

# Bevington Primary School

## Inspection report

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<b>Unique Reference Number</b>	100479
<b>Local Authority</b>	Kensington and Chelsea
<b>Inspection number</b>	323284
<b>Inspection dates</b>	7–8 May 2009
<b>Reporting inspector</b>	Clive Lewis

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 (total)	265
Government funded early education provision for children aged 3 to the end of the EYFS	30
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Amanda Sayers
<b>Headteacher</b>	Mr John Towers
<b>Date of previous school inspection</b>	13 March 2007
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Bevington Road London W10 5TW
<b>Telephone number</b>	020 8969 0629
<b>Fax number</b>	020 8964 5697

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<b>Age group</b>	3–11
<b>Inspection dates</b>	7–8 May 2009
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This is an average-sized school with pupils drawn from a wide range of cultural and ethnic backgrounds. The school works under extremely challenging circumstances. Attainment on entry to the school is generally well below national expectations. Currently, over nine out of ten of pupils are of minority ethnic origin and two thirds speak English as an additional language, often at a very early stage. Thirty are children of refugees and asylum seekers. Three quarters of pupils are of a Muslim background and 21 languages are spoken in the school. The proportion of pupils claiming free school meals is above the national average at very nearly half. A higher proportion of pupils than the national average have special educational needs. Most of these pupils have moderate learning difficulties. The school has gained a number of awards including the Healthy School Award and the Activemark. An independently managed pre-school breakfast club and an after-school play centre are provided on the school site. The school was placed into special measures in 2005 and taken out of special measures at the time of the last inspection, in March 2007, when the overall effectiveness was judged to be good.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school which gives pupils an all-round, very high-quality education and prepares them very well socially, emotionally and academically for their future roles in society. Parents wholeheartedly endorse this, making such comments as: 'My child really enjoys coming to school' and 'Children work really hard and receive enormous help, support and great teaching from the school staff'. The headteacher, with the very able support of the senior management team and the governing body, has nurtured and developed a team of exceptionally enthusiastic, dedicated staff. Every adult in the school is committed to providing the best education possible for every child.

Pupils' academic achievement is outstanding. Children quickly settle into the Nursery class. They make good progress from typically well below the expected levels of skills and knowledge on entry. This good progress is built on systematically throughout the rest of the school, with the result that overall standards by the end of Year 6 in the latest national tests were significantly above the national average. This progress, from well below average on entry to the Nursery to well above national averages on exit from Year 6, is an excellent achievement. Deservedly, the school recently received a letter of congratulation for its achievement from the Department for Children, Schools and Families, noting that it was among the top performing schools nationally, based on the most sustained year on year improvement from 2005 to 2008.

Outstanding teaching and the very high-quality curriculum are key factors in pupils' excellent all-round development. This is a school where pupils really want to learn, and they relish the challenges given to them to do as well as they possibly can. As a result of the school's rigorous systems, attendance is steadily improving and attendance levels are now average, but there remains a small but persistent minority of pupils whose punctuality and attendance give cause for concern. Behaviour is outstanding, and pupils have very positive attitudes to learning. This is because staff manage the pupils very thoughtfully and consistently. Pupils really enjoy their time in school because their individual needs are routinely met through recognising the uniqueness of each child. This is testimony to the exceptional care and guidance they are given, both personally and academically. As a result, pupils' spiritual, moral, social and cultural development is outstanding. Pupils are very aware of the importance of eating healthy food, keeping fit and staying safe. Through the school council and open, honest relationships with everyone, pupils feel free to express their views. The school has excellent systems for tracking pupils' progress. Pupils are fully aware of their targets and what they need to do to improve. In this safe and secure environment, pupils become confident, independent learners. The school makes an outstanding contribution to community cohesion, actively embracing and celebrating the community which it serves, as well as the national and global communities. Everyone is treated with unconditional respect.

Very effective steps have been taken to promote improvements since the last inspection. The school has an excellent understanding of how well it is doing and outstanding capacity to improve even further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

When children join the Nursery, their skills and knowledge are much lower than is usually expected for their age; children are particularly lacking the social and language skills that are

usually expected. They generally lack self-confidence and need considerable help to ensure that they learn how to be independent. As children move through the Nursery and Reception classes, they make good progress because teaching and learning are good overall. Although children make good progress, overall standards remain below average when they enter Year 1. Marking and assessment of the learning of children in the Early Years Foundation Stage is good, and their progress is tracked well. This results in a detailed picture of the learning and progress of each child by the end of their time in Reception, and eases the move into Year 1.

Happy and caring relationships are established and result in children settling quickly and developing the confidence needed to make good progress in all areas of learning. The partnership with parents and carers is strong. The pastoral care and welfare arrangements are effective and help the children to be safe, well cared for and aware of how to be healthy. Adults provide a wide range of interesting learning activities, both inside and outside the classrooms in the Nursery. These activities are carefully organised, allowing children to work on things that they choose themselves as well as by taking part in more formal group-work activities with adults. However the school is aware that outdoor opportunities for Reception children are currently somewhat limited due to building constrictions, and is actively seeking ways to further improve facilities and opportunities for independent learning. There is a very good focus on helping children with their speaking skills and ensuring that they develop an ability to work with others in a friendly and purposeful way. Children behave well and are enthusiastic in all that they do.

### **What the school should do to improve further**

The school development plan fully outlines the main developments for the future and, although there are no major areas for improvement, the inspectors agree with the school that it should focus on:

- working even harder to raise the attendance and punctuality levels for the small percentage of pupils who do not attend regularly or on time.

## **Achievement and standards**

### **Grade: 1**

Pupils' achievement is outstanding. Throughout the school, pupils of all abilities, including those with learning difficulties and/or disabilities and those who are gifted and talented, achieve extremely well. Pupils consistently make good and better progress as they move through the Early Years Foundation Stage, Key Stage 1 and Key Stage 2. As a result, in the latest national tests, standards in Year 6 were significantly above the national average. This progress reflects teachers' very high expectations, the very good response from pupils, and the very good use of systems to track pupils' progress. There is no difference in the progress made by different groups of pupils within the school. Pupils for whom English is an additional language and those from minority ethnic groups achieve very well. Pupils with learning difficulties and/or disabilities, including those with moderate learning difficulties or physical disabilities, make outstanding progress because of the exceptional provision that is made for them. The school is consequently highly effective in ensuring equal opportunities for all to succeed. It does not rest on its laurels, and recognises that writing could be improved even further; it has successfully put in place strategies and initiatives to secure further improvements. The richness of the curriculum ensures that pupils make very good progress and achieve above average standards in their knowledge, understanding and skills across the full range of subjects.

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

### **Grade: 1**

Pupils' personal development is outstanding. They have very positive attitudes towards their work. As a result, they respond quickly to instructions and persevere with difficult tasks. Pupils say they really enjoy school. They have very good opportunities to contribute to the life of the community, taking part in the Notting Hill Carnival and other local events. The school council contributes to decisions about school life, and its members feel that their contribution is valued and treated with respect. Staff give a high priority to developing positive relationships, helping pupils to work together and encouraging them to value the efforts of others. As a result, pupils develop a strong sense of community. Their behaviour is exemplary and they understand the impact of their actions on others. They are respectful but also confidently express their personal beliefs. The effect of the school's work to gain national awards reflects its strong commitment towards promoting healthy living. This shows in the pupils' good understanding of the need to eat a healthy diet and exercise regularly. The pupils' very good work habits, and the high standard of their skills in English, mathematics and science, promise well for their future success in the wider community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teachers plan lessons in great detail to ensure that all pupils enjoy and are challenged by their learning. Lessons are characterised by a rapid pace and high expectations of work and behaviour. Great care is taken to ensure that activities appropriate for pupils at all different levels of ability are provided, and pupils are consequently well motivated. Learning objectives are used very well, and this ensures that pupils know what they are being asked to do in order to learn. They are set appropriately challenging work, which is very well marked to show them how they can improve. Learning is managed very well, and this leads to very good relationships and positive responses from pupils, who are eager to do their best. In the best lessons, where the planning for the input of teaching assistants is in clear evidence, these staff provide powerful access to learning for the pupils they work with.

### **Curriculum and other activities**

#### **Grade: 1**

The school works very hard to tailor the curriculum to the needs of its pupils and places great emphasis on providing a wealth of practical experiences. Pupils are encouraged to work towards personal goals and to learn how to be effective learners. Topics in foundation subjects such as history and geography are planned to include a good range of trips each term to widen pupils' experiences and support learning. The school's excellent range of external networks contributes substantially to the wide variety of learning experiences that the pupils encounter. Excellent use is made of visitors and visits out of school, and the curriculum is enhanced by a very wide and varied range of well-attended extra-curricular activities, including a range of sporting activities. The very well-planned core curriculum ensures that all students are provided with activities appropriate to their level. Investigative activities ensure that pupils learn from exploring information, making links and extending thinking and learning skills.

## Care, guidance and support

### Grade: 1

Pupils are very well cared for. All statutory safeguarding procedures are in place, and health and safety procedures are excellent. Very detailed risk assessments are in place for all activities, and members of the school council have been involved in work on limiting the potential for accidents in school. There is a 'zero tolerance' approach to bullying and racism, and the few incidents that occur are very well handled by the headteacher, involving families where appropriate. Support for learning is excellent. The very good whole-school assessment and tracking system is used very effectively and rapidly to highlight any weaknesses or to identify any pupil making less than the appropriate progress. Strong marking helps pupils know their targets well, and as a result they are able to speak confidently about what they need to do to improve their work. Partnership with parents and other agencies is very strong, and these links successfully increase the opportunities available to pupils to learn and achieve well.

## Leadership and management

### Grade: 1

The outstanding and innovative leadership and management by the headteacher have ensured steadily improving standards and excellent progress for all pupils over the last four years. The headteacher's enthusiastic leadership and direction ensure that no stone is left unturned in the aim to give all pupils the very best education. Responsibility is delegated very wisely. Consequently, all staff share the very clear vision, feel fully involved in the leadership and management of the school, and are very effective in leading improvements in the areas for which they are responsible.

The governors are very capable and committed, using a wide range of approaches to inform their decision making. The monitoring of teaching and learning, and of other areas of the school's work, is rigorous, regular and shared, and ensures that all pupils have access to the same good opportunities to learn and make progress. Links with parents and outside institutions add considerably to the pupils' opportunities. The great majority of parents are very supportive of the school. One parent wrote, 'I would like to thank all the teachers and staff for all the hard work that they put into working with our children.' The school development plan accurately prioritises the important areas for development, and resources are used exceptionally well. The school actively embraces the community which it serves, and successfully reaches out to all families. The school's provision for community cohesion is outstanding, and pupils have regular opportunities to participate in the community and to develop their understanding of UK and global communities.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
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	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

21 May 2009

Dear Pupils

Inspection of Bevington Primary School, London, W10 5TW

I would like to thank you for your help during the recent inspection of your school. My colleagues and I very much enjoyed our visit.

Bevington Primary is an outstanding school. You are all making outstanding progress in your learning. Your headteacher and staff help you to learn really well and to enjoy your lessons. They make sure you understand how to look after yourselves and keep safe, and you do this very well. You told us that you really enjoy school and that there are lots of things for you to enjoy and do. We agree with you. Your behaviour is excellent, and we know you work hard and try to succeed in all that you do.

We have asked your school to do one thing that we feel would make it even better, and this one is really all up to you:

- work even harder to raise the attendance and punctuality levels for the small number of pupils who do not attend regularly or on time.

We are confident that, with your help, the school will achieve this and will improve still further.

We wish you all well in your future education.

Yours faithfully

Clive Lewis

Lead Inspector