

# High Bentham Community Primary School

Main Street, High Bentham, Lancaster, Lancashire, LA2 7JU

**Inspection dates** 10–11 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Between Years 1 and 6, not enough pupils make good progress from their previous starting points.
- There is not enough good teaching to ensure that pupils consistently make good progress.
- Teachers' expectations of pupils are not always high enough and, as a result, pupils are not challenged sufficiently during lessons.
- The pace of lessons is not always brisk enough to ensure that pupils are fully engaged throughout the lesson.
- Marking does not consistently tell pupils what they need to learn next, so they are not always clear about how to improve.
- Pupils do not get enough opportunities to develop mathematical skills in other subjects through a range of problem-solving activities.
- Following pupils' regular assessments, the actions taken by leaders and managers to ensure that teaching is good and pupils' progress improves swiftly have not been effective enough.
- Improvements put in place since the last inspection have not yet had a full impact in raising pupils' achievement.

### The school has the following strengths

- Leaders, along with governors, now check the quality of teaching more rigorously. As a result teaching is now improving.
- Pupils have good attitudes to learning. Pupils behave well in lessons, at play and around the school. Outside, there are plenty of activities to help them enjoy break times.
- Children's good progress in the Early Years Foundation Stage prepares them well for Key Stage 1.
- Pupils have good relationships with each other and with adults. They feel safe and are well cared for.
- Pupils enjoy school and are enthusiastic resulting in attendance which is above average.
- The many exciting clubs, trips and activities to extend their horizons.

## Information about this inspection

- The inspector observed seven teachers and visited eight lessons, which included a lesson observed jointly with the headteacher.
- Discussions were held with the headteacher, English and mathematics subject leaders, the Early Years Foundation Stage leader, pupils, members of the governing body and a representative of the local authority.
- The inspector observed pupils' work and listened to pupils read.
- A range of the school's documentation was examined, including the school's analysis of how well it is doing, documents relating to monitoring and evaluation, systems for tracking pupils' progress, documents regarding safeguarding and key policies.
- The inspector took into account 53 responses to the online questionnaire (Parent View) and the school's questionnaires to parents.
- The inspector analysed 20 questionnaires completed by staff.

## Inspection team

Sue Sharkey, Lead inspector

Additional Inspector

# Full report

## Information about this school

- The school is smaller than the average-sized primary school.
- Most children are of White British heritage. A few children are from minority ethnic backgrounds and speak English as an additional language.
- The proportion of pupils supported through school action is above the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above the national average.
- The proportion of pupils known to be eligible for support through the pupil premium is below average. The pupil premium is additional government funding provided for children in local authority care, for children from armed services families and for children known to be eligible for free school meals.
- Two teachers joined the school in September 2013.
- The school has admitted Year 6 pupils since September 2012.
- The school meets the government's current floor standard, which sets the minimum expectations for attainment and progress in English and mathematics by the end of Year 6.
- The school offers a breakfast club and after-school club managed by the governing body.
- The school has the Inclusion and Healthy Schools Awards.

## What does the school need to do to improve further?

- Make teaching consistently good or better in order to raise pupils' achievement, particularly between Years 1 and 6 by:
  - ensuring that teachers' expectations are always high throughout the lessons so that all pupils are challenged enough
  - making sure that when teachers mark pupils' books they consistently provide pupils with comments to help them know how to improve their work
  - making sure that skills pupils learn in mathematics are developed even further through practical problem-solving activities in other subjects
  - ensuring that all lessons provide a quick pace that is appropriate for different groups of pupils so that pupils are continually engaged in their work.
- Strengthen the effectiveness of the school's leadership by making sure that, following pupils' regular assessments, actions taken to improve pupils' progress at an even faster pace have been effective.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children enter Nursery with a range of skills and knowledge that are below what is typical for their age, particularly in reading, writing and communication. Through a wide range of exciting activities available both inside and outdoors, children in the Early Years Foundation Stage make good progress. For example, outdoors, children thoroughly enjoy the opportunity to ride their vehicles around a track, to use large brushes and paint to practise their early writing skills or to explore their own activities with a friend.
- As pupils continue through Key Stages 1 and 2, progress is improving but not enough pupils are making good progress which is why achievement, for all groups of pupils, requires improvement.
- At the end of Key Stage 1, standards are average. Teacher assessments at the end of Year 2 in 2013 shows that the proportion of pupils who achieved the higher levels of attainment in reading, writing and mathematics was broadly average. Because progress is not good, not enough pupils reach the higher levels of attainment.
- Until September 2012, pupils left the school at the end of Year 5 to join a middle school. However, last year, the Year 5 pupils continued on into Year 6. The 2013 unvalidated national test results for this group of Year 6 pupils indicate that attainment is broadly average. The proportion of pupils achieving the higher levels of attainment in reading and writing was similar to the national picture in 2012, although in mathematics it was better than this. Teachers' expectations of what pupils can achieve are not always high enough in order for all pupils to be challenged sufficiently in both English and mathematics.
- The extra support for pupils eligible for support through the pupil premium funding means that they make similar progress to other groups of pupils in the school. Their overall progress requires improvement as their achievement is variable. More pupils make good progress in reading than they do in writing and mathematics. Standards reached by this group of pupils in English and mathematics are broadly average and so in line with their peers. The funding benefits these pupils by providing additional resources as well as opportunities to take part in extra-curricular activities.
- The school is committed to promoting equal opportunities and to ensuring that all pupils do equally well. Leaders and teachers accurately identify the specific needs of pupils who are disabled and those who have special educational needs. They are often supported by well-qualified teaching assistants during lessons to ensure that they make progress that is in line with other groups in the school.
- Pupils say they like reading. In the Reception Year, children enjoy exploring the pictures and talking about what they see. Some pupils are reading confidently using phonics (the sounds that letters make) successfully to say new or tricky words. As pupils progress through school, they begin to identify their favourite authors and enjoy different types of stories. By the end of Key Stage 2, standards in reading are average.
- The school has had a concentrated focus to encourage pupils to read at home. This has proved to be successful so that now many more pupils read at home at least three times a week.

### The quality of teaching

### requires improvement

- Although during the inspection some good teaching was seen, overall teaching requires improvement because it does not enable pupils to make consistently good progress in their learning over time.
- Teachers' expectations are not always high enough throughout the lessons. This means that, for some pupils, irrespective of their ability, work is not consistently challenging enough.
- Lessons generally start with good pace so that pupils are engaged and keen to work but this does not always continue throughout the lesson. The pace is not always matched well enough to the needs of different groups of pupils. This means that pupils are not continually engaged in

their work, particularly when they find their work too easy, and a few pupils lose concentration.

- Pupils enjoy their lessons and say that teachers help them to improve their work. However, the quality of marking is variable. When teachers mark pupils' books they do not consistently give information to show pupils how to improve their work.
- Teachers ensure that classrooms provide pupils with a good environment in which to learn. In all classes, relationships between all adults and pupils are good.
- Teachers' lesson planning shows a clear focus so that pupils understand what they are learning as well as what they need to achieve. Teachers support pupils to work well on their own as well as in pairs or in small groups.
- During a mathematics lesson, pupils were finding the difference between numbers using a number line. Pupils were working individually as well as in small groups challenging each other and sharing their findings. Pupils concentrated well, listening carefully to the teacher or the teaching assistant who asked appropriate questions when needed. Pupils understood what they had to do and used the number lines well to count forwards and backwards. At the end of the lesson, a large number line was shared by the whole class who enjoyed challenging each other to make sure accurate numbers were added to the first number in order to reach the target number.
- Pupils develop their writing skills through different areas of the curriculum but this is not the case for mathematics. Skills learnt in mathematics lessons are not used and developed enough through problem-solving activities in other subjects.
- Teaching in the Nursery and Reception Years provides children with a good start to their education. The staff have a good understanding of how young children learn and provide an exciting and safe environment for children to investigate and explore.

### **The behaviour and safety of pupils are good**

- As a result of good behaviour management by all staff, behaviour is good around the school, in lessons and at break times.
- Positive relationships between pupils and staff support the good behaviour well.
- Bullying is rare and pupils say they feel safe at all times. Pupils have a good understanding of how to deal with bullying and are aware of different kinds, for example, name calling or cyber-bullying. Pupils say they can talk to any adult in school if they have a problem.
- The overwhelming majority of parents say their children are happy in school and feel safe.
- Pupils' attitudes to learning are positive. This can be seen in lessons where pupils are enthusiastic and willing to participate in activities or answer questions. Very occasionally, a few pupils lose concentration in lessons when the lesson does not move on at the pace that is right for them.
- Pupils are polite, courteous and welcoming. They love attending school, which is why attendance is above average.
- Pupils are happy to take on responsibilities, for example, as playtime buddies or members of the school council. This gives pupils opportunities to play an important role in helping the school to improve. Pupils are proud to have helped to raise funds not only for outdoor play equipment in school but also for national and international charities.

### **The leadership and management requires improvement**

- Leadership and management require improvement because they have not yet ensured that the quality of teaching is consistently good. Pupils' progress is improving, but not quickly enough. Following the school's half-termly monitoring of pupils' progress, actions put in place to help pupils make progress at a faster rate have not been effective enough.
- The headteacher, ably supported by the English and mathematics subject leaders, is committed to improving the school. Together, senior and middle leaders have successfully led the school

through the changes needed in order to admit pupils in Year 6.

- The school has addressed the recommendations from the previous inspection so that, for example, behaviour is now good both inside the school, at lunchtime and break times.
- Leaders and managers regularly carry out a range of activities, for example, observing lessons and checking teachers' planning to monitor the performance of the school. The current priorities to improve the school are, rightly, focused on improving teaching and pupils' achievement. Teaching is improving, with more good teaching now evident.
- Teachers are set targets through performance management to improve their teaching and these targets help leaders to make decisions about pay increases. Staff receive relevant training, which helps them to achieve their targets, to improve their teaching and pupils' achievement.
- The school has a good relationship with the local authority which has worked with the school to improve the school's systems for recording and monitoring pupils' progress. As a result, teachers now use pupils' half-termly assessment information to help them plan lessons so that work is more appropriate for different groups of pupils. This is helping to ensure that the school promotes equal opportunities so that all pupils have the same opportunity to make good or better progress.
- The school has a good relationship with parents but has been seeking to improve the number of parents responding to the school's questionnaires. Actions taken have been successful and now many more parents are happy to give their views through this process.
- The school offers a wide range of experiences beyond the classroom, including many exciting outings and clubs. Residential visits are held for Years 3 and 4 as well as visits further afield for Years 5 and 6. The additional sports funding is being used to provide specialist teaching, including coaching in rugby and golf. As a result of the funding, the school is pleased that two pupils have succeeded in getting through to the county cross-country running championships. The school is very proud of its musical productions held at the end of the school year. These give every pupil an opportunity to take part through singing or acting.
- **The governance of the school:**
  - Since the last inspection, regular training has strengthened the effectiveness of the governing body. As a result, they are now much better placed to hold the school to account. Governors actively support and make checks on the work of the school. For example, they play a full part in monitoring the quality of teaching, such as by observing lessons, reviewing work in pupils' books and gathering pupils' views. Governors have a good knowledge of the school's strengths and understand the need to continue to improve the quality of teaching and pupils' attainment. They manage the school budget effectively and understand how pupil premium funds are being used to provide support for eligible pupils. The governing body is aware of how targets are set for teachers and how these guide decisions about pay increases. Governors carry out their statutory duties and make sure safeguarding arrangements meet requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	121380
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	425833

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	126
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert Taylor
<b>Headteacher</b>	Catherine Boocock
<b>Date of previous school inspection</b>	16 November 2011
<b>Telephone number</b>	01524 261412
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