

Bentley New Village Primary School

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

Inspection dates 15–16 April 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Dedicated and determined senior leaders and governors have secured improvements in the quality of teaching and pupils' achievement since the previous inspection. The school is well placed to improve further.
- The governing body provides good quality support and challenge and is knowledgeable about the school.
- Pupils' behaviour is good and supports their good achievement. Pupils have a good understanding of how to stay safe in a range of situations. They have confidence in staff to help them with any difficulties they may have.
- The quality of teaching is good. Lessons engage pupils in their learning. Pupils participate readily in lessons and benefit from good quality questioning. Classroom displays support pupils' learning well.
- Skilled teaching assistants provide valuable support for pupils within the classroom, in small groups or one to one.
- Achievement is good. From sometimes very low starting points when they enter the school, pupils make good progress. Disadvantaged pupils, disabled pupils and those with special educational needs receive good support which enables them to achieve well. Standards in English and mathematics are rising.
- Staff promote pupils' spiritual, moral, social and cultural development well through the subjects taught, as well as through musical, theatrical and sporting opportunities.
- Provision in the early years is good. Children settle into good routines quickly. These ensure they are well equipped for life in school.

It is not yet an outstanding school because

- Too few pupils make more progress than expected. This is because teachers' expectations of what can be achieved in lessons are sometimes too low. The work set for the most able pupils is not always hard enough
- Pupils do not take sufficient care with the presentation of their work.
- There are inconsistencies in the quality of marking. Not all teachers make use of information from marking when planning the next lesson. Pupils do not always know how to improve their work, or follow up on teachers' comments.
- Attendance is not high enough.

Information about this inspection

- Inspectors visited several lessons or parts of lessons some of which were observed jointly with the headteacher or deputy headteacher. They also looked at a range of pupils' work and listened to a number of pupils from Years 2 and 6 read.
- Meetings took place with the headteacher, senior leaders, staff and groups of pupils. Inspectors also met the Chair and other members of the Governing Body and a representative from the local authority.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress and records relating to pupils' behaviour, attendance and safeguarding.
- They observed movement around the school at playtime and at lunch break and attended a school assembly. Displays around school and also in classrooms were scrutinised.
- Inspectors were unable to take into account responses to the online questionnaire (Parent View) as there were too few to register. However, inspectors did consider the results of the most recent questionnaire carried out by the school. They spoke informally with a number of parents.
- The 15 responses to the staff questionnaire were also considered.

Inspection team

Christine Millett, Lead inspector	Additional Inspector
David Matthews	Additional Inspector
Lesley Bowyer	Additional Inspector

Full report

Information about this school

- Bentley New Village is larger than the average-sized primary school.
- The nursery offers part-time places and Reception class children attend on a full-time basis.
- The very large majority of the pupils are from White British backgrounds.
- The proportion of disadvantaged pupils, those supported through the pupil premium, at 69%, is well-above average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is slightly above the national average.
- The proportion of pupils entering or leaving the school other than at the normal times is above average and increasing.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the school was last inspected in 2012, there have been considerable changes in staffing.
- The school runs a daily breakfast and after-school club for its pupils.

What does the school need to do to improve further?

- Accelerate progress further so a larger proportion of pupils make more than the progress expected of them by:
 - raising teachers' expectations of what pupils are capable of achieving in lessons
 - providing an appropriate level of challenge for all pupils, particularly the most able
 - ensuring consistency in the quality of the marking of pupils' work so pupils know what they have to do to improve
 - ensuring teachers make use of their marking when planning lessons to ensure the work set matches pupils' needs
 - drawing pupils' attention to the importance of legible handwriting and careful presentation.
- Continue the drive to improve attendance further through partnerships with parents.

Inspection judgements

The leadership and management are good

- The headteacher, strongly supported by the deputy headteacher, other senior leaders, middle managers and governors, provides the school with effective leadership and clear direction. There is now a shared understanding of what is needed in order to raise achievement further.
- Senior leaders constantly review the quality of provision for pupils and where they recognise improvements could be made, they act quickly. They are adept at finding and creating solutions that are tailored very specifically to their school.
- The school's view of how well it is doing is accurate. Senior leaders check the quality of teaching and pupils' progress throughout the year in pupil progress meetings. They have identified that achievement in reading has not been as strong as that in writing. Systems have been put in place to address this through, for example, a whole school approach to the teaching of letters and sounds.
- Middle managers with responsibility for specific areas have a clear understanding of their responsibilities. They lead their areas well both by example and through working collaboratively with colleagues. They check the quality of teaching within their subjects through lesson observations and checking work in pupils' books.
- Staff are well supported through coaching, observing best practice and opportunities for further training. The staff questionnaires revealed that all staff agreed that leaders do all they can to improve teaching and that there is appropriate provision for their professional development.
- Teachers' progression in terms of pay is linked closely to the Teachers' Standards. Teachers have annual targets which are set by the headteacher and link to salary progression. The school has been rigorous in eradicating inadequate teaching.
- Pupils' progress is tracked carefully and regularly. This information is used to set targets and ensures that, overall, pupils are provided with challenge and support that are matched to their individual needs. However, occasionally there is insufficient challenge for the most able.
- The school's rich curriculum engages pupils' interests and they enjoy their learning. Pupils agree that 'learning is fun!' and spoke enthusiastically of the topics they have studied.
- Pupils' spiritual, moral, social and cultural development is strong. Pupils have opportunities to express themselves through art, music and drama. The subjects taught promote the study of other countries, faiths and cultures which also prepares pupils for life in modern Britain. Pupils and staff benefit from input by a specialist teacher of French.
- The school is totally committed to fostering good relations and ensuring that every pupil has an equal opportunity to succeed. This can be seen in the good progress made across the school, as well as pupils' access to school clubs. Extremely sensitive and caring support enables all pupils to be fully integrated into school life and no-one is discriminated against.
- The school promotes tolerance and respect for all through whole-school assemblies and religious education lessons. British values of democracy and responsibility are encouraged through pupils' involvement in the election of the school council, the promotion of rights and responsibilities and recognition of the need for rules.
- Funding available through the pupil premium is used carefully to finance additional support and resources which help eligible pupils make at least similar progress to their classmates. A review of the pupil premium funding has been commissioned by the school.
- Additional funding from the government to promote sport and increase physical activity is being used to develop the expertise of staff and ensure a legacy of good teaching. More pupils are taking part in a wider variety of sporting activities. The range of after-school clubs has increased and pupils have more opportunities to participate in competitions than has previously been the case.
- The local authority has a good relationship with the school. Help, support and advice are available should they be required. The school improvement partner visits regularly. The local network of schools is providing valuable opportunities for discussion and teamwork.
- The school provides many opportunities for parents to find out how well their children are doing. The school actively encourages parental involvement through parents' information evenings and workshops, as well as attendance at celebration assemblies and concerts. Meetings to discuss pupils' progress are held over a week instead of an evening. This measure has enabled many more parents to attend these consultation meetings.
- The school is extremely vigilant in following up absence from school. It works closely with parents to reinforce the importance of their children attending school regularly and has several innovative reward schemes in place. Although still below average, there have been significant improvements in the last year

with a rise of two per cent in overall attendance.

- The school has good working relationships with the children’s centre and secondary schools which ensure smooth transitions from one school to another.

■ The governance of the school:

- The governing body is instrumental in supporting senior leaders in their drive to improve the quality of teaching and secure improvements in pupils’ achievement. Governors know the school well and are actively involved in many aspects of the school’s work. They do all they can to immerse themselves in the daily life of the school through visits to the school, discussions with subject leaders and pupils, and attendance at school events. Their understanding of the school’s performance data gives them an appropriate awareness of pupils’ progress. Governors understand the performance management of the headteacher and how the performance of other staff links to salary progression. They receive regular reports on the quality of teaching and consequently ensure that good teaching is rewarded appropriately. The governing body has successfully challenged weak teaching and is committed to providing the best possible education for all pupils. Governors review the school’s finances to ensure the budget is managed effectively. They make close checks to ensure that grants such as the pupil premium and the additional funding for sport are well used and measure the impact on pupils’ outcomes. Governors understand their role regarding the safeguarding of pupils. They ensure the necessary policies and procedures are in place and reviewed regularly. A designated governor carries out health and safety checks of the school building and grounds. Governors ensure all statutory requirements are met.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. The majority of pupils show enthusiasm for learning. They participate well in lessons and want to do their best. They use words such as ‘awesome’, ‘safe’, ‘fun’ and ‘enjoyable’ to describe their school.
- Pupils have positive attitudes towards adults. Very positive relationships exist between adults and pupils who are polite and respectful. Older pupils pride themselves on being good role models for younger children and pupils.
- Pupils are aware of the school’s behaviour policy and were able to explain the systems clearly to inspectors. They know what is expected of them and strive to achieve this.
- The pastoral care of pupils is a strength of the school’s work. There is highly effective provision in place to support the most vulnerable pupils and the small number who find managing their own behaviour difficult.
- Pupils are given first-hand experiences which promote British values well. For example, the school council is democratically elected and the election of next year’s school council will take place on the same day as the country’s General Election. Candidates will give speeches and votes will be cast and counted following election protocols.
- Pupils willingly take on a range of responsibilities in school. For example, members of the school council run a tuck shop to raise money to buy additional play time equipment and older pupils help younger pupils with their reading.
- Attendance is below average but rising.

Safety

- The school’s work to keep pupils safe and secure is good.
- Pupils feel safe and valued as members of the school community. Pupils, parents and staff all agree that the school is a safe place in which to learn.
- Pupils fully understand the different forms of bullying, such as cyber bullying and racist name calling. Anti-bullying ambassadors and peer mediators successfully help sort out the occasional playground dispute and are held in high esteem by their classmates.
- Pupils report that everyone in school is treated fairly. They know to whom they can turn if they have a problem and have confidence in the adults to help them if necessary. They know they will always be listened to by staff.
- Pupils understand how to keep themselves safe in various situations, including e-safety, and acknowledge the contribution to this aspect of their well-being from external visitors, such as the police and fire service.

The quality of teaching is good

- Good quality teaching has helped improve pupils' good achievement since the previous inspection.
- Overall, teachers plan carefully when setting activities to ensure a close match between tasks and the needs of different groups of pupils. However, the most able pupils are not always clearly identified and as a result these pupils do not always find their work sufficiently challenging. When work is testing, pupils rise to the challenge, as was seen in an English lesson where pupils were applying their skills in deduction and inference. In a small number of lessons, teachers' expectations of what pupils can achieve in the time given are not high enough.
- Teachers know their subjects well which enables them to ask precise questions skilfully and in ways that give pupils opportunities to extend their knowledge or eliminate misunderstandings. In some lessons, pupils are given opportunities to discuss their work together to clarify their ideas and recall relevant prior learning which helps them to develop their understanding. Pupils are keen and proud to share their ideas and read out their work. Their classmates listen attentively.
- Teachers have clear expectations of pupils' behaviour. This contributes well to pupils' good progress in lessons as no time is wasted because of inappropriate behaviour.
- The teaching of reading is good overall. The school recognised that achievement in reading was not as strong as in other subjects. This has been successfully addressed. Pupils have discovered the joy of reading and an appreciation of literature through the school's wide range of good quality reading materials. Pupils have extremely positive attitudes to reading. They read with confidence and fluency and use a range of methods to work out the pronunciation and meaning of unfamiliar words.
- The teaching of writing is highly effective, as can be seen in the accelerated levels of pupils' progress. Pupils are given a wide range of first-hand experiences which provide them with inspiration for writing. They are able to express themselves clearly in a range of styles.
- The teaching of mathematics is good. Staff are knowledgeable. Pupils have access to a good range of equipment to support practical tasks. Pupils are expected to use mathematical terminology when explaining their answers and so they are familiar with correct mathematical language.
- Pupils' work is regularly and accurately marked. Teachers usually provide written comments to help pupils improve their work. However, this is not consistent across all classes. Pupils' progress is sometimes limited because marking comments do not always show clearly how work can be improved nor is there an expectation that pupils will correct their work. Occasionally, teachers do not take into account information from their marking to adapt the next day's tasks or revisit part of the lesson if necessary.
- Teachers work well with teaching assistants who provide a good level of support for pupils. This effective and caring support contributes well to the effective learning of the most vulnerable pupils and enables them to achieve as well as their peers.
- The work that pupils have completed in their books is not always carefully written or neatly presented because teachers' expectations are not high enough. This has been recognised by the school and much work has been done to ensure pupils develop the small muscles in their fingers to enable them to hold their pencils correctly.
- Attractive displays of pupils' work are on view throughout all public areas as well as in classrooms and so pupils' achievements are valued and celebrated.

The achievement of pupils is good

- From their various starting points pupils make good progress during their time in the school.
- In 2014 the results of the Year 1 national screening check for phonics (letters and the sounds they represent) were slightly below the national average, but showed an improvement on the previous year. In addition, the majority of pupils who did not meet the standards in 2013 had done so by the end of Year 2 and were starting to apply their skills in phonics to improve their reading and writing. The most recent assessments show that the current Year 1 pupils are working at a higher level than in previous years.
- Standards at the end of Year 2 are starting to rise. In 2014, standards in reading and mathematics were similar to the national average but below average in writing. Very few pupils reached the highest level. Current data, supported by inspection evidence from observing learning in lessons and the work in pupils' books, show an improvement in all areas with a well above average proportion now achieving the higher levels.
- The results of the national tests taken in 2014 at the end of Year 6 show that attainment in writing and mathematics was similar to the national average but a little below in reading. However, the proportion of

pupils that made the progress expected of them in writing and mathematics was well above the national average. The proportion making more progress than expected in writing was similar to the national average. However, this Year 6 class was not typical of other year groups. During their time in the school they had experienced inadequate teaching, inaccurate assessment and an unusually high number of pupils leaving. Senior leaders acted promptly to improve the quality of teaching and learning for these pupils, which was not necessarily accurately reflected in test results, particularly in reading.

- Overall, the most able pupils achieve well during their time in school. In 2014 a higher proportion of the most able pupils reached the highest levels in tests than in previous years. The most able pupils currently in Year 6 are working at higher standards than their most able peers last year. This is supported by evidence in pupils' books and the most recent data collected by the school. However, there are occasions when the level of challenge for these pupils is not great enough and limits opportunities for more rapid progress.
- The proportion of disabled pupils and those with special educational needs vary from class to class, as does the complexity of their needs. The school quickly identifies individual needs and provides good systems of support that are carefully monitored. From their starting points, these pupils make similar levels of progress to their classmates.
- The needs of those pupils who join the school at different times of the school year are well met. They settle quickly and are incorporated into classes quickly and sensitively which enables them to make good progress.
- In 2014, in comparison to the attainment of other pupils nationally, the disadvantaged pupils were approximately four terms behind in reading and mathematics and one and a half terms behind in writing. The deficit between disadvantaged pupils and other pupils in school was two terms in reading and writing and three terms in mathematics.
- Disadvantaged pupils achieve well. School data, supported by inspection evidence, show that currently the actions introduced by the school to narrow any gaps between disadvantaged pupils and other pupils in all year groups, are having the desired impact and progress is accelerating in reading, writing and mathematics.
- Good quality teaching is having a significant impact on achievement for all pupils throughout the school. Work in pupils' books and the school's own assessment records show that progress in reading, writing and mathematics in all classes is continuing to improve with the large majority of pupils now making at least good progress.
- Pupils are confident about moving to secondary school and feel that they have been prepared well both socially and academically.

The early years provision

is good

- Children start in the early years with skills that are lower than those typical for their age, particularly in communication, language, literacy and mathematics. From their starting points, most children make good progress with an ever-increasing proportion reaching a good level of development. Overall children are prepared well for Year 1.
- In the absence of a permanent leader of early years, the unit is being led very effectively by two skilled and knowledgeable teachers. They are very well supported by all staff. A strong sense of teamwork exists and there is a consistency of approach. This ensures that children continue to make good progress.
- Teaching is good across all areas of learning. The welcoming environment, good relationships and well-established routines help children feel safe, secure and happy at school. Children are developing good attitudes to school and learning. Expectations of children's behaviour are high and they respond well to instructions from adults.
- Teachers and teaching assistants plan together in order to provide a stimulating learning environment. They keep a close check on children's progress to ensure early identification of any specific learning needs or gaps in children's skills and knowledge. Disabled children and those with special educational needs are well supported through adult intervention such as additional speech and language teaching. Occasionally, planned tasks do not extend sufficiently the learning of the most able.
- Engaging activities both indoors and out ensure children are purposefully occupied. Children speak confidently about their learning. As one child put it, 'We learn a lot at school. Look! I can write my name!' Adults engage children in conversations about their work through effective questioning. This reinforces children's language skills well.
- Children's work is celebrated through attractive displays of their writing and drawings. Children's achievements are recorded in their 'learning journeys' and shared with parents.

- Before children start school staff carry out visits to homes and other settings to gather information to ensure a smooth start to school. Parents are welcomed into school at any time to discuss their child's learning. The safety and well-being of children is paramount and there are established systems in place to ensure this.

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

Unique reference number	106751
Local authority	Doncaster
Inspection number	462279

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 of pupils on the school roll	297
Appropriate authority	The governing body
Chair	Debbie Allott
Headteacher	Lynne Donald
Date of previous school inspection	18 April 2013
Telephone number	01302 874385
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