

Bentinck Primary and Nursery School

Inspection report

Unique Reference Number	122407
Local Authority	Nottingham
Inspection number	380464
Inspection dates	26–27 September 2011
Reporting inspector	Geof Timms

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	269
Appropriate authority	The governing body
Chair	Pete Wilson
Headteacher	Jane Nunez
Date of previous school inspection	29 April 2009
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Introduction

This inspection was carried out by three additional inspectors. They observed 17 lessons taught by nine teachers. Meetings were held with groups of pupils, staff and a member of the governing body. Discussions were also held with some parents. Inspectors observed the school's work, and looked at a range of pupils' work, policies, planning documents and assessment data. Responses to 119 questionnaires from parents and carers were analysed.

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

- Inspectors looked into how the school raised standards at the end of Year 6.
- They looked at what the school has done to help pupils attain more highly in mathematics.
- They investigated what the school is doing to develop its cross-curricular planning.
- They investigated whether the leadership and management of the Early Years Foundation Stage has had a positive impact on the provision and outcomes.

Information about the school

This is a larger than average-sized primary school. The proportion of pupils known to be eligible for free school meals is well above average. Most pupils come from a wide range of minority ethnic backgrounds, the largest grouping of which is Pakistani. The majority of pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. The school has achieved national 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?

2

The school's capacity for sustained improvement

2

Main findings

Bentinck has rapidly improved over the past two years to become a good school. Great strides have been made in raising pupils' attainment in reading, writing and mathematics. From a period when attainment was consistently below average, it has risen to well above average levels by the end of Year 6. This represents at least good progress in the basic skills from children's often very low starting points when they join the school. The improvements made and the high standards now achieved show that the school has a good capacity to both maintain and to improve further in the future.

The teaching throughout the school is consistently of good quality. The relationships between staff and pupils are strong and this is having a positive impact on pupils' learning. They are happy at school and, because of this, their behaviour is good overall and often excellent in lessons. In addition, their attendance has improved to its current average level. The school keeps pupils safe effectively, an aspect recognised by the parents, and pupils adopt healthy lifestyles. The good teaching and pupils' positive attitudes have been a major factor in their much improved attainment in reading, writing and mathematics. In addition, good basic computer skills are taught well throughout the school. The rapid rise in pupils' attainment has been the result of a strong focus on basic skills in these subjects. Work to raise attainment in mathematics has had a positive impact from the early years throughout the school. However, the school has recognised the need to extend and enrich the curriculum so that it provides more breadth and so that pupils have better opportunities to use their skills in other subjects and in more creative ways.

The school has improved its use of data and tracks pupils closely. Work has been done to identify underachieving groups and to address any weaknesses. Because of this there are few evident differences in the progress of different groups of pupils. The school draws up very detailed plans on an individual basis for the interventions staff make to help all pupils make progress. This is very successful in promoting good progress for those with special educational needs and/or disabilities. A major strength of the school is the work done with pupils whose challenging circumstances may make them vulnerable. The support they receive socially and emotionally has a clear and positive impact on their learning. The progress of pupils who speak English as an additional language is as good as that of their peers. In particular, the high number of pupils who are at an early stage in speaking English are very well supported and they often make excellent progress. The progress in some aspects of the learning of the very youngest children is also often outstanding.

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The leadership and management of the school are effective and improvements made have been the result of strong team work between the senior leadership team and the staff. The Chair of the Governing Body provides good support to the school but the governing body has not sought parents’ and carers’ views about the school and does not systematically monitor and evaluate its day-to-day running. Training has supported teachers’ skills and outside advice and support has been very effective in helping to challenge the school to raise pupils’ attainment.

What does the school need to do to improve further?

- Broaden and enrich the curriculum so that pupils have more opportunities to use their skills creatively and in different subjects.
- Sharpen the work of the governing body by more regularly seeking the views of parents and carers, staff and pupils about the school, and by developing systematic monitoring and evaluation of the day-to-day work of the school.

Outcomes for individuals and groups of pupils

2

The above-average standards observed in lessons reflect the recent rapid rise seen in results at the end of Year 6. The school is working hard to improve pupils’ writing skills. This work is correctly based on giving them good opportunities to read and talk so that their language and vocabulary are extended. The school is aware that it does not yet provide sufficient opportunities to write in other subjects. A few good projects and ideas, such as the creative writing around the ‘alien egg’ theme show that pupils are capable of some imaginative work. In mathematics, the teaching has been very focused on specific skills and levels, and the better grouping of pupils at a similar stage in their learning. More regular use of skills in practical and problem-solving activities is raising attainment. For example, in an outstanding Year 6 lesson, pupils followed a clear system to help them accurately solve complex word problems.

Pupils are adamant that they feel safe and that any concerns they raise are dealt with very effectively by adults. They are clear about how to keep themselves safe when using modern technology. The school has a very effective system to record behaviour and analysis of this shows that the number of incidents of poor behaviour has declined over the last three years. The school provides a wide variety of very effective activities to promote healthy eating, including work done with some families to promote healthy meals. Although the school’s work to develop pupils’ spiritual, moral, social and cultural knowledge and understanding is good overall, with much good work on understanding different cultures, assemblies are not always used sufficiently to provide opportunities for spiritual reflection.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning

2

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

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Taking into account:	2
Pupils' attainment ¹	
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	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The good teaching has a very positive impact on pupils' learning through the strong relationships built up and through good planning and a good match of work to pupils' prior attainment. The teaching of basic skills is particularly strong. Teaching assistants play a very important part in lessons, especially when supporting those who speak English as an additional language and are at an early stage of learning English, and those with special educational needs and/or disabilities. The marking of pupils' work is useful and clear targets are set for them. They say themselves that they are given 'hard work and hard targets' to prepare them for secondary school. However, they also say they are sometimes unsure of how well they are doing and the school is aware that more could be done to provide them with this information.

The curriculum remains satisfactory because the school's successful drive to improve basic skills in reading, writing and mathematics has focused attention on these subjects. However, the school is aware of the need to broaden and enrich the curriculum further by providing more opportunities for pupils to make links between subjects and to use the skills they have learned, especially in writing and information and communication technology, across all subjects. The curriculum is well-adjusted to provide for those pupils with special educational needs and/or disabilities.

Care, guidance and support are good because there are very effective systems to track pupils whose circumstances may make them vulnerable. Their needs are quickly identified and actions are taken by named individuals to ensure that these pupils are effectively supported. The school has successfully negotiated with parents, carers and external agencies, to ensure that religious or cultural misunderstandings do not inhibit pupils' inclusion into the full life of the school, such as on educational

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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visits. The school’s breakfast club provides some pupils with a calm and positive start to the day.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The leadership and management are good. The headteacher and senior staff have worked hard since the last inspection to raise pupils’ attainment, improve behaviour and develop teachers’ skills further. They monitor the teaching and learning well and have an accurate view of teachers’ skills and the quality of their lessons. The use of data has improved through training and the available assessment information is now used more smartly and regularly to track individual pupils’ progress. The work to promote community cohesion is currently satisfactory because the school has yet to complete its work on extending its international links. The governing body is very supportive of the school and representative of the wider community but does not yet have a systematic way of evaluating the school’s work. In addition, not all staff, parents and carers are fully aware of the work of the governing body. The school promotes equality of opportunity and tackles all forms of discrimination well. It ensures safeguarding arrangements are robust and keep pupils safe from harm. Safeguarding practice is better than that typically found because the care through counselling for those whose circumstances are more challenging is often outstanding. The school has good very detailed records of the checks carried out on adults who work with the pupils. Because of the success the school has had in raising attainment and improving provision it now offers good value for money.

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	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	2

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

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tackles discrimination	
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	2

Early Years Foundation Stage

Children learn effectively and make good progress overall throughout the Nursery and Reception classes. There is often outstanding progress in aspects such as reading and number recognition. However, progress in writing is not as strong and remains an area for improvement. The good overall progress is the result of good planning that takes account of children’s often very low starting points. Teachers and other adults encourage children’s independence. The assessment of learning is good and is used well in planning children’s next steps. There are good opportunities for a wide range of adult-led and child-initiated activities. This includes the excellent use of the outdoor area by the Nursery, although constraints of the building mean access to this area is harder for Reception children. Children clearly settle quickly into school and they get along together well. Welfare aspects of the provision are strong and children have good attitudes to personal hygiene and healthy living.

The Early Years Foundation Stage is well led and managed and this has led to the evident improvements in provision and progress since the last inspection. The use of assessment information is improving but does not yet fully show trends in progress through the year. The adults work hard to celebrate the uniqueness of each child, especially when supporting those who speak English as an additional language and at an early stage of learning English.

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

Of the good proportion of parents and carers who responded to the questionnaire, the large majority are happy with the school’s work and say their children enjoy school. This is supported by the evidence found in the inspection. A minority say the school does not always take their suggestions and concerns into account and therefore does not provide well for their child’s individual needs. Inspectors explored these areas and found that the school’s engagement with parents and carers is good

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and has a positive impact on children’s learning. It is especially strong for the children whose circumstances make them most vulnerable, including those with special educational needs and/or disabilities.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bentinck Primary and Nursery 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 119 completed questionnaires by the end of the on-site inspection. In total, there are 269 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	64	37	31	1	1	2	2
The school keeps my child safe	79	66	33	28	0	0	2	2
The school informs me about my child’s progress	69	58	41	34	5	4	2	2
My child is making enough progress at this school	59	50	47	39	2	2	5	4
The teaching is good at this school	70	59	43	36	1	1	2	2
The school helps me to support my child’s learning	58	49	51	43	6	5	2	2
The school helps my child to have a healthy lifestyle	54	45	58	49	5	4	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)	46	39	57	48	3	3	2	2
The school meets my child’s particular needs	48	40	52	44	5	4	6	5
The school deals effectively with unacceptable behaviour	56	47	48	40	3	3	5	4
The school takes account of my suggestions and concerns	47	39	54	45	7	6	2	2
The school is led and managed effectively	55	46	49	41	3	3	2	2
Overall, I am happy with my child’s experience at this school	71	60	40	34	1	1	2	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 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



28 September 2011

Dear Pupils

Inspection of Bentinck Primary and Nursery School, Nottingham, NG7 4AA

I am writing to thank you for the way you welcomed us to your school recently. We really enjoyed our visit and talking with many of you about your school. You are very positive about school and think that your behaviour is 'kind of good,' as one of you said. We think your behaviour is good as well and it is helping you to learn new things and teachers to make your lessons more interesting.

We found that yours is a good school. Teaching is good, you make good progress and you reach high standards in reading, writing and mathematics by the time you leave the school. We have asked your teachers to improve the ways you can use these skills in different subjects and in creative ways. You also have good computer skills and produce some interesting art and design work.

You make a good contribution to the school in the way you help each other and enjoy taking on a wide range of jobs and responsibilities. You can talk knowledgeably about how to stay healthy and safe. Most of you now attend school regularly but some of you are still out of school too often to help your learning. To make the best progress, you need to go to school every day.

Your parents and carers, some of the staff and some of you are unsure about the role of the governing body. We have asked the governors to spend more time observing the work of the school and finding out from your parents and you what is working well and what, if anything, could be better.

Thank you again for your help during the inspection. Enjoy your time at Bentinck and keep working hard.

Yours sincerely

Geof Timms
Lead inspector

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