

# Bentley New Village Primary School

Asquith Road, Bentley, Doncaster, South Yorkshire, DN5 0NU

**Inspection dates** 18–19 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' achievement requires improvement. Not all pupils make expected progress in every class.
- Pupils at the end of Key Stage 1 cannot write as well as other pupils nationally.
- The quality of teaching is variable and does not yet promote good progress for all pupils.
- Pupils do not have enough opportunities to practise and extend their early reading and writing skills in the Early Years Foundation Stage.
- Pupils' pace of learning is slow in some lessons. In such lessons, expectations of how much pupils can achieve remain too low, learning time is sometimes wasted and pupils do not always find the work interesting.
- During a period of significant changes in teaching staff, school leaders have not yet been able to ensure all teaching is consistently of good quality.

### The school has the following strengths

- The effective leadership of teaching and learning has ensured that the quality of most of the teaching has improved and many pupils are making or exceeding the progress expected of them.
- Standards are broadly average in mathematics by the end of Key Stage 2.
- Pupils behave well and have good attitudes to learning. They feel safe and well cared for.
- Senior leaders set high expectations, tackle weaker performance and give the school clear direction for the future. They are supported and held to account by an effective governing body.

## Information about this inspection

- The inspectors observed 12 lessons and made several other short visits to classrooms to observe teaching and learning. They scrutinised pupils' work, observed break times and listened to pupils read.
- Meetings were held with pupils, school staff, senior leaders and members of the governing body. A telephone conversation was conducted with a representative from the local authority.
- A number of school documents were examined. These included the school's own self-evaluation, the school improvement and action plans, information about pupils' progress and records relating to behaviour, attendance and safeguarding.
- The inspectors took account of the views of parents through analysis of the school's own questionnaires. Responses to the online questionnaire (Parent View) could not be accessed because there were not a sufficient number of parental responses.

## Inspection team

Fiona Gowers, Lead inspector

Additional Inspector

Stefan Lord

Additional Inspector

Derek Pattinson

Additional Inspector

## Full report

### Information about this school

- Bentley New Village Primary School is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the additional pupil premium government funding is well above the national average. (The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from armed service families and children who are looked after.)
- Most pupils are of White British heritage and very few speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported at school action, school action plus, or with a statement of special educational needs is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been several changes in teaching staff since the previous inspection.

### What does the school need to do to improve further?

- Improve the quality of all teaching to good or outstanding by:
  - matching more precisely learning tasks to the needs and interests of all pupils
  - ensuring teachers have higher expectations of what pupils can accomplish in every lesson
  - increasing how quickly pupils learn in all lessons and ensuring no learning time is wasted.
- Improve achievement throughout school by:
  - making sure all pupils make or exceed expected progress in all year groups.
- Improve pupils' literacy skills in the Early Years Foundation Stage and raise standards in writing at Key Stage 1 by:
  - improving pupils' knowledge and use of letters and the sounds they make
  - providing more opportunities for pupils to practise and extend their early reading and writing skills in the Early Years Foundation Stage.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Although standards are rising at Key Stage 1, they remain below those nationally expected.
- At the end of Year 2, pupils cannot write as well as other pupils nationally. This is because some pupils' knowledge of letters and the sounds they make is not good enough to help them to read and write unfamiliar words. In addition, pupils do not have sufficient opportunities to practise and extend their early writing and reading skills in the Early Years Foundation Stage.
- Standards are rising at Key Stage 2; they are broadly average in mathematics and below average in English. The proportion of pupils reaching the nationally expected standard in their Year 6 tests in reading and writing has risen and is close to the national average.
- Pupils enjoy regular opportunities to read in school and they are encouraged to read at home. By the end of Key Stage 2, most pupils can read with understanding and expression and they are well aware of the importance of being able to read well.
- Achievement in mathematics has improved because pupils are encouraged to consolidate and extend their skills through practical tasks that have more than one answer.
- Children start school with skills that are typically below, and sometimes significantly below, those expected for their age. Rates of progress vary from class to class because the quality of teaching has been inconsistent since the previous inspection. However, concerted action on the part of senior leaders has led to improvements in teaching. As a result, most pupils are making the progress expected of them, relative to their starting points, and an increased proportion are making better progress than this.
- Disabled pupils and those with special educational needs, including those supported at school action or school action plus, generally make expected levels of progress. Some pupils are starting to do even better because senior leaders ensure support is carefully targeted at pupils' individual needs.
- Many pupils supported by the additional pupil premium funding, including those known to be eligible for free school meals, are starting to make faster progress. As a result, the gaps between how well these pupils and other pupils in school are doing are narrowing, both in mathematics and in English. The impact of the funding is regularly evaluated to ensure pupils benefit from the support provided.
- Equality of opportunity is promoted for both of these groups and helps them do as well as and sometimes better than others in school. The support provided successfully fosters good relationships; it helps to tackle discrimination and to prevent pupils falling behind in their learning.

### The quality of teaching

### requires improvement

- Although teaching is improving, it is still judged to require improvement because the quality of teaching varies between classes. It has not been consistently good since the previous inspection and has not led to good rates of progress for all pupils.
- In the weaker lessons, pupils do not always learn quickly enough because they are given work that is sometimes too easy and does not interest them enough.
- Too much time is wasted in some lessons, when pupils have to sit and wait between different activities or while other pupils finish off their work. This slows down pupils' rate of progress.
- Despite having to accommodate a significant number of staffing changes, school leaders have successfully addressed much of the weaker teaching practice.
- In the better lessons, pupils now make faster progress because they are given more demanding work. They are expected to learn more quickly and regularly have the opportunity to check their own work and consider how they can improve it further. In such lessons, teachers ask searching questions to get pupils thinking and to see how much they have understood.

- The teaching of mathematics has improved and is particularly good when pupils are encouraged to think hard and work things out for themselves. Pupils in a Key Stage 2 class worked enthusiastically to solve mental addition problems. They were keen to complete more and more difficult problems, explaining: 'It is really good when our work gets more difficult, because it helps us learn more!'
- The teaching of reading and writing is improving because pupils are encouraged to read more widely in school and to produce extended pieces of writing. However, school leaders are aware that standards in English remain below average, particularly at Key Stage 1. This is because pupils are not always taught well enough about how to use their knowledge of letters and sounds to help them read and write unfamiliar words.
- Children enjoy a wide range of activities in the Early Years Foundation Stage. The quality of the learning activities provided outdoors has improved and is motivating children to explore and find things out for themselves. They particularly enjoyed a range of activities relating to a recent farm visit. However, school leaders acknowledge that the children do not have enough opportunities to practise their early writing skills.
- Many teaching assistants are developing areas of expertise, such as in speech and language, and art therapy. This is particularly helping to meet the needs of disabled pupils and those with special educational needs more effectively.

### **The behaviour and safety of pupils** are good

- Pupils' good behaviour is making a significant contribution to their improving achievement. Classrooms are calm and orderly and pupils apply themselves well and work hard.
- Good relationships between adults and pupils help promote good attitudes to learning. Pupils are keen to do well and enjoy their learning.
- Behaviour is managed consistently well by adults in school. Pupils work well in groups because they are encouraged to have respect for others and to consider the consequences of their actions.
- Independence and responsibility are successfully fostered. For example, pupils making breakfast in the 'Kick Start' room were fully aware that they each have an important role to perform and that they will let other pupils down if they do not do their job properly. Such activities help pupils grow in confidence; both when they are working in the classroom and as part of a small group.
- Attendance levels are rising and are broadly average. The importance of attending school regularly is promoted very strongly in school and any absences are followed up rigorously, which helps avoid unnecessary absence.
- Pupils say they feel safe in school and that they know how to keep themselves safe. They say that bullying is rare and that any issues of concern are swiftly dealt with by the school.
- The vast majority of parents who completed the school's own questionnaire report that their children are happy and well cared for at school.

### **The leadership and management** are good

- The quality of leadership and management is good and has been the key factor behind the significant improvements made during a period of staffing changes. New teachers have been successfully introduced to the school's procedures.
- The headteacher provides strong, determined leadership. Following the previous inspection, the duties and responsibilities of leaders at all levels have been amended and targeted more sharply at the school's most pressing needs. The skills and confidence of leaders and managers have grown significantly. The school's leadership sets high expectations and has shown it is capable of continuing to make improvements.
- The leadership of provision for pupils who are disabled, those who are more vulnerable or those with special educational needs is good and helps any pupils who may be at risk of falling behind

with their learning.

- School leaders keep a careful check on pupils' achievement. Staff have been made increasingly accountable for the progress of pupils in their class and this has led to an increase in the number of pupils making better than expected progress.
- The leadership of teaching is robust and rigorous. Senior leaders carefully check how well teaching is helping pupils to learn. Additional staff training is provided, where necessary, and is helping to improve the quality and consistency of teaching in most classrooms.
- School leaders have a clear view of the school's strengths and areas in need of further improvement. Plans for improvement are targeted sharply at the school's main priorities and have been successful because they are very regularly reviewed to check they are leading to improved teaching and achievement.
- The curriculum supports pupils' spiritual, moral, social and cultural development particularly well. The school building has been developed to help provide an environment more conducive to learning. For example, many cloakrooms have been turned into additional working areas and a sensory room supports pupils with specific learning needs.
- The school website is detailed and helps keep parents well informed about the school's work. Parents are increasingly becoming more involved with school life. Opportunities for parents and younger children to attend groups at the 'Zone' centre are helping children settle quickly into school when they are ready to start the Early Years Foundation Stage. The local authority considers the school to be improving and has confidence in the school's leadership. As such, it considers that the school only requires light-touch support.
- **The governance of the school:**
  - Governors have an accurate view of the quality of teaching and of how well pupils are doing. They are aware about the effectiveness of the leadership of teaching and how good teaching is rewarded through progression up the staff pay scale. Performance management objectives are linked closely to improving teaching and pupils' progress.
  - Governors are supportive and increasingly check that pupils benefit from any new developments, such as the reorganisation of the Nurture room. They attend relevant training to help them to carry out their duties. They know how the budget is used, and are informed about the impact of the pupil premium funding.
  - The governing body ensures that equality of opportunity is promoted well and that the school meets the current requirements for safeguarding pupils.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	106751
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	405054

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	282
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Debbie Allott
<b>Headteacher</b>	Lynne Paradine
<b>Date of previous school inspection</b>	7 July 2011
<b>Telephone number</b>	01302 874385
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