

Inspection of Bentinck Primary and Nursery School

Alfreton Road, Hyson Green, Nottingham, Nottinghamshire NG7 4AA

Inspection dates: 7 and 8 February 2023

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

Inadequate

What is it like to attend this school?

Bentinck is a happy and welcoming school. Pupils are proud to be part of its community. There is a tangible sense that their motto, 'Together we make a difference', means something. Pupils are constantly reminded by staff of the importance of respect and tolerance. They learn to celebrate difference. One parent stated: 'The school is a very inclusive school. Staff and pupils respect each other equally.' Pupils are keen to welcome new starters. They know they have a responsibility to be friendly. As one pupil said: 'We want to make new children feel better when they arrive.'

There is a calm and ordered sense around the school. Pupils behave well because staff have high expectations of them. Pupils say that bullying rarely happens, but should it occur, they know adults deal with it. Pupils say they feel safe. Pupils are courteous and respectful of each other. They play well together on the playground and work collaboratively in the classroom.

Pupils enjoy the opportunities to take on responsibilities, such as mini police and house captains. They aspire to be the 'Bentinck Superstar' for being a good role model. This title is important to them because their classmates vote for it.

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

Learning to read is a priority at Bentinck. Pupils learn to read as soon as they start the school. The identification of key vocabulary ensures pupils learn to communicate well with each other. Staff quickly identify when pupils need extra help with phonics. They provide timely support, and pupils quickly catch up. Books match the needs of pupils.

Beyond phonics, reading remains a priority. Recent changes to the reading curriculum have brought a tighter focus on comprehension. However, there is an inconsistent approach across the school. A wide range of carefully selected books engage and motivate readers. There is well-stocked, and well-used, library. The Year 6 'reading buddies' enjoy the opportunity to share their love of reading with younger pupils.

Recently, there has been much work to develop a sequenced curriculum. However, the key knowledge and content that pupils need to learn in some subjects are not sufficiently well planned or sequenced. Where identification of key knowledge occurs, in subjects such as mathematics, links with prior learning are strong. Consequently, pupils recall their learning well. However, approaches to assessment in some subjects do not consistently identify gaps in pupils' learning. In subjects such as history, adaptations made to the curriculum reflect the local community.

Children settle well in the early years foundation stage (EYFS). There is a clear focus on mastering basic vocabulary. There is a sequenced curriculum but, as with the wider curriculum, it lacks detail. Well-planned activities enable children to focus on

their learning. Children are keen to share their learning and do so with pride. Children work collaboratively and on their own. They settle well into routines and quickly learn to follow rules.

Leaders prioritise support for pupils with special educational needs and/or disabilities (SEND). Leaders are ambitious for these pupils and there is an inclusive approach. There are clear, individual plans for pupils with SEND. This ensures teachers and support staff provide what these pupils need in the classroom.

Pupils behave well. They are respectful and kind. The house system encourages them to understand their responsibility to behave well. Pupils are keen to fill their 'dot cards'. They receive them, as one pupil said, 'for going above the limits'. Pupils' attitudes to learning are strong. They understand the importance of attending school regularly. Leaders have rightly prioritised attendance. Rigorous and challenging systems ensure parents recognise their responsibilities.

Pupils develop character. They challenge what others present as important and significant. They learn about differing perspectives. Pupils are resolute that they should treat everyone equally. They understand the significance of British values and how they apply to them. One pupil stated: 'We know why this is important because teachers have told us to be kind to all, whatever culture and religion.' However, outside of the curriculum there are limited opportunities for pupils to develop beyond the academic.

Leaders focus on the most important things that make a difference to this school. They have developed renewed ambition. Recent support from the Nottingham Schools Trust has had a significant impact. Staff understand what they are responsible for and are committed to improvement. There is a shared vision. However, leadership beyond the senior level is not well developed. Governors understand their statutory duties. They hold leaders to account. While staff understand there is much work to do, they appreciate leaders' attempts to reduce workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders responded quickly to ensure systems for keeping pupils safe are effective. Appropriate checks and records make sure responsible adults work with pupils. Staff know about the signs of abuse. They understand their responsibilities. Extensive record-keeping provides leaders with the information they need to take appropriate action. Leaders work with a range of external agencies to ensure pupils and families get the support they need.

Overwhelmingly, pupils state they feel safe. They learn how to keep themselves safe online and in the community. Pupils know bullying is not tolerated. They know adults deal with any concerns they may have.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The key knowledge and content that pupils need to learn in some subjects are not sufficiently well planned or sequenced. It is not yet fully clear what pupils should learn, or by when it should be learned, to build their knowledge over time. However, leaders have begun to review and plan the curriculum from the Reception Year to the end of key stage 2. Leaders should ensure that curriculum plans for all subjects set out the knowledge that pupils should know and by when.
- Approaches to assessment do not always identify gaps in pupils' learning. In some subjects, teachers do not check effectively how successfully pupils acquire knowledge and use it. Leaders should ensure that assessment consistently assists teachers in producing clear next steps for pupils without causing unnecessary burdens for staff and pupils.
- Outside of the curriculum, there are limited opportunities available for pupils to develop beyond the academic. While there are responsibilities such as house captains and mini police, the experiences that pupils receive are limited. This means that pupils do not receive a broad range of activities to develop their interests. Leaders should systematically plan enrichment opportunities.
- Leadership beyond the senior level is not well developed. Subject leaders have had limited time to lead and monitor their subjects. This affects their ability to bring about improvements in their subjects, including through leading on curriculum development. Leaders should ensure that subject leaders have the necessary knowledge and time to lead their subject areas successfully and to improve the 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.

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	122407
Local authority	Nottingham
Inspection number	10265756
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	229
Appropriate authority	The governing body
Chair of governing body	Sara Gadzik
Acting headteacher	Lisa Holt
Website	www.bentinckprimaryschool.co.uk
Dates of previous inspection	21 and 22 July 2022, under section 5 of the Education Act 2005

Information about this school

- The school is a member of the Nottingham Schools Trust.
- The school does not make use of alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a graded (section 5) inspection under the same Act.

In accordance with section 13(5) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the acting headteacher, the acting deputy headteacher, the special educational needs coordinator, curriculum leaders and the EYFS leader.

- Inspectors carried out deep dives in five subjects: reading, mathematics, science, history and religious education. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils. They also looked at plans for the other curriculum subjects.
- The lead inspector met with the chair of governors and another representative of the governing body.
- The lead inspector met with the chief executive officer of the Nottingham Schools Trust.
- Inspectors gathered the views of stakeholders and spoke informally to parents outside the school, listened to pupils' views in and around school and met with staff.
- Attendance records, behaviour logs and safeguarding records were scrutinised, including the school's single central record. Inspectors also conducted meetings with leaders to discuss the safeguarding of pupils.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.

Inspection team

Mark Anderson, lead inspector	His Majesty's Inspector
Mark Mitchley	Ofsted Inspector
Tim Leah	Ofsted Inspector

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