

Bevington Primary School

Inspection report

Unique Reference Number	100479
Local Authority	Kensington and Chelsea
Inspection number	298950
Inspection dates	13–14 March 2007
Reporting inspector	Kekshan Salaria HMI

This inspection was carried out under section 8 of the Education Act 2005; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	270
Appropriate authority	The governing body
Chair	Mrs Amanda Sayers
Headteacher	Mr John Towers
Date of previous school inspection	18 January 2006
School address	Bevington Road London W10 5TW
Telephone number	020 8969 0629
Fax number	020 8964 5697

Age group	3–11
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Introduction

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

Description of the school

Bevington Primary School is situated in an area of significant deprivation in Ladbroke Grove. Attainment on entry to the school is varied but generally well below national expectations. The proportion of pupils entitled to free school meals is above the national average. The percentage of pupils from minority ethnic heritages is very high. English is an additional language for 66 per cent of pupils. The school has identified 24 per cent of pupils as having learning difficulties and disabilities, a figure above the national average. At the time of the last inspection, in January 2006, the school was judged to require special measures.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures. The overall effectiveness of the school is good. Effective planning has ensured that the issues raised at the last inspection have been successfully addressed. The headteacher's dynamic leadership together with the hard working and dedicated staff team have resulted in significant improvements in standards and achievement since the last inspection. Standards are average and progress is good. In Key Stage 1, standards in reading are below those in writing and mathematics. Standards in mathematics remain below average in Key Stage 2, mostly due to the legacy of poor teaching. Overall, the improvements in raising standards are due to sharper assessment procedures and better teaching. Provision is good in the Foundation Stage and children make good progress.

Personal development and well-being are good and a developing strength of the school. Pupils enjoy coming to school, they are polite and have very positive attitudes to learning. As a result of consistently applied strategies and staff commitment, attendance has improved significantly. Pupils behave extremely well in class and around the school; they exercise their responsibilities well both personally and on behalf of others. Good care, guidance and support contribute very well to pupils' personal development and achievement. Progress is monitored against individual targets and well focused additional support is given to any pupils identified at risk of underachieving. Pupils benefit from very effective pastoral support and those with learning difficulties and disabilities are well supported.

Teaching staff know their pupils very well and have high expectations of them. They check pupils' progress regularly and use a wide variety of strategies to help them to do the best they can in lessons. As a result, the achievement of all pupils is good in relation to their starting points. The curriculum is good, and enables all pupils to study a broad and interesting range of subjects. The school has plans to ensure that all pupils across the school develop their literacy skills through other subjects. Provision for pupils with learning difficulties and those who speak English an additional language is well managed. Their needs are identified at an early stage and teaching assistants, who are well briefed, give them good support. There are good arrangements for gifted and talented pupils.

The improvements in the school since the last inspection are considerable. The school now has a detailed, accurate and comprehensive view of its provision and effectiveness. The progress made since the last inspection shows that the capacity to improve is good.

What the school should do to improve further

* Raise standards and improve pupils' achievements in mathematics across the school. * Raise standards in reading in Key Stage 1, and ensure that all pupils across the school develop their literacy skills through other subjects.

Achievement and standards

Grade: 2

Standards are average and progress is good. Children begin in the nursery class with well below age related expectations. They make satisfactory progress because there is a varied and practical curriculum. At the end of Key Stage 1, 2006 national tests indicate standards are on an upward trend, and are now broadly average in mathematics and writing but below average in reading.

These improvements are due to sharper assessment procedures and better teaching resulting in more pupils attaining the higher levels in writing and mathematics. The school has correctly identified the need to implement a consistent, structured, daily phonics programme in the Foundation Stage as well as intervention strategies for pupils underachieving in Key Stage 1, for example, the Intensive Reading Initiative to help ensure all pupils make good progress in reading.

In Key Stage 2, standards have risen significantly in English and science and are now in line with national averages. Standards in mathematics remain below average. However, there have been improvements at the higher level. Evidence including school data, lesson observations and pupils' workbooks suggests a significant improvement in 2007. Pupils with learning difficulties are supported well and make good progress.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school, they are polite and have very positive attitudes to learning. As a result of consistently applied strategies and staff commitment, attendance has improved significantly. Pupils behave well in class and around the school; they exercise their responsibilities well both personally and on behalf of others. For example, the school council members are currently playing an important role in the exemplary behaviour noted during the inspection. These pupils have been trained as 'Bevington Playground Friends' with a clear role to use their skills to help organise games and generally show the pupils how they can play well together. Members of the school council also have an important job acting as role models for appropriate levels of behaviour in all areas of school life. These initiatives introduced by the school together with the role of the learning mentor are making a real difference to the life of the school. There is a strong emphasis on making every child feel valued, well cared for and safe. Pupils speak about their school as a place where they feel safe and have someone to turn to if they have a problem. Pupils respond well to opportunities provided for spiritual, moral, social and cultural development. Healthy living and eating is promoted and many pupils enjoy physical activities. The Healthy Schools' Award reinforces the contribution the school makes to the encouragement of a healthy lifestyle. Economic skills are developing well as pupils raise funds for a range of charities.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and this has resulted in pupils making more progress than they have in the recent past. They have good relationships with their pupils and create a learning environment that allows everyone to thrive. The most successful lessons are very well planned; activities cater for the whole ability range and are linked explicitly to National Curriculum levels of attainment. Sometimes instruction is not sufficiently precise to ensure that pupils can apply their understanding to solve problems resulting in pupils becoming distracted and not completing their work.

Teachers use the interactive whiteboards skilfully, presenting pictures, diagrams or clips of film that cater for a range of learning styles. Consequently, pupils remain motivated, enjoy taking part in question and answer sessions and can refer back to key information throughout the

lesson. Ongoing assessment ensures that misunderstandings are quickly intercepted. Classroom management is very good and pupils respond well to positive and constructive comments.

Marking is thorough and pupils are clear about what to do next. They know their targets and are becoming adept at assessing whether or not they have met them. Teachers plan well for pupils with individual difficulties or whose first language is not English. The emphasis on promoting speaking and listening skills and practical activities enables these pupils to make good progress.

Curriculum and other activities

Grade: 2

The curriculum is good. It is planned carefully to meet the needs of the many pupils whose first language is not English. Planning for the core skills of oracy, literacy and numeracy is rightly at the centre of the school's work. The curriculum is broad and practical so that pupils can apply their key skills effectively, for example, writing about a history topic or representing ideas in paintings or models. It is suitably adapted for pupils with learning difficulties. Well planned programmes of work in personal, social and health education, physical education and science ensure that pupils understand how to keep healthy and be safe. The school has plans for further enrichment through links between subjects. Extra-curricular activities attract about a third of the pupils. There is much enjoyment in these after-school clubs.

Care, guidance and support

Grade: 2

Effective arrangements are in place for child protection and health and safety procedures are clear so that pupils' welfare is promoted. All staff show a high level of commitment in meeting pupils' needs. Consequently, all pupils regardless of ability, ethnicity and mother tongue are successfully supported, enabling them to access the learning opportunities the school provides. The tracking systems are in place and beginning to impact on standards. Monitoring of pupils' academic and personal development is thorough. The school is building successful links with the community.

Leadership and management

Grade: 2

The impact of leadership and management is good. The headteacher provides very good leadership. His values and expectations are clear to the whole school community and inspire confidence and commitment. Pupils' well-being and inclusion are at the heart of the school's ethos. The headteacher has increased the school's capacity to improve more rapidly by remodelling and building a more effective senior leadership team which has had an impact on pupils' performance with improvements in both key stages. The leadership team is very effective and strongly motivated with a clear sense of direction and is focused on raising standards. The role of the middle managers is at an early stage of development. Throughout the school, monitoring and evaluation processes are highly effective and they provide a detailed and comprehensive picture of the full range of the school's provision and standards. All monitoring information, including the good use made of the range of data that have been gathered, is used very well to contribute to the school's development plan. The school has successfully

recruited many new young teachers, welcoming their ideas and developing their potential so they can take responsibility early.

Governors are committed, and supportive of the school. The governing body has a sound understanding of its role in challenging and supporting the school. The school improvement plan has initiated effective strategies to raise standards and this has been done with some pace.

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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>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
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	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

How well do learners achieve?	2
The standards ¹ reached by learners	3
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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
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	2

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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

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

Thank you for making us feel so welcome and helping us during the inspection. We enjoyed talking with you during our visit, and thought you would like to know what we liked about your school and how we thought it could get even better.

* your behaviour is excellent and you and your parents and carers are very proud of your school* you enjoy school and it was clear that you want to do well. You really appreciate all of the extra interesting and exciting activities that the school provides for you* you like the adults who work with you and it is clear your teachers and teaching assistants work very hard to care for you, and everyone is valued* your school is a safe place and you know that if you have a problem, there is always an adult to talk to* your headteacher runs the school tremendously well and makes sure that everyone learns well together and every child matters. The headteacher wants to keep on improving it and he and the teachers know just how to do that.

We have asked your school to improve a few things to make it even better. In particular, by helping you to make better progress in mathematics. We feel the younger children can also improve their reading and all of you can further develop your literacy skills through other subjects.

We hope that you continue to enjoy coming to school, work hard and do well in the future.

Kekshan Salaria Her Majesty's Inspector