

Inspection of Bentley West Primary School Additionally Resourced for Hearing Impaired

Monmouth Road, Bentley, Walsall, West Midlands WS2 0EQ

Inspection dates: 29 and 30 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils at Bentley West Primary are friendly and welcoming. The 'STAR' values help staff and pupils to have warm, caring relationships. Pupils are happy and feel safe at school.

Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). There is still work to do to ensure that these expectations are realised. In some subjects, leaders have not thought carefully enough about what pupils should know. This means that pupils do not learn as much as they should.

Pupils are curious and keen to learn. They behave well in classrooms and understand the school rules. Leaders deal with bullying effectively.

Pupils enjoy opportunities to take on positions of leadership, such as being playtime leaders and ICT ambassadors. This helps pupils to understand how to be responsible. Pupils meet inspiring visitors, such as commonwealth medallists. They enjoy trips, for example, to Dovedale and to the local park. Currently there is a limited range of clubs. Pupils say they would like more opportunities to develop their interests and try new things.

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

Leaders have started to design a curriculum that is ambitious for all pupils. In some areas, such as mathematics and art and design, this process is further developed. In art and design, leaders have carefully considered the progression of skills from early years to Year 6. Pupils achieve well in this subject. Younger pupils use artistic language, such as 'abstract' and 'folk art', correctly when describing their work. In other subjects, leaders have not identified exactly what they want pupils to learn clearly enough. Pupils do not benefit from well-sequenced activities in these subjects. Consequently, pupils do not achieve as well as they could.

Leaders identify pupils with SEND promptly. This means that teachers can provide extra support and resources when needed. Pupils with SEND value this support. Pupils with severe or profound hearing loss are fully integrated into mainstream school life. Pupils with SEND overwhelmingly say that they enjoy school. Some pupils with SEND have important leadership roles in school. This promotes equality of opportunity and ambition for all. Pupils with SEND achieve well.

Leaders understand the importance of reading. Teachers read to pupils every day and classrooms have well-resourced reading areas. Children begin learning phonics as soon as they start in Reception. However, leaders have not ensured that staff follow the early reading curriculum carefully enough. Pupils do not have enough time to practise blending sounds together to make words. In addition, some pupils are not able to read the words in the books that they take home. As a result, some pupils do not learn to read as quickly as they should.

There are positive relationships between staff and children in the early years. Children settle quickly into school because routines are well established. Staff focus on helping children to develop their language skills. Children play happily alongside each other. However, leaders have not thought carefully enough about the content or sequence of the curriculum. The skills children need to learn are not all mapped out clearly to ensure that children's learning builds on what they already know. Children are not prepared well enough for learning in Year 1.

Leaders and staff promote a positive culture of mutual care and respect. Pupils feel valued. They know right from wrong. Pupils are keen to help each other and want to learn. Low-level disruption is rare and does not interrupt learning. A 'morning group' helps pupils who need a calm start to the school day to settle. This has helped to improve the attendance of some pupils. Pupils said that they really value the opportunity to share any concerns with a counsellor.

Pupils learn about celebrating difference and mental health in assemblies and lessons. They show tolerance for everyone in school. They also talk about issues of race and diversity with respect.

Leaders are committed to improving the school. They care about the pupils and staff. However, they do not always analyse the information they collect about different areas of the school's work in a systematic way. This means that, on these occasions, they do not identify what is not working well enough to help them decide what they should do next.

Staff are proud to work at this school. This is because leaders, including governors, care about their well-being. Staff are very positive about the actions taken to reduce their workload.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a priority. Leaders respond appropriately to concerns when they arise. They are persistent when seeking support from outside agencies. Checks on staff's suitability to work with children are thorough. Staff complete regular training so that they know what to do to identify when a pupil may be at risk. They report any concerns promptly.

Pupils learn how to keep themselves safe, for example when using the internet or when crossing a road. They know how to report their worries if someone behaves in a way that makes them feel uncomfortable.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not designed a curriculum that is well thought out and sequenced. In these subjects, it is unclear what pupils should learn and when they should learn it. This means that pupils do not build up their knowledge and skills as well as they could. Leaders should ensure that the curriculum is well planned and sequenced in all subjects so that pupils build their knowledge logically over time.
- Leaders have not ensured that all staff follow the school's early reading curriculum. As a result, some pupils do not learn to read as quickly as they should. Leaders should ensure that all staff receive training and support to enable them to follow the early reading curriculum as leaders intend.
- Leaders have not thought carefully about a range of wider experiences to enhance the curriculum. Pupils do not have enough opportunities to attend clubs and develop their interests and talents. Leaders should develop a programme of extra-curricular activities that better supports pupils' personal development and help pupils to explore a range of interests.
- The early years curriculum is not well thought out and sequenced. Children do not develop their knowledge and skills as well as they could. Leaders should ensure that the early years curriculum is well planned and sequenced so that children build solid foundations in all areas of learning and are ready for learning in Year 1.
- Leaders do not adopt a systematic approach to monitoring areas of the school's work. This means that they are not clear about the key priorities for improvement. Leaders, including governors, should ensure that monitoring activities identify clear actions to improve the quality of education.

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.

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	104174
Local authority	Walsall
Inspection number	10256934
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	440
Appropriate authority	The governing body
Chair of governing body	Mike Lee
Principal	Kate Magner
Website	www.bentley-west.org.uk
Date of previous inspection	1 and 2 May 2019, under section 5 of the Education Act 2005

Information about this school

- The principal is also principal of King Charles Primary School. She is supported at Bentley West by a head of school.
- The school is part of The Bentley Federation. The schools include Bentley West and King Charles Primary Schools and the Children’s Centre.
- The school has an additionally resourced provision for pupils who are severely or profoundly deaf.
- Leaders do not make use of any alternative provision.

Information about this inspection

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

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

- The inspectors carried out deep dives in reading, mathematics, art and design and history. For the deep dives, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- Inspectors held meetings with the principal, head of school, curriculum leaders and the special educational needs coordinator. The lead inspector met representatives of the governing body and spoke with a representative from the local authority.
- The lead inspector met with the designated safeguarding lead to discuss the actions taken to keep pupils safe. The lead inspector reviewed a range of documents, including the school's single central record.
- The inspectors took account of responses to Ofsted Parent View and the staff survey. Inspectors spoke informally with parents.
- Inspectors met with the leaders responsible for the early years, pupils with SEND, disadvantaged pupils, behaviour, attendance and personal development.
- Inspectors examined a range of school documentation, including leaders' improvement plans, records of governance and documentation relating to pupils' attendance and behaviour.
- The lead inspector listened to a sample of pupils in Year 1, Year 2 and Year 3 read to a familiar adult. Inspectors met with groups of pupils from across the school.

Inspection team

Corinne Biddell, lead inspector	His Majesty's Inspector
Leah Adams	Ofsted Inspector
Linda Brown	Ofsted Inspector

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