

Bentley New Village Primary School

Inspection report

Unique Reference Number	106751
Local Authority	Doncaster
Inspection number	363708
Inspection dates	7–8 July 2011
Reporting inspector	Glynis Bradley-Peat

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	283
Appropriate authority	The governing body
Chair	Mrs Debbie Allott
Headteacher	Mrs Lynne Paradine
Date of previous school inspection	14 December 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, observed 10 teachers and held meetings with the headteacher, senior leadership team, teaching staff, members of the governing body and pupils. They observed the school's work and looked at pupils' books. The inspectors checked documents including the school improvement plan, systems for tracking pupils' progress, safeguarding documentation and school policies. They also analysed information from 75 questionnaires from parents and carers, in addition to those received from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What the trends evident in achievement are, including the school's latest provisional results in national tests and teachers' assessments.
- What leaders are doing to ensure that satisfactory teaching moves to good.
- Whether teaching challenges the most able in each class.
- What leaders are doing to ensure children get the best possible start in the Early Years Foundation Stage.

Information about the school

This is a larger than average primary school. The proportion of pupils known to be eligible for free school meals is much higher than average. The percentage of pupils from minority ethnic groups and the proportion who speak English as an additional language are well below average. The proportion of pupils with special educational needs and/or disabilities is just above average. The needs of these pupils are mainly related to moderate learning difficulties. The headteacher is new to the school since the previous inspection.

The school has achieved the 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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Bentley New Village Primary is a satisfactory school. Leaders' self-evaluation is accurate and, as a result, identifies areas of strength and realistic areas for development. Since the time of the last inspection, there have been some improvements in certain aspects. The Reception class now has a well equipped, spacious outdoor area. Work to raise pupils' attainment by the end of Year 2 has resulted in higher attainment in reading and writing in particular. Overall results in national assessments at the end of Year 2 in 2010 were higher than at any time in the last five years. The headteacher communicates well her vision for improving the school. Consequently, staff are motivated and dedicated to school improvement. The capacity of leaders and managers to continue to bring about further improvement is satisfactory.

Children enter the Early Years Foundation Stage with skills below those expected for their age and they make satisfactory progress. They go on to make satisfactory progress throughout the rest of the school, although it is inconsistent across year groups. This has affected the levels of attainment reached by some pupils, especially those who are most able. In 2010, teacher assessments in Year 6 indicated below-average attainment; however, the 2011 provisional test results demonstrate a recovery and show results to be closer to last year's national averages.

The headteacher has taken firm steps to eliminate inadequate teaching and rightly realises that underachievement in some year groups has to be made up in the following year. Her focus on moving satisfactory teaching to good is beginning to pay dividends. She is aware that teachers do not always ensure that lesson objectives are focused well enough on learning and, as a result, pupils do not always know how well they are doing. Marking and feedback in English and mathematics do not consistently inform pupils about how to improve their work. Although electronic whiteboards are used in some classes, they do not enhance learning well enough. Progress in writing is not as good as it could be because pupils do not have regular opportunities to write at length.

Good levels of care, guidance and support have resulted in potentially vulnerable pupils being able to take a full part in school life. Those pupils with special educational needs and/or disabilities make satisfactory progress because support is well targeted. However, the impact of the support is not always evaluated as well as it could be. The school provides a caring environment and safeguarding is robust. Pupils have a clear sense of how to keep themselves safe and understand what constitutes safe and unsafe situations. Pupils also recognise the merits of exercise and of eating healthy food and articulate this well.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Raise attainment and accelerate progress by:
 - ensuring that all pupils are provided with regular opportunities to write for extended periods in a variety of subjects
 - ensuring that the most able pupils are challenged to reach the levels of which they are capable.
- Improve the quality of teaching so that it is consistently good by:
 - ensuring that pupils know how well they are doing and how they can improve their work
 - ensuring that lesson objectives are sharply focused on what teachers want pupils to learn
 - ensuring that electronic whiteboards are used consistently to engage pupils and enliven learning.

Outcomes for individuals and groups of pupils

3

The vast majority of pupils enjoy attending school, have good attitudes to learning and behave well. They work together well in pairs and groups and, when given problems to solve, contribute to lively debate. In a good mathematics lesson in Year 4, pupils tackled an interesting problem involving multiples and remainders. They showed high levels of perseverance and progress was good. When they had finished they enthusiastically set about making up problems of their own along a similar theme and asked their teacher to solve them. This type of activity and effective approach to learning is not consistent across year groups or subjects. In a few lessons, pupils were less motivated because the tasks were dull and teachers spent too long talking. This slowed rates of progress. This is more evident in writing lessons.

There is little difference in achievement between most groups of pupils except for the most able. They are not always challenged sufficiently well to reach the levels of which they are capable. Pupils with special educational needs and/or disabilities make similar progress to their peers. Attendance is improving because the school is persistent in its approach. In light of this and the average levels of attainment, pupils are prepared appropriately for the next stage of their education. Pupils fulfil a variety of roles within the school and enjoy participating on the school council, helping the school office and being on litter patrol. Pupils are able to speak confidently about current environmental issues and participated well in a debate chaired by an ex-local councillor about the pros and cons of solar energy. Pupils are also able to explain what they have learned about different cultures and beliefs; they develop a good understanding of spiritual, moral, social and cultural issues.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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

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

How effective is the provision?

Teaching is satisfactory overall but it is inconsistent across year groups. Although the majority of teaching is good, pupils' progress is affected by a significant proportion of satisfactory teaching and a very small minority which is inadequate. Across the school, there are examples of good teaching where pupils make good progress. For example, in a Year 6 mathematics lesson, pupils learnt swift mental methods to solve percentage problems. The teacher consistently evaluated how well the pupils were making progress towards the lesson objectives and no time was wasted. Pupils enjoyed the lesson and worked hard. In a Year 1 literacy lesson, a wide range of activities ensured pupils' good engagement and enjoyment. An effective phonics session (linking letters and sounds) using rhymes and actions promoted good learning and progress. In the satisfactory lessons, learning objectives are not always clear enough and, as a result, pupils do not know what is needed to achieve them. More-able pupils waste too much time completing work which is too easy. Pupils are not provided with opportunities to write for a purpose often enough; too little is expected of them.

The satisfactory curriculum is broad and balanced and the newly developed creative element is beginning to engage pupils across the school. Although changes have taken place, these are relatively new and as yet have had insufficient time to have any impact on achievement. Staff in some year groups have been slower to embrace change than others. Visits to enrich learning and extra-curricular clubs are popular with pupils; for

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example, pupils in Year 4 visited a large shopping centre as part of their numeracy and information and communication technology work. Further quality experiences include music and dance workshops and visits from classical musicians. During the inspection, Year 3 had a visit from 'a Viking' and pupils were held spellbound by tales of hunting and conquests.

The school works hard to tackle barriers to learning; for example, pupils with special educational needs and/or disabilities, and those who have fallen behind in their learning, benefit from a number of different booster and support programmes which have had a good impact. The school works well with a variety of outside agencies to ensure pupils can learn effectively. Generally, teaching assistants provide good support for those pupils with additional needs.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher's effective leadership provides clear direction for the school and staff are motivated and are keen to improve their practice. The inconsistencies in the quality of teaching have slowed down the rate of improvement, although this is still satisfactory. The quality of lesson observation is a strong feature and provides teachers with clear areas for improvement. There is evidence that this is beginning to have an impact on moving satisfactory teaching to good. Subject leaders contribute satisfactorily to the monitoring in their areas of responsibility. The governing body is becoming increasingly effective. Many members are new and inexperienced but they support the school satisfactorily and are learning to develop their other roles including promoting community cohesion. The school has a satisfactory understanding of its context and is beginning to work well with the local community. It has a clear ethos of equality of opportunity for all and overcomes discrimination. Leaders are working to promote more consistent progress across classes and to ensure the most able make progress in line with their capabilities.

Leaders ensure that the most vulnerable pupils participate fully in the life of the school. Close attention is paid to safeguarding and effective policies are in place to check all adults prior to them working in the school. The governing body works diligently to minimise risks. The school has engaged well with parents and carers and questionnaires indicate overwhelming support. The school considers parents and carers to be paramount in helping the future development of the school.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Nursery class with skills which are below those expected for their age, particularly in speaking and listening and in personal development. Overall, they make satisfactory progress but by the end of their Reception year their skills are still below expectations. Children make good progress in their personal and social skills because of the effective care, guidance and support of all staff. Children behave very well. They are provided with a range of activities which are appropriate for their needs and are a mixture of those requiring adult support and some which are child initiated. Good use is made of the improved outdoor area to promote learning in Reception. This is an improvement since the last inspection. Children engaged in role play such as serving food in the 'café' and were confident to offer the inspector some tomato soup. They also enjoy imaginative play in the 'beach huts at the seaside.'

Leadership and management are satisfactory and improving. Appropriate areas for development have been identified and these are rightly focused on developing children's speaking and listening skills. New systems of assessment are monitoring children's progress more effectively. These assessments are beginning to be used to plan future activities but this is not common practice. There are plans in place to integrate the Nursery and Reception classes. Currently the two classes are sited away from each other and are unable to operate together well enough or to share ideas and plan.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A small minority of parents and carers returned the questionnaires. The vast majority of these were extremely positive about the school overall. All parents and carers agreed that the school keeps their children safe. The vast majority agreed that their children enjoy school and that they are happy with their children's experience. Almost all say that the school takes account of their suggestions and concerns. Most believe the school is well led and managed and that their children are making enough progress. The very large majority believe the school deals effectively with unacceptable behaviour. There was little disagreement with any of the statements in the questionnaire.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bentley New Village 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 75 completed questionnaires by the end of the on-site inspection. In total, there are 283 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	63	26	35	2	3	0	0
The school keeps my child safe	50	67	25	33	0	0	0	0
My school informs me about my child's progress	33	44	39	52	2	3	0	0
My child is making enough progress at this school	33	44	38	51	1	1	1	1
The teaching is good at this school	46	61	25	33	3	4	0	0
The school helps me to support my child's learning	35	47	37	49	2	3	0	0
The school helps my child to have a healthy lifestyle	36	48	38	51	0	0	0	0
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)	33	44	39	52	0	0	0	0
The school meets my child's particular needs	36	48	37	49	2	3	0	0
The school deals effectively with unacceptable behaviour	34	45	37	49	2	3	1	1
The school takes account of my suggestions and concerns	32	43	41	55	1	1	1	1
The school is led and managed effectively	33	44	37	49	4	5	1	1
Overall, I am happy with my child's experience at this school	39	52	35	47	1	1	0	0

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 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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



11 July 2011

Dear Pupils

Inspection of Bentley New Village Primary School, Doncaster, DN5 0NU

Thank you very much for your warm welcome when we visited your school recently. We were pleased to see how polite and well behaved you all were. Well done! We thought you would like to know what we found out during our visit. The school takes good care of you and you told us that you feel safe. You enjoy the extra activities the school provides and the visitors who make learning fun. It was good to see how interested those of you in Year 3 were when a Viking visited you recently.

We think that your school provides you all with a satisfactory education. Your headteacher has worked hard to make sure that all the staff are trying to improve your school. When pupils in Year 6 took their national tests last year they did not do as well as the school had hoped in English and mathematics, and in writing in particular. Your teachers all work to make learning interesting and many of them teach you well. Sometimes, though, teaching does not help you to make as much progress as you should. We have therefore asked that your headteacher and staff do a number of things to help the school improve.

- We would like the school to make sure that you make more progress and do better in national tests, particularly in writing. We have also asked that you are given lots of opportunities to write. In addition we have asked the headteacher to check that teachers make sure the work for you in lessons is hard enough.
- We have also asked that satisfactory teachers are helped to become good by making sure that you all know clearly what you are learning in every lesson and that teachers provide information about how you can improve your work. In addition, we have requested that teachers use the electronic whiteboards in your lessons to make learning more interesting.

We wish you all the best in your future education at Bentley New Village Primary.

Yours sincerely

Glynis Bradley-Peat

Lead inspector

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