

Bentworth Primary School

Inspection report

Unique Reference Number	100323
Local Authority	Hammersmith and Fulham
Inspection number	276288
Inspection dates	6–7 December 2005
Reporting inspector	Barry Jones

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 on roll	
School	
Appropriate authority	The governing body
Chair	Mr Eugenie White Mr Tony Proud
Date of previous school inspection	Not previously inspected
School address	Bentworth Road Westway London W12 7AJ
Telephone number	02087432527
Fax number	02087438821

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Bentworth Primary School serves an inner-city community that has high levels of deprivation. There are more pupils from minority ethnic backgrounds and more pupils who speak English as an additional language than in most schools. Over half of the pupils are eligible for free school meals which is very high. The proportion of pupils with learning difficulties is a little above the average for other schools. Since the previous inspection six years ago, there have been significant changes. The number of able pupils from overseas is decreasing and the school now has a relatively high number of children from refugee families. There has been a high turnover in staff generally. In particular, there have been six changes of headship with only two being substantive, each lasting for less than two years.

Key for inspection grades

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

Overall effectiveness of the school

Grade:

What the school should do to improve further

The school needs to improve the effectiveness of leadership and management and to raise standards. It should* ensure that teachers' assessments of pupils' attainment and needs are accurate and used effectively to raise standards* ensure that curriculum coordinators monitor their subjects effectively and that good practice is shared* ensure that numeracy, literacy and ICT skills are consistently developed through all the subjects of the curriculum.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

The school judges teaching as satisfactory but with too little good teaching and inspectors agree. Monitoring by the school and the local authority shows that there have been significant improvements over the last year. Teaching has also been strengthened by using fewer supply teachers and four new teachers have made a sound start. The teaching needs to be consistently good in order to compensate for previous underachievement. In the Foundation Stage, there is an appropriate, strong focus on developing speaking and listening skills. This helps children who are learning English to participate in other areas of learning. In other years, good classroom environments and good relationships create a positive climate for learning. This means that pupils behave well and are very keen to contribute to lessons. For example, in one Year 6 lesson pupils enthusiastically gave examples of ways that the sun is given human characteristics in a poem. Lessons are well structured and teachers manage their classes well. All teachers attempt to plan work to match the differing needs of pupils but with varying success. Sometimes the higher attainers are given different work but it is not sufficiently challenging. There is inconsistent use of assessment data to plan what the pupils should do next. Teaching assistants work effectively and their sensitive support enables pupils with disabilities or learning difficulties to make satisfactory progress.

Curriculum and other activities

Grade:

The quality of the curriculum is satisfactory overall and covers all the subjects of the National Curriculum. The curriculum in the Foundation Stage has been improved in the last year and is now good. There is joint planning by teachers which has led to a good range of activities for pupils. Progression from the nursery to the reception and to Year 1 is well planned. There is no joint planning by teachers in other years but time has been allocated for this to happen for Years 1 and 2. This is part of the school's response to the low scores in the 2005 national tests. This is appropriate but work is at an early stage. Education for health and safety is good. There is extensive provision for literacy and numeracy but opportunities are missed to develop these

skills in other subjects. The school has correctly identified the need to incorporate literacy, numeracy and ICT into the planning for other subjects. There is a good range of visits, trips and clubs. These are well attended and valued by the pupils.

Care, guidance and support

Grade:

Overall this area is satisfactory but the care and welfare of pupils are good. However, the lack of an effective system for tracking pupils' progress means that underachievement is not consistently identified and some pupils do not do as well as they should. The school has a strong commitment to caring for its pupils. For example, those with emotional or behavioural difficulties benefit from a special programme run by a learning mentor, which helps them to manage their emotions and build their self-esteem. This helps them to learn because they behave well and have more confidence. Procedures to protect pupils are clear and up-to-date. Arrangements for the safeguarding of pupils are secure. The school pays careful attention to any pupil who is distressed, vulnerable or at risk. The school works closely with outside sources of help and advice. These good levels of care and support help pupils with a range of different needs to make a useful contribution to school life.

Leadership and management

Grade:

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Annex B**Text from letter to pupils explaining the findings of the inspection**

Many thanks for welcoming us to your school. You were most polite to us and we were impressed by your good behaviour. You spoke warmly of your school and the youngest pupils described how they had enjoyed their trip to London Zoo. Your school council members told us how their suggestions for improving behaviour in the playground were acted upon by the school. We spoke to others either in small groups or around the school. One of you even described how he had been involved in interviewing for your new headteacher! You told us how you enjoy school, feel safe and that it is a good place to be. You think that your teachers look after you well.

Yours is a caring school. The staff work well together to look after those of you who have difficulty in learning or are learning English. Most of you have not been able to use the computers this term because they are not working properly. Some of you have had quite a number of supply teachers and you tell us that they do not know you as well as your own teachers. There have been many changes in headteacher and other teachers and this has disrupted the work of the school. As a result some of you and your fellow pupils do not make the progress you should.

Your new headteacher and staff have your interests at heart and are determined to improve the school further. We believe they can. We agree with the school that it needs to: * check how well you are doing and set work that will help you to progress more quickly; * help teachers who lead for particular subjects to carry out that role more effectively; and * plan to improve your numeracy, literacy and computer skills through a range of subjects. Thanks again for your help and we wish you success in the future.