

Bentley New Village Primary School

Inspection report

Unique Reference Number	106751
Local Authority	Doncaster
Inspection number	309222
Inspection date	14 December 2007
Reporting inspector	Jane Hughes

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

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	300
Appropriate authority	The governing body
Chair	
Headteacher	Mrs R Maughan
Date of previous school inspection	3 June 2003
School address	Asquith Road Bentley Doncaster South Yorkshire DN5 0NU
Telephone number	01302 874385
Fax number	01302 874952

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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school, the effectiveness of the Foundation Stage and investigated the following issues: achievement and standards, pupils' personal development and well-being, teaching and learning, and leadership and management. Evidence was gathered from lesson observations, the scrutiny of pupils' work, assessment data, school documents and parents' questionnaires. In addition, there were discussions with the headteacher, governors, staff, pupils and parents. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified, and these have been included where appropriate in this report.

Description of the school

This large school draws most of its pupils from an area of significant economic and social disadvantage. The proportion of pupils eligible for free school meals is more than twice the national average. A smaller than average proportion of pupils has learning difficulties and/or disabilities or a statement of special educational need. Most pupils are of White British background and few speak a language other than English at home. The school has achieved Healthy School status and is working towards the Basic Skills Mark and the Charter Mark for Inclusion. The school is part of a formal collaboration with another local school. There is Nursery provision for up to 50 part-time places. A significant number of pupils join and leave the school during the course of their primary education.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. An outstanding curriculum supports pupils' equally impressive personal development so that, by the time they leave the school, pupils are active learners and confident citizens. They are already playing a positive role that benefits the school and the wider community. Much of this success is due to the headteacher who encourages innovation and constantly challenges staff. She is a tenacious leader about whom everyone speaks highly. Staff constantly assess and review their own practice because this is what is expected. Something may work well, but the headteacher will always look for a way for it to work even better. Adults and pupils blossom within the 'can do' culture she creates and take great pride in their achievements. For example, working closely with her able deputy and governors, she introduced new 'Leaders for Learning'. They took up post in September and their professional expertise is developing apace. They are already familiar with what needs to happen next to move the school forward. Even so, it is too early to judge the longer-term impact of their work on pupils' achievement and the standards they reach. Governors have a good understanding of where the school is and what it needs to do next to improve. They support the headteacher, question her thinking and keep the school on an even keel. Parents are increasingly involved in the school's success. More and more take up places at Family Learning workshops or fundraise tirelessly on behalf of the school. Administrative staff are conscientious and help the school to run smoothly day-to-day. They provide a first-class link between home and school and this helps parents feel at ease when they come into school.

Overall, pupils make good progress, so that from very low starting points they attain average standards in English and mathematics in the Year 6 national tests. In science, they make even better progress to achieve above average standards. The most recent assessment information shows that pupils are largely on track to meet challenging targets again this year. However, in 2007, only a relatively small proportion of pupils reached the higher levels in assessments and tests in Years 2 and 6. The school recognises that more work remains to be done to improve this. The low-level language and communication skills of young children when they join the school continue to act as a barrier to their learning, particularly in Years 1 and 2. As a result, although they make good progress, standards remain below average by Year 2 and they are very low in writing. Pupils with learning difficulties and/or disabilities make similar progress to others. This is because of the close attention and support they receive from staff and the effective partnerships with outside agencies.

Teachers and other adults know very well what they are trying to achieve in each lesson. They plan meticulously and ensure that pupils' needs, including those with particular gifts and talents, are well met. Teaching assistants play an active role within and beyond the classroom and support pupils' learning well. Effective teamwork is apparent in all year groups. Meticulous checking and feedback by the headteacher ensures that all staff who work in classrooms know what they do well and how they can make their practice even more effective. Pupils like the approach taken by teachers in lessons. They make many positive observations such as, 'We have a bit of fun. Teachers don't just teach us to learn.'

Pupils enjoy school very much and this is reflected in their regular attendance. They join in every new experience the school offers and recognise that, 'Teachers work very hard for us'. Pupils' exemplary behaviour ensures that no time is wasted. Pupils know what is expected of them because all adults work to the same very high expectations. As a result, pupils are at ease in school. They seek help quickly when they have a problem, certain that adults are always on

hand to provide support. Many enjoy the early morning breakfast club. This sets them up well for the day and ensures that they are in school on time. Pupils are trustworthy ambassadors for the school. They relish the many opportunities they are given for responsibility because adults constantly reinforce that nothing is out of their reach. Peer mediators and helpers support younger children at break and lunchtimes and with office duties. These provide invaluable experience to guide pupils to future success. Pupils' excellent spiritual, moral, social and cultural development is all the more impressive when viewed in the context of their poorly developed personal and social skills on entry.

The first-class curriculum really holds pupils' attention. There is a central focus on pupils' personal development to equip them with the basic skills they need for a happy and successful future. The school plans a wealth of new experiences for pupils through visits, residential adventures and visiting experts who regularly come into school. The needs of all pupils are well served and pupils benefit from the good daily provision for literacy, numeracy and information and communication technology. Pupils enjoy tasty food at lunchtime and understand why fruit and milk help their bodies to develop well. They also enjoy the regular philosophy sessions that help them to construct and express a well balanced argument. Many join in additional sessions of art, drama and sport.

Parents say proudly that, 'This is a family school.' They know they are always welcome and that the headteacher and staff will always help them with a problem. Because adults provide outstanding pastoral care and personal support, pupils feel happy and safe in school. Appropriate arrangements to safeguard learners are in place. Health and safety procedures are a high priority. Lunchtime supervisors have good training, take excellent care of pupils and have consistently high expectations of their behaviour. Teachers track pupils' academic progress carefully, which enables them to set appropriately challenging work. Pupils understand their targets and know when they meet them. Teachers mark pupils' work regularly, but do not always make sufficiently developmental comments to help pupils to improve their work. Opportunities are also missed at times for pupils to apply their literacy skills in lessons other than English.

Effectiveness of the Foundation Stage

Grade: 2

By the end of Foundation 2 (Reception), only a few children meet the goals set for them. Children achieve well from low starting points, particularly in their communication, language and social skills because teachers and assistants have a secure understanding of their needs. They plan activities that excite children's curiosity and maintain their interest for extended periods. Children's physical development is more advanced than other areas of their learning and reflects their better developed physical skills when they join the school. Seasonal artwork adorns classroom walls and reflects the importance the school attaches to creativity and to imaginative storytelling. Children in the Nursery settle well because of the excellent induction programme. This also sets parents' minds at ease. Children really enjoy their time in the Nursery and make good progress. They have free access to a well equipped outdoor play area. This is very popular and promotes their learning outdoors very well. In Reception, children have good quality indoor provision. However, they have no daily access to an acceptable outdoor learning environment. As a result, children cannot choose when to learn outside and this restricts their independent learning.

Staff expertly identify children with learning difficulties and/or disabilities at an early age. Parents value this highly. Staff liaise closely with colleagues based in the neighbouring children's centre, which enhances the support for parents and their children. Increasingly, Year 1 teachers

incorporate elements of the Foundation Stage curriculum into their plans and this helps to smooth the transition from the early years to a more formal curriculum. The leadership and management of the Foundation Stage is good.

What the school should do to improve further

- Increase the proportion of pupils in Years 2 and 6 who attain higher standards in English and mathematics.
- Improve the provision for learning outdoors for Reception age children in the Foundation 2 class.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
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	2
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

Inspection of Bentley New Village Primary School, Doncaster, DN5 0NU

Thank you for your friendly welcome when I visited your school. I enjoyed listening to your views. Sharing Christmas dinner with you was a bonus and I can see why so many of you have hot dinners - it was delicious. You told me how much you enjoy school and having spent a day with you, I see why.

Yours is a good school for many reasons. It is a very happy school where everyone gets on well. You behave beautifully and so you waste very little time in lessons. Your teachers make sure that your lessons are interesting and, as a result, you are keen to come to school regularly. This is really important for your future success so keep it up! You also help one another with your learning. You told me that your teachers are kind and tell you that, 'We learn from our mistakes' - good advice for the future. There are plentiful opportunities to learn new skills and to visit places outside school for the first time. You are gradually becoming aware of the wider world beyond school and the differences that exist between various faiths and cultures. Many of you take a real interest in how the school runs and enjoy having different responsibilities to help make it a better place. For example, peer mediators and helpers support you and help resolve problems. Wherever I went at break and lunchtime there were some of the older children carefully carrying out their different jobs. They had some work with them too, so they didn't waste any time - very commendable. Lots of you told me how well the adults take care of you and that you feel safe and happy here.

One of the reasons I visited your school was to see what your school could do better. I have asked your headteacher and all the adults to look at two things. First, to help more of you reach higher standards in English and mathematics by Years 2 and 6. You can all help with this by working hard, trying your best and checking your work carefully. Second, I have asked your school to make it possible for Reception children to learn outside every day.

Keep working hard and enjoying school!