

Bevington Primary School

Inspection report

Unique reference number	100479
Local authority	Kensington and Chelsea
Inspection number	395432
Inspection dates	11–12 July 2012
Lead inspector	John Anthony

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	327
Appropriate authority	The governing body
Chair	Amanda Sayers
Headteacher	Sarah Jones
Date of previous school inspection	7–8 May 2009
School address	Bevington Road London W10 5TW
Telephone number	020 8969 0629
Fax number	020 8964 5697
Email address	info@bevington.rbkc.sch.uk

Age group	3-11
Inspection date(s)	11–12 July 2012
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Introduction

Inspection team

John Anthony Additional inspector

Peter Thrussell Additional inspector

Maura Docherty Additional inspector

This inspection was carried out with two days' notice. The inspection team observed teaching and learning in 21 lessons taught by 14 teachers. They held meetings with the Chair of the Governing Body, staff and groups of pupils, and met informally with parents and carers. Inspectors observed the school's work, looked at pupils' books and listened to pupils read. They looked at strategic and curriculum planning, records of pupils' progress, safeguarding documentation and monitoring records of teaching and learning. Inspectors analysed 76 questionnaires returned by parents and carers, as well as 28 from staff and 178 from pupils. Inspectors also took account of the responses to the on-line Parent View survey in planning the inspection.

Information about the school

This is an average-sized school with pupils drawn from a wide range of cultural and ethnic heritages. More than nine out of every ten pupils are from minority ethnic backgrounds, nearly a third coming from Black or Black British heritages, and over a third coming from other ethnic groups. Nearly three quarters of pupils are from Muslim families. Over two thirds of pupils speak English as an additional language, about half of whom enter the school at early stages of language acquisition. The proportion of pupils known to be eligible for free school meals is more than double the national average. The school experiences above average levels of pupil mobility, with pupils joining and leaving the school throughout the school year. The proportion of pupils supported by school action plus or with a statement of special educational needs is above the national average, the largest group having speech, language and communication difficulties.

The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. It runs a daily breakfast club between 8.00am and 9.00am, which was visited during the inspection. An independent provider runs an after-school club which will be inspected separately, the report being made available on the Ofsted website.

The school has been awarded a Basic Skills Quality Mark, an Activemark, and holds Healthy School status.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- Bevington Primary is an outstanding school. This is also the view of the overwhelming majority of pupils, the words of one reflecting many of their views, saying, 'I think it's outstanding.' Most parents and carers agree, describing a 'fantastic school', with 'amazing and dedicated staff'.
- Achievement is outstanding because excellent teaching across the school enables pupils to learn exceptionally well. From the moment they enter the school, pupils are imbued with a learning ethic that inspires them to want to learn. By the time they leave the school at the end of Year 6 their attainment is above, and often well above, nationally expected levels.
- Pupils learn so well because their behaviour and attitudes to learning are exemplary. The school promotes their spiritual, moral, social and cultural development throughout the curriculum, producing mature and reflective young people, very well prepared for the next stage of their education. They attend very well.
- Outstanding leadership is shared at all levels, both within the internal management structure of the school, and through the strong support of the governing body. The school enjoys an excellent relationship with parents. Purposeful, effective and highly-coordinated planning ensures that learning is mostly integrated across the curriculum. The exception is in science where pupils do not always utilise and apply their very good numeracy skills enough. Nevertheless, mathematics is a particular strength of the school. Extremely thorough assessment systems and detailed tracking of pupils' progress are in place. Pupils know their targets, and are extremely well informed about how to improve their learning.
- The school demonstrates its strong capacity for further improvement through maintaining high achievement and its success in addressing recommendations of the last inspection, for example the outstanding provision found in the Early Years Foundation Stage and in pupils' continuously improving attendance, which is now well above average. The overall performance of staff and pupils is managed very effectively and supported by well-considered professional development.

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What does the school need to do to improve further?

- Ensure that the school's review of science teaching provides for an increased focus on encouraging pupils to make more use of their excellent numeracy skills in science lessons. In particular that it covers teachers' planning in providing for more explicit use of calculation during practical measuring and comparison sessions.

Main report

Achievement of pupils

Pupils' achievement is outstanding. This is the view, also, of the vast majority of parents and carers. From the moment children enter the Early Years Foundation Stage at starting points that are often well below those expected for their age, they are immersed in a culture of learning. Teachers ensure that children are happy and secure, and they make rapid progress as a result. This was clearly demonstrated in an extremely well-coordinated Nursery session based on developing children's phonic skills (the linking of letters and the sounds they make) and English-speaking skills. While the main group concentrated on developing their speaking skills based on acting out a counting game, the other groups, comprising children with more limited knowledge of English, were very quickly developing their basic language skills with the help of well-trained teaching assistants.

Learning carries on at a fast pace throughout Key Stage 1, and continues to focus on developing pupils' phonics skills. Consequently, by the time they reach the end of Year 2, pupils have achieved above average attainment in reading and writing, as well as reaching well above national expectations in mathematics. No group, including Muslim pupils and those from Black African or any other ethnic heritage, is disadvantaged in achieving their potential. This is because excellent teaching, thorough planning, and outstanding processes of continuing assessment ensure that pupils are provided with every opportunity to thrive. Because teaching provides individual pupils with the help and guidance they need, disabled pupils, and those with special educational needs progress equally quickly. This momentum is kept up throughout Key Stage 2 and provisional end-of-year results show that pupils currently in Year 6 are in line to reach well above average levels of attainment in reading, writing and mathematics.

Pupils' reading, writing and mathematics skills are well above average throughout the school. This was clearly demonstrated in a Year 5 lesson where pupils were using connectives to link clauses and sentences. They wrote rapidly, confidently and fluently, creating complex sentences and showing accurate overall standards of spelling. The school recognises, however, that these high standards have not always been replicated in science and is currently reviewing this aspect of its provision. Although there are regular links to literacy in science lessons, pupils do not routinely practise their mathematical skills as fully, and some opportunities for supporting their

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calculation work in practical measuring and comparison tasks have been lost.

Quality of teaching

Outstanding teaching is evident throughout the school; the very large majority of pupils confirm that teaching is at least good all of the time. Most parents and carers agree, saying, for example, 'Teachers are open, approachable and very kind,' and consequently, 'Teaching is excellent.' Teachers' meticulous planning ensures that lessons are pitched to mirror the levels of pupils in their classes.

In the best teaching, pupils progress at a fast pace and their learning is closely monitored to ensure that they understand what they are doing. One pupil described how teachers 'take the subjects you find hard, they put you in a group or by yourself, and they help you'. Thus, the school has organised mathematics classes for Year 6 pupils into two medium-sized sets to provide focused teaching, more closely tailored to pupils' abilities. In one session the teacher built on pupils' responses to maintain a highly effective dialogue. Pupils responded enthusiastically because they were able to actively engage in their learning whilst at the same time being challenged at their own levels. As one pupil said later, 'Teachers explain things very well.'

In other areas of the curriculum, pupils are organised carefully into ability groups within classes, receiving valuable additional support from a well-trained team of teaching assistants. The system also helps to make sure that disabled pupils and those with special educational needs prosper equally as well as their peers. Teaching across the school is highly successful because teachers are imaginative, set high expectations, and enjoy excellent relationships with pupils. For example, Year 5 pupils were seen making excellent progress using persuasive language to write letters. Each group was completing challenging work, suited to their differing abilities, and had clear indications of what was expected. The task attracted their interest because it was based on a video clip that had been made on site with teachers performing the roles.

Pupils make rapid progress in reading because they are taught how to relate their own experiences to events in stories. This helps them to analyse the characters, learn how to distinguish their emotions, and develop complex themes. Pupils learn to enjoy reading, have their favourite authors, and are encouraged to discuss their texts with each other. Pupils also enhance their own progress by reading independently at home. Teachers promote pupils' spiritual, moral, social and cultural development across the curriculum, seen, for example, following an assembly based on the moral aspects of looking after the environment. Year 3 pupils brought the theme of recycling into an extremely well-planned lesson on the correct use of prefixes.

Behaviour and safety of pupils

Pupils' behaviour is exemplary during breaks and other activities and is evident in their excellent learning dispositions during lessons. Scrutiny of behavioural records

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and discussions show that behaviour is exemplary over time. Pupils told inspectors that behaviour is always 'really good' because if there are any issues 'our teachers sort it out'. They are aware of the school's policies regarding behaviour, have high expectations, and are routinely courteous to each other, to staff and to visitors. The school strongly promotes pupils' appreciation of moral values throughout the curriculum, from pupils' very earliest induction in Nursery or Reception, during circle time, at assemblies, and in personal, social, and health education. Pupils are regularly encouraged to discuss current moral issues, as demonstrated during an assembly with a focus on caring for the environment. Pupils showed they were very familiar with how they should respect their surroundings, and how they could help to generate a safe and prosperous society. Their reflections tend to be mature and informed, and they readily cooperate in all aspects of school life. The school very successfully promotes pupils' spiritual development and understanding of other cultures through its religious education programme, which was also judged outstanding during a recent subject survey inspection.

The overwhelming majority of parents and carers said that their children feel safe at school. This was confirmed by almost all pupils in their feedback to inspectors. They fully understand the many and various characteristics of bullying, and said that bullying was extremely rare in the school; many said that there was no bullying at all. One attributed this simply to 'telling the headteacher and it stopped'.

Leadership and management

Leadership and management are outstanding. The school has a track record of continuous and rapid improvement. Provision in the Early Years Foundation Stage has improved, and is now in line with the rest of the school. Attendance has been rising year on year and is currently well above average. Teaching is closely monitored by senior managers who apply astute judgement in analysing its impact to ensure that it adapts to changing circumstances. Performance management links teachers' professional development with the sharing of best practice, and is primarily directed towards securing continued outstanding achievement. The school is strongly committed to equality, and strenuously supports the needs of all pupils to ensure that there is no discrimination of any kind. When asked by an inspector how their school could improve, pupils could not offer any suggestions, one merely observing, 'Everything in the school is perfect.'

The curriculum fully meets pupils' needs, and actively promotes their spiritual, moral, social and cultural development. Zest and excitement are added through the many sporting, musical and artistic opportunities, as recognised in the awards of a Basic Skills Quality Mark, an Activemark, and Healthy School status. Pupils get off to a good start in the morning through a bright and well-run breakfast club, and are highly appreciative of the excellent range of resources set aside for them in the limited school grounds. Pupils are extremely well cared for through exemplary safeguarding procedures which fully meet statutory requirements. Exceptional organisation extends to the school's office staff who were singled out for specific mention by several parents and carers for their efficiency and warmly welcoming

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approach. Strong governance has been instrumental in maintaining very high standards and holding the school to account.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



13 July 2012

Dear Pupils

Inspection of Bevington Primary School, London W10 5TW

Thank you very much for welcoming us to your school. On behalf of the team, I would like to thank you for completing the questionnaires, and especially those of you who met with us to tell us all about the many exciting things that you do, and how proud you are of your school. We think that you that you go to an outstanding school. These are some of the things that stand out.

- Your teachers and all the staff who look after you are totally committed to ensuring that you have an excellent education. You tell us that they help you to learn and that you are happy to come to school. You work very hard and, as a result, are making outstanding progress in your lessons.
- You tell us that you feel extremely safe in the school because your teachers and all the staff look after you very well. You also tell us that there is little or no bullying in the school. This is because you are responsible, attend school regularly, and are very well behaved. You say that you greatly enjoy taking part in the many excellent opportunities provided for you in music, art, and sport.

We have asked your headteacher, staff, and members of the governing body to help you to learn better by ensuring that you make more use of your excellent mathematics skills to help you learn even better in science.

You can play your part by continuing to work hard.

With best wishes for the future.

Yours sincerely

John Anthony
Lead inspector

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