

## Bentley Church of England Primary School

### Inspection report

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<b>Unique Reference Number</b>	116279
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	290482
<b>Inspection dates</b>	26–27 April 2007
<b>Reporting inspector</b>	Lily Evans

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<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 on roll</b>	
School	215
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Elizabeth Powell
<b>Headteacher</b>	Mr Philip Callaway
<b>Date of previous school inspection</b>	4 November 2002
<b>School address</b>	School Lane Bentley Farnham GU10 5JP
<b>Telephone number</b>	01420 525010
<b>Fax number</b>	01420 525011

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a popular school of smaller than average size. Most pupils are white British. The proportion of pupils with learning difficulties and disabilities is below average. It has achieved a number of nationally accredited awards including the Healthy Schools Enhanced award and working towards the Enhanced award this term.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school where standards are exceptionally high and have been so for the past nine years. Pupils' personal development is excellent. They grow to be mature, articulate and responsible individuals who are a credit to the school. Parents have very positive views of this welcoming school. One wrote, and;quot;The headmaster and his staff provide an inspiring and nurturing environment for our children.and;quot; The healthy schools award is testimony to the school's success in encouraging pupils to lead a healthy life style.

Pupils make exceptionally good progress. By the end of Year 6 many pupils exceed the levels predicted from Year 2 and all pupils with learning difficulties and disabilities reach level 4 in national tests. Standards in English, mathematics and science are consistently well above average. This is because the quality of teaching is outstanding and pupils' attitudes to learning are excellent. Throughout the school teachers have high expectations of pupils, use resources very well to make learning enjoyable, helping pupils to become confident, independent learners. Pupils are thoroughly assessed and progress tracked but the use of assessment by teachers and pupils to set even more demanding targets for learning is inconsistent despite some exemplary practice in literacy in the upper school.

Provision in the Foundation Stage is good and pupils are well prepared to move on to more formal lessons. Their curriculum provides enjoyable activities and encourages independent learning. By the time children enter Year 1, many have reached the targets expected of five year olds. Their achievement in communication, language and literacy is particularly good. As a result good progress is sustained in Key Stage 1 so that by the age of seven standards are above average.

The school's curriculum is very well constructed to foster a wide range of opportunities and experiences from an early age. Planning across the curriculum subjects such as history, geography and religious studies is supported very well by a programme of visits including residential from Year 3, and visitors who enhance learning by explaining for example about their religious beliefs. Pupils talk animatedly about their well presented project work and show how interested and involved they are in their researching topics such as on India. The pupils make full use of time before and after school, for clubs, music and swimming which is accommodated at a local special school. All pupils from Year 1 and above enjoy weekly French lessons, another feature which prepares pupils very well for citizenship in the wider community. Well planned intensive support programmes ensure that identified groups of learners are able to catch up and have their learning needs fully met.

The leadership of the headteacher is outstanding and the roles of senior staff who are key stage coordinators are still developing. This is because the school is shifting to devolving responsibility for monitoring and developing consistency of practice, such as in the use of assessment information across the school.

The school has fully addressed the recommendations of the last report and has strong potential to further improve. It has moved forward in all areas, enhancing learning opportunities, such as boys' writing and introducing an enriching personal and social skills programme and providing high quality ICT resources.

## What the school should do to improve further

- Develop the roles of middle managers to ensure assessment information is used more consistently to set even more demanding targets.

## Achievement and standards

### Grade: 1

Pupils' standards are well above average and achievement by the end of Year 6 is outstanding. In Reception, pupils enjoy a well-planned balance of adult directed and independent activities which helps them to make good progress. On entry to Year 1, most reach the expected levels for five year olds. Pupils maintain this good progress in Years 1 and 2, evident in their reading, writing and mathematics work. Since 2003, in Year 2, standards in all core subjects have been consistently higher than average. Pupils with learning disabilities and difficulties and summer born pupils have very well targeted support for learning and consequently make very good progress.

Through Years 3 to 6 pupils' rate of progress increases and their achievement is outstanding. They consistently attain well above average standards in English, mathematics and science, many exceeding grades predicted from Year 2 results. An exceptionally high percentage of pupils gain at least level 4 in all core subjects. The percentage of level 5 grades in mathematics and science are particularly high and English is also well above average.

## Personal development and well-being

### Grade: 1

Personal development is outstanding. The school succeeds in giving pupils the skills necessary to become well rounded citizens. Communication skills are particularly strong. Pupils appreciate opportunities to take responsibility. They are proud to serve on the school council and enjoy helping younger pupils, for example, organising break time activities. Pupils in reception class are encouraged to be helpful and show independent skills. Older pupils decide which charities to support, and show enterprise and decision making skills, by independently running activities at the school fete and managing a regular computer generated magazine. Pupils intelligently debate the benefits of a healthy lifestyle gained from sport and sensible eating. Spiritual, moral and social development is outstanding. Pupils have a good understanding of school and class rules. They are encouraged through links with the local churches and through personal and social skills lessons to be reflective in their actions and relationships. Their behaviour, observed during the inspection, was exemplary and pupils feel secure in school. Attendance is above average, reflecting the enjoyment pupils take in school, both in learning and in taking part in the many enrichment activities. Pupils describe their teachers as approachable and helpful. They cooperate well in class and respect each other's views, as seen in several lessons when pupils gave their opinions on a range of topics. The school works well to develop an awareness of other cultures, through projects, for example on India, and through a range of visits and links with other schools, including one in France.

## Quality of provision

### Teaching and learning

#### Grade: 1

Teaching and learning are outstanding overall. Older pupils in particular make very good progress because teaching is lively, engaging, and teachers have high expectations. Pupils' very positive attitudes also contribute to excellent learning. Skilful questioning encourages pupils to give extended explanations and there are very good opportunities for discussions. Throughout the school, good use of high quality resources such as interactive whiteboards stimulates pupils' interest and enjoyment. In the reception class pupils have fun using this facility independently to practise counting. Although work is usually levelled well, at times the readability of texts is too high for younger readers. This leads pupils guessing answers. Pupils praise the input of extra teachers who help them catch up on work by intensive small group teaching. Classrooms are stimulating and rich learning environments, where pupils' work is highly valued.

### Curriculum and other activities

#### Grade: 1

The curriculum is outstanding. A notable strength is the range of enrichment activities. Music is very popular and well over half of pupils are learning to play an instrument. In addition to the orchestra, there is a wide range of other activities such as the choir, drama and sports coaching. The school has a very good record in sports competitions. They make extensive use of facilities in other schools, for example to provide swimming as an integral part of the curriculum. French is a popular subject throughout Years 1 to 6. The extensive PSHE curriculum and residential visits contribute to their outstanding personal development. Vulnerable pupils and those with learning difficulties and disabilities have a well managed programme of targeted support which enables them to make exceptional progress. In the Foundation Stage the planning of play activities could at times be better linked to themes to more fully exploit learning opportunities. However resources to support learning are good quality, plentiful and well used.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good. Child protection procedures are thorough and well understood by staff. The school is an inclusive, caring community which succeeds in making pupils feel secure and gives them the confidence to succeed. Younger pupils benefit from the fruit and vegetable scheme, and all pupils have regular access to water. The PSHE programme supports pupils' emotional literacy very well through activities such as circle time. Teachers involve fully parents of pupils with learning difficulties and disabilities in the learning process and consequently these pupils make excellent progress. Gifted and talented pupils also have opportunities for appropriately challenging work, for example at master classes in another school. There is very good liaison with outside support agencies and with local schools also, so that pupils can transfer confidently to the next stage of education. Academic guidance and support are less well developed than pastoral care. Pupils' progress is assessed and analysed periodically, and targets are set in literacy. However the use of assessment by teachers to set such targets and influence pupils' learning in other subjects is less well developed.

## Leadership and management

### Grade: 2

Leadership and management are good overall although the leadership of the headteacher is outstanding. A parent commented and;quot;The headteacher is dedicated. It shows in the happiness of the pupils and the results the school achieves.and;quot; He has successfully led his team in their drive for high standards and outstanding personal development. The evaluation of the strengths and weaknesses of the school is entirely accurate if a little modest and places the school, with the support of governors, in a very good position to make identified improvements. It includes the need to involve middle managers in developing monitoring roles and ensuring consistency of practice, for example, in using assessment. Highly committed governors vigorously support and challenge the school. They fully engage in school activities and make themselves accessible to parents. Parents hold the school in high regard and give very good support in many ways. They are kept well informed of their children's development and the work of the school.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

10 May 2007

Dear Pupils

Inspection of Bentley Church of England Primary School, School Lane, Bentley, Farnham, GU10 5JP

Thank you for helping my colleague and myself when we visited your school a little while ago. We enjoyed our time with you and we promised to let you know what we found out.

You said you enjoyed your school very much. We agree, you go to an excellent school. These are some of the best things about it.

- You work very hard, enjoy your lessons and behave very well.
- You make very good progress in English, mathematics and science.
- You are very good at discussing and explaining.
- Your teachers work hard to make learning interesting and fun.
- If you need extra help with your work, teachers make sure you get it.
- You have great opportunities for clubs, visits, music, and French which helps you to be confident and have many interests.
- Teachers help you to be thoughtful and responsible.
- The school looks after you very well to keep you safe.
- The governors are excellent: they know what is going on in the school and work hard to make sure it is doing a good job.
- Teachers prepare you very well for secondary school.

We have asked that all teachers make sure you have more learning targets, like you do in English, so you can make even faster progress.

Good wishes for the future

Lily Evans (Mrs)Lead inspector