

Bevington Primary School

Inspection report

Unique Reference Number	100479
Local Authority	Kensington and Chelsea
Inspection number	276315
Inspection dates	18–19 January 2006
Reporting inspector	Robin Hammerton HMI

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 B Haylock Mr John Towers
Date of previous school inspection	Not previously inspected
School address	Bevington Road London W10 5TW
Telephone number	02089690629
Fax number	02089645697

Age group	3–11
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Introduction

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

Description of the school

Bevington Primary School is a multi-cultural primary school with a full-time nursery, in an area of significant deprivation in Ladbroke Grove. There is a strong sense of community with some families having a tradition of attending the school through generations. A very high number of pupils have English as an additional language, though few of these children are at an early stage of learning English. There are slightly more pupils with learning difficulties than average. In recent years, there has been significant staff turnover, though the current position is more stable.

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

* Improve standards significantly, especially in reading, writing and mathematics in Key Stage 1 and English, mathematics and science in Key Stage 2. * Strengthen the management structure, with clear lines of accountability, to ensure that the strengths and weaknesses in pupils' learning are analysed robustly, so areas for improvement are identified sharply and tackled promptly and systematically. * Ensure the school improvement plan has a clear focus on the main actions needed to raise standards and that evidence is gathered regularly and frequently to check on how well all pupils are making progress. * Ensure all staff understand how to use the school's new assessment data system to provide work which is challenging for each pupil and that the pupils know how they can improve their work.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching and learning Teaching is inadequate because it does not help pupils to make enough progress. In reading, writing and mathematics, teachers are provided with assessment data showing the levels at which each pupil is working and a target level. However, they are not sure how to use these data and, as a result, the work planned does not adequately help each pupil to make the next learning step towards the target. In one mathematics lesson, for example, pupils enjoyed an investigation but the sums involved were much too easy for many of them. They made little progress. Teachers form good relationships with their classes. Pupils listen and join in well. Introductions to lessons are usually clear and lively, although sometimes too long. Teaching assistants are very kind, and help pupils do their work, but are not clear enough about how to address pupils' particular learning needs. Teachers summarise what pupils have done at the end of lessons, but do not give sufficient time for pupils to reflect upon what they have learned.

Curriculum and other activities

Grade:

The curriculum is interesting and varied, so pupils like their lessons. Timetabling is efficient. There are opportunities for pupils to work together, make choices, use computers and understand different customs and traditions. Lessons contribute well to the pupils' personal development and well-being. Their cultural development is enhanced by visits to a Paris school and a Gloucestershire farm. Successful extra-curricular activities include a breakfast club and after-school provision. In a number of lessons, curriculum resources are used inflexibly, so that all pupils get the same work which is often too easy or too difficult. In a computer session, for example, junior-aged pupils made a very simple data sheet about themselves, which was fun,

but they were capable of much more advanced work. The national strategy materials are sometimes followed without sufficient adaptation in English and mathematics. In one case, pupils received a set text which they could not read.

Care, guidance and support

Grade:

The close attention paid to pupils' welfare makes the school a very caring place. Staff know the pupils well and care deeply for them. A democratic school council ensures pupils' views are acted upon. Child protection systems and risk assessments are thorough and effective. However, because the academic guidance and support given to pupils is weak, this aspect is inadequate overall. Although pupils' progress is periodically tracked, pupils are not told clearly how they can reach their learning targets. Marking of pupils' work is usually thorough and encouraging but does not tell pupils often enough how they can do better.

Leadership and management

Grade:

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

Thank you very much for making us so welcome when we came to visit recently. We really enjoyed meeting you. It is great that you like being in school so much and are so keen to talk about it! You behave really well. We think you are a credit to your school. Well done.

However, when we finished the inspection, we decided the school needs special measures because, even though Bevington is a happy school, some important things are not good enough at the moment. Special measures means the school will get some extra help to put these things right. It also means that inspectors will visit the school regularly to check on how well things are going.

The main things that need to be put right are: * At the moment, although you told us that most lessons are enjoyable, the work that you get is sometimes too difficult and sometimes too easy. * The staff are going to think about how they decide on the work that each of you needs. They will be checking carefully on what you already know and what you need to learn next. They need to make sure you all know your targets and how you can improve your work. * Mr. Towers, the staff and governors need to plan really carefully how they are going to make the school better and better. They need to check carefully and often how well things are going and how well you are all learning. You can help by making sure you know your targets and do your best to reach them.