

Inspection of Bentley Church of England Primary School

School Lane, Bentley, School Lane, Farnham, Surrey GU10 5JP

Inspection dates: 14 and 15 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's/college's overall effectiveness under the inspection framework in use at the time. From then until this year the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Every day, pupils thoughtfully apply the school's values of 'Love, Courage and Community' to their learning and to the firm friendships they make. Pupils are taught to explore 'big questions' and debate their ideas. They do this safe in the knowledge that everyone's view is valued. Pupils therefore enjoy working with their classmates and are clear that bullying does not take place.

Pupils take seriously their responsibility in helping everyone at school to be their very best. Staff sensitively balance high academic expectations with time for pupils to think about their own well-being. One pupil stated that 'making you happy is a key part of Bentley'. Pupils trust the adults at the school to always be available to listen to any worries. Time spent talking about different emotions has been particularly valued during the disruption caused by COVID-19 (coronavirus).

Learning is not something that only happens within the school day. The vast array of extra-curricular opportunities, before and after school, means that there is something for every pupil. Sports, music and art clubs help pupils to develop their different interests and talents. Pupils keenly participate in these opportunities as well as the memorable residential trips that are on offer.

What does the school do well and what does it need to do better?

Learning at Bentley is ambitious, exciting, and inclusive. Leaders are determined that all pupils, including those with special educational needs and/or disabilities will develop the detailed knowledge that will help them to succeed. Leaders are ably supported by a knowledgeable governing body. Governors have been very supportive during the period of COVID-19. Leaders value this and the ongoing guidance that is provided.

Central to the school's ambition is the rich and comprehensive personal development curriculum. Leaders prioritise helping pupils develop their understanding of what it means to be an active citizen. Pupils are given meaningful opportunities to support their local community, as well as other children across the world. The school's partnership with a village in Gambia, as well as lessons exploring global environmental challenges, are examples of this. Pupils show respect for each other's ideas and what makes each person unique.

Pupils and staff are passionate about reading and can readily recall their favourite books. Reading is prioritised from the very first day of Reception. This includes the focused teaching of phonics, as well as the use of story books that help children explore their ideas and emotions. Throughout key stage 1, reading is assessed regularly. This ensures that additional help is provided quickly when needed. Older pupils read fluently and with confidence. Pupils read a wide variety of books and use these to improve and develop their writing. Work sampled across the school

demonstrated pupils' confidence in using interesting vocabulary to create exciting descriptions and stories.

Leaders have continued to develop many other areas of the curriculum over recent years. For example, in mathematics, the knowledge and skills pupils need to develop have been carefully mapped from Reception to the end of Year 6. Pupils can confidently solve maths problems using different resources they are given. Parents also value the additional support they have had to help their children learn mathematics, particularly during the recent periods of remote education.

Across other subjects, pupils follow a curriculum that begins in the early years. For example, in history, Reception children begin by thinking about how they have changed since they were born, as well as changes within their family. In key stage 2, pupils learn about different historical civilisations. Through this, they consider and debate concepts such as democracy and tyranny. However, currently there is not a clear process in place that checks whether pupils are secure in what they have learned before they move on. Leaders are aware of this and are working with teachers to make sure this process is put in place. This will ensure pupils can build their confidence as they learn new knowledge and skills.

Behaviour throughout the school is exceptionally positive and attendance is very high. Pupils are taught about the school's rules and routines from the very start and follow these consistently. Pupils are also eager to learn and know their role in ensuring their friends can learn too. The school is very calm, and learning is rarely disrupted. Staff receive high-quality training to support any pupils who may need help in managing their behaviour. When required, leaders work closely with an alternative provider and other professionals to provide valuable social and emotional therapy. Parents and staff really appreciate how this additional support has helped pupils develop their confidence as learners.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a comprehensive knowledge of their pupils. This, alongside regular safeguarding training, means adults quickly identify any concerns regarding the well-being and safety of pupils and their families. When required, leaders are tenacious in making sure families get the help they need from the appropriate external agencies. This includes support from the local church community.

Pupils can confidently explain what they need to do to stay safe. Staff provide many different learning opportunities to help pupils identify any potential risks. This includes lessons on road safety as well as how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment within the foundation subjects is not yet consistently in place. Teachers do not always carefully check that pupils have securely learned the key knowledge and skills before moving on. Leaders should work carefully with teachers to implement and monitor this assessment. This will support pupils to build and secure the knowledge they need across the school's curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	116279
Local authority	Hampshire
Inspection number	10199409
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair of governing body	Nicholas Austin
Headteacher	Katy Pinchess
Website	www.bentleyprimaryschool.co.uk/
Date of previous inspection	26 and 27 April 2007

Information about this school

- The school is a member of the Diocese of Winchester and has a Christian character.
- A Section 48 inspection was carried out in February 2018. The school was graded good.
- The school offers wraparound care for pupils at the school. It is managed by school leaders and run by non-teaching members of staff.
- The school is currently using one alternative provider.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors met with senior leaders, staff, pupils and representatives of the local governing body, including the chair. An inspector also spoke with a representative from the local authority.
- The inspection team did deep dives in early reading, mathematics, history and physical education. They discussed the curriculum with subject leaders, teachers and pupils, visited lessons and looked at samples of pupils' work.
- Inspectors considered the 60 responses to Ofsted's Parent View questionnaire, including 43 free-text comments. They also took account of the responses to the confidential staff survey as well as the views of pupils that were gathered throughout the inspection.
- To evaluate the effectiveness of safeguarding, inspectors viewed the school's website and policies, met with the designated safeguarding leader, spoke with pupils and staff, checked school records of safeguarding checks carried out on adults working at the school and spoke with governors.

Inspection team

Aimee Floyd, lead inspector

Her Majesty's Inspector

Judith O'Hare

Ofsted Inspector

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