

# Benwick Primary School

High Street, Benwick, March, PE15 0XA

## Inspection dates

19–20 March 2014

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

## Summary of key findings for parents and pupils

### This is a good school. Select

- Benwick Primary School has worked effectively to improve since its previous inspection and has been successful.
- The leadership and management of teaching has successfully raised teaching standards.
- Pupils make good and for some outstanding progress. The Year 6 results in 2013 were mixed due to a high proportion of pupils entering and leaving the school prior to the tests.
- Achievement in reading, writing and mathematics is good.
- Pupils currently in Year 6 are on track to at least reach the national average in the assessment tests with many exceeding them.
- Teaching across the school is good.
- Behaviour has improved as lessons have become more fun and engaging. As a result pupils rightly feel that behaviour is good.
- All staff make sure the school is a safe and secure environment and as a result pupils feel very safe and that staff look after them well.
- The school has improved since the previous inspection, due to good leadership and management. The governors are challenging and have a good knowledge of the school.
- The school has used its close links with the local authority and a local outstanding school to help it improve.

### It is not yet an outstanding school because

- Pupils' handwriting and presentation skills are slowing their progress in English.
- The other adults who support pupils' learning do not always effectively carry out their roles.

## Information about this inspection

- The inspector observed eight lessons and was accompanied by the headteacher in four of these.
- The inspector observed behaviour around the school and at lunch times, as well as observing a whole school assembly.
- Meetings were held with a group of pupils, senior staff members, the Chair of the Governing Body and a local authority primary advisor. Pupils were also spoken to during lessons and other informal times.
- The inspector took account of the 25 responses to the online questionnaire (Parent View), 37 responses to a very recent school questionnaire and the 12 responses received to the staff questionnaire.
- The inspector scrutinised school information regarding pupils' progress, the quality of teaching over time, improvement planning, information related to observations and moderation carried out by the local authority and other external support. Other documentation included those related to the work of the school in keeping the pupils safe and attendance.

## Inspection team

Ronald Hall, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Benwick Primary is a smaller than average-sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported through school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupils premium (which is the extra government funding which in this school applies to those children in local authority care and those known to be eligible for free school meals) is above average.
- The Reception children are housed in a separate classroom block from the main building.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Raise achievement in English by making sure that all teachers
  - provide pupils across the school with the skills to improve their handwriting
  - consistently demand high standards of presentation.
- Raise the quality of teaching further by making sure that all adults who support learning are fully aware of their role during a lesson and always support the pupils effectively.

## Inspection judgements

### The achievement of pupils is good

- Pupils generally enter the school with the skills and knowledge typical for that age, but this can vary from year to year. However, pupils make good progress in the Reception class, especially in their social and behavioural skills. Although pupils enter Key Stage 1 with skills below those expected for their ages, the children gain a solid foundation to their future learning and have an eagerness to learn.
- The school has a high proportion of pupils who enter the school at times other than those normally expected. The results in the 2013 Year 6 national tests suffered as a result of this because 25% of its pupils changed just prior to the tests. Many who left were the most able pupils and those who entered at this time did so with skills well below those expected of their ages. Those pupils who went all through the school gained at least average results and made good progress.
- Good progress continues across the school and this is the case for all groups of pupils. Progress rates for the most able pupils are increasing. Pupils who enter the school at times other than those expected are quickly assessed and their needs fully met so that they make at least good progress. School information shows that these pupils quickly catch up on lost learning, although those pupils who entered the school in Year 6 in 2013 did not have enough time to catch up.
- Progress accelerates in Key Stage 2 and pupils' state that as lessons have improved, they enjoy learning more and want to achieve their best. Pupils' who find learning more difficult because of their behaviour make rapid progress in improving their social skills and as a result their progress in reading, writing and mathematics improves. For example, as one pupil stated, 'I used to misbehave all the time, but now I enjoy learning and I can read and do maths much better.'
- Pupils who receive additional funding through the pupil premium make good progress in line with their classmates. This is due to the excellent interventions the school puts into place. Specialist agencies, resources and individualised programmes of learning are all used to make sure that every pupil achieves their best. Although pupils who left the school in 2013 were approximately two terms behind their peers in mathematics and English, this represented good progress from very low starting points.
- Disabled pupils and those with special educational needs make good progress in their reading, writing and mathematics. They are well supported by highly trained staff and specialist agencies to make sure that all their needs are fully met. This is especially so in terms of improving behavioural and social skills development. The success of which is clearly seen by the rapid decline in behavioural issues within the school.
- Attainment in mathematics has risen sharply and is above the national average. This is due to particularly good teaching in this subject. Resources are plentiful and lessons engaging. For example, children in the Reception class made outstanding progress in learning about doubling numbers. The activities were practical and fun and the children learnt quickly. Several even challenged the inspector to answer doubling questions quicker than they could.
- Although pupils' achievement in English is improving and pupils make good progress this is hindered by their lack of handwriting skills. This in turn causes untidy presentation and some messy work. Teachers do not provide opportunities for pupils to practise their writing skills and are inconsistent in demanding high levels of presentation. As a result pupils are not always able to read their own work and so cannot improve it.

**The quality of teaching is good**

- Information on the quality of teaching provided by the school, local authority and other external moderation shows that teaching has been good over time. Observations during the inspection and a review of pupils' books support this view. Parents and pupils feel that teaching is good. As one pupil stated, 'Teaching has got better and teachers make learning fun and so we are doing better.' Another stated, 'I have been here since I was little and teaching has got much better.'
- Teaching in the Reception class is good and at times outstanding. Resources are used effectively to make sure all learning areas are bright and fun. The other adults who support learning are excellent. They fully understand their role, engage with the children at all times and use their initiative to make sure the children make good progress. This was clearly shown during a letters and sounds (phonics) lesson, where the assistant helped children make excellent progress.
- Teachers manage behavioural problems very effectively and pupils stated that teachers dealt with issues fairly and quickly. There is very little time lost in lessons due to poor behaviour. During observations teachers and other adults used gentle persuasion, positive comments and consistent expectations. This resulted in pupils quickly concentrating on their work and many often apologised for their actions.
- Teaching in mathematics is a strength of the school resulting in rapidly rising attainment and progress in this subject. Teachers provide challenging tasks during lessons, use resources effectively to provide practical experiences and make sure pupils understand their work. In a lesson on angles Year 5 and 6 pupils were observed using protractors in a variety of ways and good adult questioning challenged pupils' thinking and extended their understanding.
- Teaching in English is not as strong due to historically weaker teaching. New teachers with specialist skills in this subject are leading the drive for improvement and standards are rising. Pupils commented that they do much more reading and writing and teachers help them to understand how to construct more complex and interesting sentences.
- In Year 1 pupils do not do very well in the national screening check due to their low attainment on entry to the school. Due to good teaching of letters and sounds the pupils quickly catch-up and attainment improves in the Year 2 retakes. Teachers and the other adults who support learning pronounce letters and sounds very accurately. This results in pupils being able to build words and sounds effectively and so accelerates progress in reading.
- Teachers and the other adults who support learning build excellent relationships with the pupils and have high aspirations for their pupils. This results in the pupils feeling that teachers care about them and want them to be successful. One pupil summed this up perfectly when they stated, 'When I came here I was very quiet, shy and didn't feel I was worth anything. The teachers really care for us and made me feel worthwhile, important and that I can do things.'
- Generally the other adults who support learning are used effectively, but this is inconsistent and in a small number of lessons their contribution to learning is weak. For example, during introductions to lessons, assistants do not support pupils in understanding what the teacher is saying. They do not always know how to extend pupils' learning and/or adapt the work to make it easier for the pupils to understand and so make faster progress.

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

- Behaviour in Benwick Primary School is good. Little time is lost due to poor behaviour in lessons and there have been no exclusions for over a year. The school behaviour log shows a marked reduction in incidents and pupil comments support the view that behaviour has improved. One pupil stated, 'I've been here a long time and there used to be lots of problems with children being naughty, but this hasn't happened for ages.' All pupils spoken to agree with this view.
- All adults operate the rewards and behaviour policy consistently and so pupils know what is expected of them. As a pupil stated, 'All the teachers and assistants treat us fairly if we do something wrong and deal with problems quickly.' Staff respect the pupils and this in turn means pupils respect each other and adults. During the inspection pupils regularly opened doors for the inspector and always spoke politely to each other and to adults.
- Pupils' state there has been a little bullying in the past, but not for some time as no one tolerates this kind of behaviour. As one pupil stated, 'Teachers don't allow bullying and we don't like it so it doesn't happen now.' Pupils have an excellent understanding of the different kinds of bullying and especially internet bullying. Pupils were able to explain how bullying on the internet and/or their mobile phones could take place and what they can do if it happens to them.
- Many children enter the school lacking confidence and have social, emotional and behavioural learning difficulties. Due to the care, support and guidance staff provide they quickly learn to mix with other children sensibly. As they move through the school the consistency in staff expectations means that pupils learn to socialise, concentrate on their work and accept the differences between them.
- In lessons pupils generally behave well and have positive attitudes to learning, however, where teaching is not as strong minor distractions take place. During observations when pupils did lose concentration and were asked to be on task pupils apologised for their actions. This demonstrates that they take responsibility for their actions, which is a result of the positive role models all adults provide.
- Pupils attend lessons promptly and are proud of their school. All pupils spoken to felt Benwick was a happy and improving school. All adults were smartly dressed and this has a positive effect on the pupils, who wear their uniforms with pride and keep themselves neat and tidy. As one pupil commented, 'We all like to be smart as people know which school we're from and we want to show everyone how good we are.'
- The work the school does to keep pupils safe is good. Pupils, staff and parents feel the school is a safe and secure place to learn. The school site and buildings are secure and in good repair. Teachers make sure that pupils have a good understanding of how to stay safe and healthy. Pupils were clear that all adults in the school keep them safe and advise them of what to do should they feel unsafe.
- Attendance is above average and improving demonstrating pupils' positive attitudes. Senior leaders have worked effectively with parents to help them understand the importance of education and to engage in their child's education. Parents rightly have a positive view of the school.

## The leadership and management are good

- The senior leadership team is very committed in its drive to improve the school. They have good links with the local authority and a local outstanding school, which have helped them to raise the quality of teaching and in turn raise achievement. This external evaluation and moderation of the school's work confirms the school has improved rapidly.
- The senior leadership team monitors all aspects of the school effectively and particularly the progress of the pupils. School information on pupil progress and attainment are monitored and validated by the local authority. The headteacher and other leaders have a good understanding of what good or better teaching looks like. They monitor teaching effectively and have brought in several new teachers.
- Subject leaders are relatively new to their posts in the last twelve to eighteen months. However, they have settled in quickly, effectively reviewed their areas of responsibilities and put into place action to bring about change. The literacy co-ordinator for example, has restructured reading across the school resulting in a rapid improvement in pupils reading skills across the school. Through their rigorous monitoring teaching has improved rapidly.
- The school's own view of its work is accurate and based on detailed information on all aspects of the school. The senior leadership team has a realistic view of the school and are fully aware they still have work to do to be outstanding. They have created a rigorous school improvement plan which has challenging targets and realistic timescales. Parents, staff and pupils are all involved in helping the school to improve.
- The senior leadership and governing body monitor the performance of teachers carefully and link this to the progress pupils' make. In turn this is used to make decisions regarding the progression teachers make on their pay scales. Underperformance in teaching has been tackled decisively. New teachers have been employed and regular staff training is used to improve their skills further.
- Leaders and managers make sure the school is a safe place to be. All safeguarding aspects meet requirements and all staff trained annually. The senior leadership team are fully trained in child protection as are several members of the governing body. Safer recruitment training has been carried out by several members of staff and members of the governing body. This means that everyone involved with the pupils are fully checked and so pupils are kept safe.
- Pupil premium funding has been used effectively to provide well trained staff to deliver one-to-one support and specialist resources. Funding is also used to make sure that all pupils can take part in all school events, which demonstrates the school's commitment to equal opportunities. Several pupils happily described the pleasure they had in taking part in residential visits. These actions have resulted in these pupils closing the gaps between themselves and their peers.
- The primary sports funding has been used to provide specialist teaching and to provide a greater range of sporting opportunities for the pupils. These specialists also provide training to the teaching staff to improve their skills in this subject. Pupils happily told the inspector about the wide range of sports they could do and the fact they enjoyed physical activities. They also explained in detail what they had to do to be healthy and fit.
- **The governance of the school:**
  - Since the previous inspection the governing body have undergone changes. They have carried out training to ensure they can challenge the school effectively. They use a wide range of first-hand information to ensure they have a good understanding and knowledge of the school.

This has been used to help drive the school forward. For example, the governors noticed the issues with writing in the school and led the way in developing strategies to improve this area of the school's work. All safeguarding and statutory requirements are met. They work closely with the senior staff to monitor the quality of teaching and therefore, are able to make informed decisions regarding the pay and progression of the staff. Governors closely check on the results of the pupil premium and primary sports funding, to ensure that it has a positive result for the pupils. All the information they collect is then used to compare how well the pupils are doing when compared against their similar nationally.



## 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> | 110627         |
| <b>Local authority</b>         | Cambridgeshire |
| <b>Inspection number</b>       | 430728         |

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>                 | 4–11                        |
| <b>Gender of pupils</b>                    | Mixed                       |
| <b>Number of pupils on the school roll</b> | 97                          |
| <b>Appropriate authority</b>               | The governing body          |
| <b>Chair</b>                               | Darren Gore                 |
| <b>Headteacher</b>                         | Jackie North                |
| <b>Date of previous school inspection</b>  | 19 June 2012                |
| <b>Telephone number</b>                    | 01354 677266                |
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