

Bentworth Primary School

Inspection report

Unique Reference Number	100323
Local Authority	Hammersmith And Fulham
Inspection number	335521
Inspection dates	18–19 March 2010
Reporting inspector	Rob Crompton

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 of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Mr David Cann
Headteacher	Mr Tony Proud
Date of previous school inspection	27 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent about three quarters of their time looking at learning, visiting 17 lessons and observing 11 teachers. Meetings were held with governors, staff and groups of pupils. Inspectors observed the school's work, and looked at pupils' workbooks, assessment information about pupils' progress, records of the school's reviews of its actions for improvement, current school development and updates of progress towards meeting priorities. They also considered questionnaire responses from 78 pupils, 16 members of staff and 56 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which the school helps pupils from a wide range of backgrounds and with differing needs to achieve well
- how successfully the school supports pupils at an early stage of learning English to make good progress in speaking, reading and writing in English
- the impact of the newly structured leadership team on sustaining good provision and driving improvement.

Information about the school

The school is average in size. The proportion of pupils entering or leaving the school outside the usual times is above average. Eighty per cent of the pupils are from minority ethnic backgrounds. The largest group is of Black African heritage. Almost half the pupils are from homes where English is not the first language; this proportion is well above the national average. A fifth of pupils are from families who have sought refuge in the United Kingdom, mainly from Somalia. The proportion of pupils with special educational needs and/or disabilities is above average. Most of these pupils find learning difficult and a few have speech, language and communication difficulties. The Early Years Foundation Stage comprises one Nursery and a Reception class. The school has received the Activemark and the National Healthy School award. Two members of the senior leadership team moved to other schools recently, which led to the appointment of two temporary assistant headteachers from within the school.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school which is highly successful in enabling pupils from a wide range of backgrounds to learn and play in harmony. Equal opportunities are promoted extremely well. This is evident in the good progress made by all groups of pupils. As a result of a relentless drive to raise standards, pupils' achievement has risen significantly over recent years. From relatively low starting points, overall levels of attainment are broadly average. Pupils do particularly well in mathematics and science and their attainment is above average. Although pupils learning English as an additional language make very good headway in speaking and reading, progress in writing is hard won and standards in this aspect of English are below average.

Pupils behave very well and have positive attitudes. They are proud of their school. They feel very secure due to the welcoming environment and high level of care and individual support. Pupils willingly take on responsibilities and look out for one another. They are motivated to learn because the teachers capture their interest and encourage them to try hard. Underpinned by a curriculum which stimulates pupils' interest, lessons generally move at a brisk pace and offer a good level of challenge for all groups. Pupils who are less secure in their use of English are very well supported in lessons and during individual and small group work. This means they can work confidently alongside their classmates. Much of the teaching is outstanding but there are some inconsistencies. Occasionally, pupils' level of engagement and their rate of learning decline because the tasks are not clear or are not set at an appropriate level of challenge.

Improvement on several fronts over recent years indicates a good capacity for further improvement. Parents and carers are aware of how the school's work has developed; as one parent commented, 'The school in the last few years has improved in leaps and bounds.' Meticulous analysis of assessment information enables senior staff and governors to keep a close eye on how well pupils are doing. Together with the systematic monitoring and evaluation of teaching, this enables them to set priorities for development. The school plays a strong role in promoting community cohesion. This is evident in the calm, harmonious ethos within the school and the way parents and carers and the members of the local community are engaged and supported.

What does the school need to do to improve further?

- Narrow the gap between pupils' attainment in reading and writing by:
 - sustaining the current emphasis on improving opportunities for pupils to write across the curriculum

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- sharing good practice in providing individual targets for pupils so they know what they need to work on in order to improve.
- Establish consistency in the way teachers plan and structure lessons to ensure that:
 - pupils are clear about the tasks set
 - work is set which offers a good level of challenge for all pupils
 - there is a good balance between lesson introductions and the time for pupils to work independently.

Outcomes for individuals and groups of pupils**2**

Pupils' good achievement through the school is evident in the good progress they make in most lessons. Year 2 pupils, for example, were observed making excellent progress in distinguishing information texts by their features. They were developing good skills in reading complex accounts and writing their own sentences. In a science lesson, the same pupils used the appropriate technical vocabulary when describing the properties of solids and liquids. Pupils in Year 5, after finding out how to use 'Napier's Bones' for multiplying, demonstrated their well-developed skills in calculation as they elected to use this or other methods to solve challenging problems. A strong emphasis on practical work in science and mathematics enables all pupils to progress well in these subjects, including those who generally find learning difficult and those who are at an early stage of learning English. The large proportion of pupils in this latter group has an impact on data relating to the overall attainment in English. Many pupils who read quite fluently find it difficult to use grammar accurately, to use a wide range of vocabulary or to show their understanding of the nuances of the language in their writing. Efforts to accelerate their progress are bearing fruit, although the gap between pupils' attainment in reading and writing is, rightly, a school priority.

In class and in the playground, pupils treat each other with respect and fairness. They enjoy meeting children from so many different parts of the world and see this as a great benefit. They say that any rare incidents of bullying are dealt with effectively. Pupils have a good understanding of how to keep healthy and take part eagerly in a wide range of sporting activities. Pupils' strong contribution to the school community is seen in the work of the school council, the playground mediators and their leading role in the community book and toy library. Pupils' spiritual development is evident in their respect for one another and their sensitive response during assemblies. Pupils gain excellent insights into cultural diversity from working and playing alongside one another. They often study topics from the perspective of their family origins and make presentations to their classmates, for example about the effect of pollution on the environment. Pupils enjoy school. One commented, 'I like coming because all the work is fun and teachers are really kind.' The vast majority of pupils attend well but attendance levels are affected by a number of factors beyond the school's influence. Pupils sometimes leave suddenly but remain on the register until the school is officially informed; some parents have to leave the country temporarily to renew residential visas on re-entry, and a small minority of parents and carers keep their children at home for no good reason.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In most lessons, staff enable pupils to build well on their previous learning. Pupils discuss ideas sensibly with their 'talking partners' and often review their own progress against specific criteria. For example, when creating documentaries using video editing software pupils in Year 6 reflected on how effectively they had used titles and sound to enhance their films. There are good opportunities for pupils to use such computer skills and to practise and consolidate their literacy and numeracy skills during other lessons. The curriculum is under review and, although this is not yet complete, teachers are following the new guidelines and interpreting them in imaginative ways. As a result, pupils generally enjoy lessons and are keen to improve. There was a resounding 'Yes!' when the teacher asked her Year 2 pupils if they were ready for the next challenge and whoops of delight from Year 5 pupils when checking their work. Teachers provide useful feedback about how pupils are doing during lessons and through their marking. Teachers increasingly involve pupils in evaluating their own work. For the most part, teachers draw up individual targets and set work that enables all pupils to make good progress from their starting points. Sometimes, this is not the case and pupils find the

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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tasks too easy or too difficult. Introductions to lessons are occasionally too long, leaving too little time for pupils to work independently.

There is an extensive range of enrichment activities and high quality support is provided for individuals and small groups. Pupils participate eagerly in after-school activities, including computer animation, sculpture and martial arts. Pupils are very well known as individuals and staff pursue all opportunities to assist their learning and ensure their well-being. Provision for pupils with special educational needs and/or disabilities is extremely well organised. Parents and carers really appreciate this. Commenting on the help her son received from a learning support assistant, one wrote, 'His support worker is fantastic with him.' Learning mentors work very effectively with vulnerable pupils and help those who enter the school during the year to settle in smoothly. They play a major part in encouraging pupils to attend regularly, whenever possible working closely with their parents and carers.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher plays a pivotal role in inspiring staff and pupils. He guides the leadership team, some of whom are relatively new, extremely well. There is a determined commitment to ensuring that all pupils do as well as they can. Senior leaders have developed excellent processes for tracking pupils' progress and this is a powerful driver for the school's improvement. Regular meetings are held to discuss pupils' achievement and to identify the next steps needed to improve it. Senior staff have worked to good effect with external partners, such as the local authority, to monitor the quality of teaching, share effective methods and address weaknesses. This has led to greater consistency in teaching, more effective learning and better progress. As a result, levels of attainment are rising.

The school's self-evaluation accurately identifies strengths and areas for improvement, leading to a clear agenda for action. Governors are increasingly involved in reviewing the school's effectiveness. They receive comprehensive reports from the headteacher and spend time visiting the school to gain first-hand information. The school promotes equal opportunities extremely well. Senior staff and governors keep a close eye on the outcomes for different pupils and are quick to address any anomalies. The school's success in promoting community cohesion is evident in the harmonious relations between all groups and its increasing role as a trusted source of advice and support for

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members of the neighbourhood. A new building is planned and the school has consulted widely to ensure it will facilitate a wide range of community functions. Pupils' welfare and safety are given a high priority, although some of the guidance for staff is a little out-of-date and is under review.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

As they start school in the Nursery or Reception classes, children's social, language and physical development is below that typical of these age groups. They make good progress so that, by the end of Reception, they have a secure base for subsequent learning. Children enjoy very good relationships with adults. They are confident and happily engage in a wide range of activities. Children grow in self-assurance and independence, for example carefully putting their painting on the drying tray. Adults are well-versed in how young children learn and rightly focus on developing children's social and language skills. The provision for children at a very early stage of learning English is particularly effective. There are areas set out with writing materials in both classrooms but there is scope for more emphasis on developing children's writing skills in different contexts. The 'forest school', where children visit a nearby wood, provides good opportunities for them to investigate the natural world. The outdoor learning areas adjacent to the classrooms are well equipped but access to them is limited in inclement weather due to a lack of cover. The provision is managed well by the temporary leader, with Nursery and Reception staff increasingly sharing ideas and planning together. These plans ensure a good range and balance of learning activities but do not consistently refer to the next steps for specific individuals or groups of pupils.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents and carers are extremely positive about the school. Within these positive views, a small minority raised individual concerns, almost all of which were relatively minor and not borne out by the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bentworth Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 56 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	59	20	36	2	4	0	0
The school keeps my child safe	33	59	22	39	1	2	0	0
The school informs me about my child's progress	26	46	26	46	3	5	1	2
My child is making enough progress at this school	20	36	28	50	6	11	1	2
The teaching is good at this school	19	34	34	61	2	4	1	2
The school helps me to support my child's learning	18	32	34	61	3	5	0	0
The school helps my child to have a healthy lifestyle	28	50	24	43	1	2	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	34	28	50	2	4	0	0
The school meets my child's particular needs	15	27	30	54	3	11	1	2
The school deals effectively with unacceptable behaviour	26	46	23	41	4	7	1	2
The school takes account of my suggestions and concerns	15	27	30	54	6	11	0	0
The school is led and managed effectively	24	43	22	39	4	7	1	2
Overall, I am happy with my child's experience at this school	27	48	26	46	2	4	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 March 2010

Dear Pupils

Inspection of Bentworth Primary School, Hammersmith, W12 7AJ

Thank you for making us so welcome during our visit to your school. The most striking thing we found was how children from so many different backgrounds get on well together. Bentworth is a good school. It is a really friendly place and it was good to see how you welcome newcomers and help them settle in. All the adults in the school have your best interests at heart and they take great care to ensure that you know how to keep safe and know the importance of a healthy diet and exercise. You do a lot to help the school run smoothly and we enjoyed talking to the school council about their ideas and suggestions.

Teachers and the support staff are doing a good job in making lessons interesting and you told us how much you enjoy school. We were pleased to see that, at the beginning of most lessons, you think about what you have learned so far and what you need to do next. This is helping everyone to make good progress. There is still room for improvement because standards in writing are not as good as they are in reading, mathematics or science.

In order to make the school even better, we have suggested that staff:

- give you more opportunities to practise and improve your writing
- share their good ideas about setting individual targets
- make sure the work they set is at the right level for you
- make sure you know how to tackle new work and give you enough time to complete the tasks.

We found that the school is well run and that the headteacher, staff and governors work together successfully to help you get the most you can from school life. You can do your bit by continuing to work hard.

Yours sincerely

Rob Crompton

Lead inspector

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