

Bentley High Street Primary School

High Street, Bentley, Doncaster, South Yorkshire, DN5 0AA

Inspection dates 17–18 March 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils of all abilities make excellent progress in reading, writing, mathematics and other subjects throughout the school. Standards are well above average by the time they leave in Year 6.
- Children make an outstanding start to their education in the early years. Their progress is excellent and they are very well prepared for their future learning.
- Disadvantaged pupils achieve extremely well and reach standards which are similar to those of others.
- Pupils' behaviour is exemplary. They feel very safe and well cared for. Attendance is above average and pupils are punctual and keen to learn.
- The quality of teaching is outstanding. Teachers and teaching assistants very effectively check pupils' progress during lessons to strengthen understanding and move learning forward.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well. An excellent range of sporting and creative activities, visits and visitors, prepare pupils for life in modern Britain and promote their physical and emotional well-being.
- The headteacher's energetic drive and ambition for the pupils are fully shared by the highly committed leadership team and very efficient governing body. Staff instil a passion for learning and pride in achievement in all groups of learners. Staff take leading roles in improving teaching and learning locally and nationally. As a result, the school has successfully maintained a high quality in all aspects of its work since the previous inspection.
- Subject leaders make a strong contribution to their areas of subject responsibility. The school has recently expanded the middle leadership team and developed new areas of responsibility. It is too early for these to be fully embedded.

Information about this inspection

- Inspectors observed lessons throughout the school and conducted several short observations of teaching and learning. These included six observations carried out jointly with members of the senior leadership team. Inspectors also looked at a wide range of pupils' work and listened to them read.
- Discussions were held with groups of pupils, the Chair and other members of the Governing Body, a representative of the local authority and members of staff, including senior leaders and other leaders with particular responsibilities.
- The inspectors took account of the 34 responses to Ofsted's online questionnaire (Parent View) as well as the results of the school's own consultations with parents. In addition, they spoke to parents during the inspection. The responses from staff to the inspection questionnaire were also considered.
- The inspectors observed the school's work and looked at a range of documents, including: information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding and documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Brian Stillings

Additional Inspector

Paul Copping

Additional Inspector

Full report

Information about this school

- The school is much larger than an average-sized primary school. The number of pupils on roll has increased since the previous inspection, as has the number of staff.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of disadvantaged pupils, those supported by the pupil premium funding, is well above the national average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The majority of pupils are White British. A small proportion of pupils are from minority ethnic families.
- A higher proportion of pupils than usual are from Gypsy Roma families.
- Children attend the nursery on a part-time basis.
- A much higher proportion of pupils than usual do not enter the school in the early years.
- The school meets the current government's floor standard, which is the minimum expectation for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school manages 'The Learning Centre' on behalf of the local authority. The centre provides outreach support for pupils with emotional and social difficulties in up to 58 schools. It opened after the previous inspection.
- 'Smilers' provides registered childcare on the premises. It is subject to a separate inspection and receives a separate report which is available on the Ofsted website.
- The school runs a daily breakfast club.
- The school is a National Teaching School. The headteacher is a National Leader of Education and four of the staff are Specialist Leaders in Education. They provide training programmes and support to other schools as part of Partners in Learning.

What does the school need to do to improve further?

- Further strengthen the already extremely effective leadership by:
 - embedding the new middle leadership team's role in monitoring, evaluating and promoting development in all aspects of its work.

Inspection judgements

The leadership and management are outstanding

- The headteacher's excellent vision, energy and direction for school improvement are shared by staff, the governing body, parents and pupils. There is an imaginative and continuous pursuit of high standards in every aspect of the school's work that has been sustained since the previous inspection. An outstanding environment for learning promotes the pursuit of excellence in pupils' academic and personal achievement.
- The senior leaders are excellent role models to other staff; they are very skilled in improving the quality of teaching and setting targets to which others aspire. They work tirelessly with the headteacher to create and lead professional development programmes to raise standards of teaching within the school and also locally and nationally. They ensure expectations are consistently high and that any variations in teaching or achievement are speedily addressed.
- Middle leaders are effective in their roles and contribute well to school improvement. For example, they create detailed and accurate action plans and regularly make presentations to the governing body and senior leaders on their subject areas. The school has recently enlarged the middle leadership team and extended its role to develop and analyse themes which cross several subjects, such as history and geography. This new direction is not fully embedded.
- Staff morale is high. Teachers, teaching assistants and support staff warmly appreciate the high quality of training and support they receive to promote their professional development.
- Pupils' achievement is accurately assessed in all subjects and well-researched actions for development are established. As a consequence, the high standards in reading, writing and mathematics are reflected in other subjects including computing, history, music, science and physical education.
- The school's use of rigorous procedures to check and measure pupils' achievement in all areas of learning is excellent. Staff's knowledge of the different stages of pupils' progress in all aspects of their learning is excellent. The school makes very good use of thorough analysis of this data to set the direction for school improvement and sustain the high standards.
- Pupils make outstanding progress in a range of subjects because teaching is very well informed through continuous high-quality training delivered both through the school and partnership with other schools and the local authority. The headteacher and her staff provide leadership and support to other schools in many aspects of education.
- Staff are held fully accountable for the progress their pupils make. They have to show that they meet challenging targets, linked to improving pupils' achievement, to reach the next salary level.
- The local authority provides appropriate support to this outstanding school through regular visits and challenging reviews of pupils' achievement. The local authority contributes to a good range of training opportunities for staff and the governing body.
- The school tackles any issues of discrimination and fosters good relations very well. It promotes equality of opportunity very successfully and this contributes very effectively to the well-being of children and their families. This is particularly evident in the narrowing gap between the attainment of disadvantaged pupils and others.
- Statutory safeguarding requirements are met. Policies are up to date and reflect robust local and national guidance. Staff are well-trained and vigilant in child protection and are supported by very good systems of communication and record keeping.
- The additional funding for disadvantaged pupils is used extremely well and has a very positive impact on minimising any gap between the standards they reach and those of other pupils. Pupils' individual learning needs are clearly identified and they are given support in class, including one-to-one training if needed, linked to their work in the classroom. Expenditure is very precisely measured and analysed by leaders and the governing body to increase its effectiveness.
- The curriculum is rich and exciting. Literacy and numeracy are central to the school's work. Pupils have many opportunities to develop musical, artistic and sporting skills. The school makes effective use of the primary school sport funding and builds on existing good links with local professional sports organisations. This successfully contributes to pupils' extensive involvement in competitive sports and team games and the development of teachers' skills in promoting physical education.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well. Pupils are extremely well prepared for life in modern Britain. For example, they visit local council offices, the House of Commons and receive visits from politicians to inform their understanding of the democratic process. The Chair of the Governing Body contributes to pupils' understanding of the rule of law through presentations on the role of magistrates and work with school councillors. Tolerance and respect for

others' views are promoted strongly through many aspects of the school's ethos, assemblies and studies in history and religious education.

■ **The governance of the school:**

- The governing body is extremely well led and managed. Governors are passionate about the school and determined to sustain the best in all it does. The governing body has reviewed all aspects of its work and acted in full on any recommendations raised. The governing body is kept fully informed through detailed reports from the headteacher linked to the school improvement plan and its own frequent and systematic checks on the school's work, such as learning walks with senior and middle leaders. Governors regularly receive up-to-date and precise information on children's achievement and the quality of teaching. They make very good use of this information to hold leaders to account.
- Governors are very well informed of the quality of teaching in order to support decisions as to whether teachers should be rewarded with salary increases and to review targets for the headteacher. They keep detailed records of the process to inform future development. They ensure that staff only receive salary increases if their pupils meet their achievement targets.
- There is an extremely good match of individual skills to roles on the governing body. Consequently, the efficient use of data and how best to use staff, are discussed in depth. For example, following these discussions middle leadership was extended. This ensures that leadership continues to develop and to be of the same high quality in the future. The school's policies are up-dated regularly and the governing body ensures statutory requirements are met. The governing body manages finances very well by ensuring the close scrutiny of all aspects of budget planning and the use of specific funds such as pupil premium and sports funding.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils are very polite and considerate towards each other and they respond extremely well to the care that all adults show them. They evidently enjoy their school and are keen to talk about their experiences. They are very friendly.
- Pupils have extremely positive attitudes to learning. They move quickly and efficiently to their tasks and work extremely well with others. They work very hard and often produce high-quality and well-presented work. They often assess and mark their own work and do so with care and integrity. They take their many roles, such as school councillors, 'trolley dollies' and librarians seriously and provide constructive support to each other.
- Pupils' conduct is exemplary in response to the high expectations of all staff. They settle very quickly to work in their lessons and move smartly around the school. They are extremely attentive and listen well to teachers and to each other. Pupils are extremely well behaved at lunchtime in the dining hall, when over 300 pupils take a school meal.
- The school makes very good use of the primary school sport funding for outdoor activities at breaks and lunchtimes. These develop many aspects of pupils' personal skills, such as cooperation, leadership and sportsmanship, as well as improving their health and well-being.
- Excellent relationships with pupils and their parents are well established from the beginning of every child's first contact with the school. This underpins many aspects of pupils' rapid progress. Parents and staff confirm the pupils' very positive views of the school.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe and their parents strongly agree.
- The school keeps very detailed records of the rare incidents of poor behaviour and responds to them in a robust and well-considered manner. Exclusions are rare and are well managed. The school has had significant success in supporting pupils who have been excluded from other schools and improving their achievement. They receive good support for this from the experiences of the Learning Centre staff.
- Pupils understand risks and dangers in their everyday life. They are very well informed about different types of bullying including racist, homophobic and internet concerns. They explain how bullying differs from general bad behaviour. Pupils correctly feel that there are very few incidents but know what they would do should they occur. Above all, pupils are very tolerant of others' views and beliefs, and staff and the governing body work very effectively to promote this.
- Attendance is above the national average and rising. Pupils are punctual. As a consequence, they are well prepared for work in their future lives. The school has rigorous procedures to monitor and improve

attendance.

- Pupils are extremely well prepared for keeping themselves safe in later life. They know about the dangers and misuse of drugs and alcohol through personal, social and health education. Visits from the health and emergency services provide extra, helpful information. Residential and other visits help pupils to assess risks and enjoy challenging activities safely and healthily.

The quality of teaching is outstanding

- Teachers have very high expectations of all their pupils. Pupils learn in a calm working atmosphere from the early years onwards. They know that they come to the school to learn and are ready and able to do so. The headteacher and all her staff set an excellent example for pupils through their energy, commitment and ambition in all their work.
- Teachers' use of marking and feedback makes an excellent contribution to pupils' progress and their ability to improve their own work. Teachers set precise and challenging targets for pupils to reach and use marking well to guide them to the next steps in learning. They make certain pupils have time to address any issues raised and eradicate errors.
- Teachers have excellent procedures to welcome pupils who start the school at times other than the early years. Teachers assess learning with precision from the moment pupils start. They build excellent relationships and ensure pupils quickly settle into school life.
- The teaching of reading is outstanding. The effective teaching of phonics (letters and the sounds they make) from the early years onwards contributes to pupils' success. Pupils' love of reading is strongly promoted throughout the curriculum. For example, they study Shakespeare in history topics, and stories and poems stimulate art, movement and music work. Teachers make very good use of homework and a strong partnership with parents to boost pupils' learning skills.
- Writing skills are systematically and imaginatively taught. Pupils increasingly develop a fluid handwriting style from the early years. Teachers expect pupils to write for a wide range of purposes and apply accurately the grammar, spelling and punctuation skills they are learning. Pupils' writing skills are well developed through many subjects such as geography, history and science. They are reinforced, for example, through scientific accounts on nocturnal animals in Year 2 to persuasive arguments and debates on the theory of evolution in Year 6. Writing on the local coal-mining history and studies on Ancient Egypt all contribute to the breadth of pupils' writing.
- The teaching of mathematics is outstanding. Pupils' mental and calculation skills are systematically and thoroughly taught at an excellent pace. For example, in Year 5, pupils make very good use of their knowledge of multiples and factors to develop formulae for finding perimeter and area of irregular shapes. Pupils regularly apply their skills in real-life problem-solving situations. For example, Year 2 pupils, especially the most able, gather their own data. They produce detailed tables, graphs and charts independently with an excellent understanding of scale on a science-based theme. Rigorous marking contributes to their success in mathematics.
- Teaching assistants are very effectively deployed. High-quality training ensures they have a strong subject knowledge to support many elements of pupils' learning. Teachers and teaching assistants question pupils extremely efficiently to check their progress during lessons and make adjustments to tasks accordingly.
- The learning needs of disabled pupils and those who have special educational needs are thoroughly understood. The special educational needs leader ensures all staff are well trained and informed to provide specialist support where it is needed. They effectively draw on the expertise of the Learning Centre staff.
- The most able pupils are taught very well and make excellent progress as a result. Pupils are challenged to work hard and apply the skills they have acquired consistently throughout their lessons. Pupils are expected to be resilient and to persevere from the early years onwards.

The achievement of pupils is outstanding

- All groups of pupils make excellent progress throughout the school. They build rapidly and strongly on their earlier learning in all subjects from the early years to when they leave in Year 6. Pupils have very positive attitudes and effective skills for improving their own learning, which contribute to their success.
- Standards of reading, writing and mathematics are well above average by the time pupils leave school in Year 6, which is reflected in National Curriculum results since the previous inspection. Standards of

grammar, punctuation and spelling are also well above average. A dip in writing outcomes in 2014 has been rigorously addressed through intensive training for staff, curriculum changes and well-planned interventions. As a result, current pupils are working at higher standards.

- Pupils make excellent progress to the end of Year 2. National Curriculum results were below average in 2014, however, and are generally more variable than by Year 6. This is largely a consequence of the much higher proportion of pupils than nationally who do not start at the school in the early years, several not joining until Year 2. The school's data and pupils' work, supported by inspection evidence, show that those who spend longer in school achieve extremely well and reach at least average standards, and increasingly above average, by the end of Year 2. The school has rigorous procedures to meet the needs of pupils who join at later points and thus to ensure they make rapid progress.
- The high proportion of disadvantaged pupils make excellent progress overall. They are narrowing the gap between their attainment and that of non-disadvantaged pupils in the school and attain at least the national average. In 2014, the results of National Curriculum tests for disadvantaged pupils were in line with those of other pupils in the school in reading and mathematics. They were just over a term below in writing. The attainment of the disadvantaged pupils was over a term above national averages for non-disadvantaged pupils nationally in reading and mathematics and in line in writing.
- The most able pupils make excellent progress and an above-average proportion of pupils reach standards higher than normally expected. The pupils show high levels of maturity, enthusiasm and the ability to take the initiative. For example, they raise thought-provoking questions and undertake detailed research in work on, for example, theories of evolution and the work of Charles Darwin.
- Disabled pupils and those who have special educational needs make outstanding progress from their individual starting points. Their individual needs are very accurately and precisely checked. Comprehensive and precisely targeted teaching ensures these pupils make excellent academic and personal progress.
- Pupils' achievement in and love of reading are excellent. Pupils of all abilities read aloud with confidence, expression and fluency. They make a very strong start in learning phonics from the early years and this is reflected in at least average results in checks in Year 1. By Year 6, pupils have an excellent knowledge of the style of different authors and the way that authors use language to develop plot and characters. They give very good reasons for their reading preferences and choices, and make excellent use of the school's library.
- Pupils' achievement in mathematics is outstanding. Pupils make rapid progress in fluent recall and application of mental and written calculations. They use their skills well in strategic problem-solving activities. They have an extremely good understanding of shape and measure and use precise and accurate mathematical vocabulary to explain their reasoning.
- Pupils make excellent progress in writing. Grammar, spelling and punctuation skills are well above average by the time pupils leave in Year 6. For example, when pupils edit their own writing, they discuss the use of semi-colons and apostrophes to improve the clarity and flow of their work. Pupils write for a wide range of reasons with imagination and an impressive vocabulary. For example, in Year 4 pupils write thoughtful biographical poems in the role of a Viking warrior: 'I look into my wife's hazelnut-brown eyes and see my reflection – how can I leave this beautiful woman?'

The early years provision

is outstanding

- High-quality leadership and management have ensured that the high quality of provision has been maintained since the previous inspection. Teachers and teaching assistants thoroughly understand the needs of young children because of the high-quality professional development the school provides.
- Children's starting points are generally below those typical for their age. In particular, children's reading, writing and social skills are low. They make especially rapid progress in these areas and many others, such as physical development and designing and making skills. As a result, they are strongly prepared for Year 1. The percentage of children achieving a good level of development at the end of the Reception year is broadly in line with the national figure in most areas of learning and increasing.
- Relationships are excellent. Children have a wide range of prior learning experiences before they start school. Staff quickly establish excellent relationships with parents through rigorous induction procedures. These procedures enable the staff to build an excellent initial knowledge of children's individual starting points and move quickly to eliminate any gaps in their learning. The school is shortly opening provision for two-year-old children to strengthen the start they receive.
- The quality of teaching is outstanding. Staff are highly trained and very good motivators. They very accurately assess children's achievement and plan activities to build on their experiences. Staff carefully consider the questions they ask to reinforce children's understanding of new learning and encourage them

to think deeply. Resources are exciting and colourful and children are eager to handle them. Teaching assistants are very effectively deployed.

- Reading and writing skills are rigorously taught. Children are utterly engaged by nursery rhymes, songs and stories that everyone can join in with, such as 'Not Now Bernard'. They write about their feelings and emotions in exciting art and design work on monsters. Activities such as spiral-shape writing and 'Funky Fingers' activities such as fastening nuts and bolts contribute to children's very good pencil control and early handwriting.
- Children's mathematical skills are extremely well taught. Children are challenged to use their knowledge of number and shape to solve problems through a wide range of activities both inside and outside the classrooms. For example, children use their knowledge of addition and subtraction on a number trail through the grounds. In the highly exciting messy mud kitchen, children make comparisons of size and capacity and staff set increasingly difficult problems.
- Disadvantaged children's achievement is excellent. They make particularly good gains in their early language and communication skills. They are confident in talking to adults and other children. They feel safe and secure.
- The most able children make outstanding progress because they make rapid gains in key skills such as phonics and addition and subtraction. They engage in exciting problem-solving activities such as ordering numbered cones outside to 20 and beyond and conducting their own calculations. They make very strong progress in their phonics skills and early comprehension.
- Children of all abilities work and play well together and concentrate on all their activities. Their behaviour and safety are outstanding. They feel extremely safe and are well cared for. Their spiritual, moral, social and cultural development is promoted very well and they are curious about the world about them, concentrating closely. They tidy up with care and enthusiasm and organise their work very well.

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

Unique reference number	106752
Local authority	Doncaster
Inspection number	453295

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	446
Appropriate authority	The governing body
Chair	Ian Brown
Headteacher	Janis James
Date of previous school inspection	16 March 2010
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