	020 8743 8821

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	26–27 March 2007
<b>Inspection number</b>	294300

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Pupils come from a wide range of ethnic backgrounds with Black African, White British and Caribbean being the largest groups. Over a half of pupils speak English as an additional language with Somali and Arabic being the main languages other than English. Over half of the pupils are eligible for free school meals and this is well above average. The proportion of pupils with learning difficulties is above average. The proportion of pupils who join and leave the school other than at the normal starting points is also higher than average. Children's attainment on entry to the Nursery is well below national expectations. Bentworth was inspected in December 2005 and given a notice to improve. The school had experienced high a turnover of teachers and six different headteachers in six years. The current headteacher has been in post since September 2005 and the teaching force has been more settled.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement. Its overall effectiveness is now satisfactory and improving.

The headteacher provides strong leadership and direction. A more settled teaching force and improvements to assessment, teaching, the curriculum and leadership and management are having a positive impact on the school's performance. Pupils are now achieving satisfactorily and the school is in a good position to raise achievement further. Pupils' personal development and well-being are good. Team spirit among the staff is good and there is a clear commitment to making the school even better. Leadership and management are satisfactory overall and improving. Responsibilities have been effectively shared and roles have been strengthened so leaders are more active in monitoring and developing their areas. Parents hold positive views about the school. The school's good partnership with parents allows them to be actively involved in their children's learning.

Good care, guidance and support, and a positive school climate contribute to pupils' good personal development and well being. Well planned induction procedures enable new arrivals to settle quickly, particularly those at an early stage of learning English. Pupils enjoy school and this is shown by their keen participation in activities. Clear expectations and good relationships lead to good behaviour. Pupils show a good understanding of healthy lifestyles and keeping safe. They readily take on responsibilities which contribute well to the school and to the wider community.

Effective provision in Nursery and Reception mean that children get off to a good start. Good progress continues in Years 1 and 2 although it is better in reading and mathematics than in writing. The past underachievement in English and mathematics in Years 3 to 6 has been checked and pupils are now achieving satisfactorily. Standards in the current Year 6 are below average. Teaching and learning are satisfactory and there is now a higher proportion of good teaching. However, occasionally challenge and pace are not high enough. Improved assessment procedures means that teachers have a better understanding of how well pupils are doing. Assessment information is used more effectively to plan lessons and match tasks to pupils' needs. Pupils are set clear individual learning targets in English and mathematics so that they know how to improve. A well planned curriculum is enriched with a good range of additional activities. In order to raise achievement in writing across the school, a wider range of writing opportunities are being provided particularly in different subjects. In Years 3 to 6, more emphasis is being placed on mental calculations and applying numeracy skills to solve problems in order to raise achievement further mathematics.

### What the school should do to improve further

- Raise standards in writing by the end of Years 2 by making sure that pupils make as much progress as they do in reading and mathematics.
- Raise standards in English and mathematics by improving the rate of progress pupils make between Years 3 and 6.
- Ensure that all lessons are suitably challenging for pupils and that learning maintains a good pace.

## Achievement and standards

### Grade: 3

Pupils' achievement is satisfactory overall. Children in the Foundation Stage make good gains in all areas of learning. Standards in Year 2 were broadly average in reading and mathematics and below average in writing in 2006. Pupils achieve well in reading and mathematics and satisfactorily in writing in Years 1 and 2. Standards in Year 6 in 2006 were well below average overall. National data indicated that pupils did not make enough progress particularly in English and mathematics although achievement was satisfactory in science. This underachievement has been tackled by improving assessment, teaching and the curriculum. Pupils are now making satisfactory progress in Years 3 to 6. Pupils are using their literacy, numeracy and information and communications technology (ICT) skills more effectively in other subjects. Those with English as an additional language and those with learning difficulties make similar progress to their peers.

## Personal development and well-being

### Grade: 2

Spiritual, moral, social and cultural development, are good. Pupils' appreciate the importance of working together and respect others' beliefs and cultures. They are friendly and considerate. Attendance levels are below average but the school works hard to monitor and promote good attendance. This is leading to an improving picture. Pupils act responsibly and sensibly throughout the school. They say they are safe and report that occasional problems between pupils are dealt with promptly by staff. Pupils adopt healthy lifestyles and understand why it is necessary to eat the right food and take regular exercise. They take on responsibility willingly; older pupils volunteer to act as mediators to support fellow pupils in the playground. The school council has a clear voice in the running of the school. For example, play facilities have been improved in response to the council's suggestions. Pupils' contribute well to the wider community. They raise money for well known charities such as Comic Relief and Children in Uganda. Pupils' sound progress in literacy, numeracy and ICT skills along with their good social skills prepare them satisfactorily for the future.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory and improving. They are frequently good in the Foundation Stage and in Years 1 and 2. In the Foundation Stage, adults provide an effective blend of direct teaching and allowing children to explore and learn independently. In all lessons, teachers have good relationships with pupils and manage them well. Learning objectives are effectively shared so pupils know what they are expected to learn. Teachers' questioning and explanations promote learning well. Pupils find lessons interesting and respond well to their teachers. Good opportunities are provided for pupils to discuss their work in pairs and this develops their language skills well. Assessment has improved and is usually used effectively to match tasks to pupils' different abilities and needs particularly in English and mathematics. As a result, pupils are challenged well, interested, and make good progress. However, occasionally work is not matched well enough to pupils' needs. When this happens challenge and pace are not as high and learning slows. There are generous levels of support staff. Teachers direct

teaching assistants well so they can give good quality help to those who need it. The marking of pupils work is usually helpful although in some cases, comments to guide improvements are lacking.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum has been improved considerably and is now good. It contributes well to pupils' personal development. The Foundation Stage curriculum provides a good range stimulating activities which promote good progress. Effective strategies have been implemented to raise achievement in English and mathematics. Good progress has been made in providing opportunities for pupils to apply and develop their literacy, numeracy and ICT skills in other subjects. Effective links between subjects are adding relevance to pupils' learning. However, these positive changes are too recent to have had a full impact on promoting good achievement, particularly in Years 3 to 6. A good range of additional activities including music, chess, multi-sport and football add to pupils' interest and enjoyment. Local and residential visits are successful and broaden pupils' horizons. Healthy lifestyles and personal safety are given good attention. For example, in science, pupils in Year 3 work with the school cook to produce healthy meals.

## **Care, guidance and support**

### **Grade: 2**

There are effective procedures to ensure that pupils are protected, and are safe and secure at school. Parents are very pleased with induction arrangements and the school's supportive climate. Typical comments include, 'Bentworth has a very warm atmosphere and my child settled in straight away' and 'The staff are very supportive and helpful'. The learning mentor works alongside parents to raise their awareness of the importance of good attendance. Pupils' attainment and progress is tracked well and challenging individual learning targets in English and mathematics are set. As a result, pupils know what they are aiming for in order to improve their skills in speaking and listening, reading, writing and mathematics.

## **Leadership and management**

### **Grade: 3**

Leadership and management are successfully promoting pupils' good personal development and satisfactory achievement. The headteacher has provided stability and a strong sense of direction. The teaching force is more settled and there is a positive and professional culture among the staff. Leadership responsibilities have been effectively shared and roles are being developed so that leaders are more effective in monitoring and developing their areas. These factors have contributed to improvements in assessment, teaching and the curriculum. As a result, the underachievement particularly in Years 3 to 6 has been checked but leaders are aware that there is scope for further improvements in order ensure that pupils' achievement is consistently good across the school.

School self evaluation is satisfactory as its assessment of its performance is over generous in some areas. Nevertheless, the findings of evaluation are used well to identify the most pressing priorities for improvement. Good use has been made of local authority advisers and initiatives to help bring about improvements. All staff are increasingly involved in the process. Governors

are committed, supportive and better informed about the school's performance. With strong leadership by the headteacher, good teamwork among the staff and the improvements made, the school has demonstrated a good capacity to improve.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## 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>
--	---------------------------

### 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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
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>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### 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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<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>	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

Thank you so much for welcoming us into your school and showing us your work. We enjoyed the visit and would like to tell you what we have found. Bentworth is a satisfactory and improving school. Good improvements have been made since the last inspection. Teaching and learning are satisfactory and getting better.

These things are strengths of the school.

- You enjoy school and take part in activities with enthusiasm.
- The school is a positive and pleasant place to be.
- Children in Nursery and Reception get off to a good start.
- Pupils in Years 1 and 2 make good progress particularly in reading and mathematics.
- A good range of learning activities and clubs are provided.
- Your behaviour is good and you get on well with others.
- The headteacher leads the school well and knows how to make it even better.
- You show care and respect for other pupils and adults.
- Staff know you well; they take good care of you and give you good support.
- Your parents are pleased with the school.

These areas the school has been asked to improve.

- Some of you in Year 1 and 2 could make even more progress in writing.
- Some of you in Years 3 to 6 could make more progress in English and mathematics and your teachers are working hard to make this happen.
- Sometimes your teachers could challenge you more and ensure that the lesson moves on more quickly.

Finally, thank you once again for all your help. We wish you all the best for the future.

With kind regards,

Derek Watts

Lead Inspector