



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR BENTLEY HIGH STREET PRIMARY SCHOOL

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| Name of School: | Bentley High Street Primary School |
| Headteacher/Principal: | Rebecca Austwick |
| Hub: | Doncaster Hub |
| School phase: | Primary |
| MAT (if applicable): | Exceed Learning Partnership Multi Academy Trust |

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| Overall Peer Evaluation Estimate at this QA Review: | Leading |
| Date of this Review: | 02/02/2023 |
| Overall Estimate at last QA Review | Effective |
| Date of last QA Review | 17/01/2022 |
| Grade at last Ofsted inspection: | Good |
| Date of last Ofsted inspection: | 22/05/2019 |



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Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all levels Leading

Quality of provision and outcomes Leading

AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Area of excellence Not submitted for this review.

**Previously accredited valid areas
of excellence** N/A

Overall peer evaluation estimate Leading

***The Quality Assurance Review estimates are not equivalent to Ofsted grades.
The QA Review uses a different framework to Ofsted and the review is
developmental not judgmental.***

1. Context and character of the school

Bentley High Street Primary School is located in a previous mining community to the north of Doncaster. This is an area of high social deprivation with high unemployment, hence there is a higher than average proportion of pupils (over a third) falling into the disadvantaged category. The school is larger than the average size primary school with well over 400 pupils on roll. Most pupils are White British and there is a much smaller than average number who have English as an additional language. The school has developed a strong reputation over time for supporting pupils with special educational needs and/or disabilities (SEND) so consequently, the proportion of those pupils at the school is well above the national figure. Similarly, those with an education, health and care plan exceeds the national average. Stability is high, with most pupils remaining at the school for the entirety of their primary education.

The school joined the Exceed Learning Partnership in April 2022 and there is a good deal of cross-collaboration with other schools in the Trust. Senior leaders are passionate about providing the best possible learning experiences for the pupils. They fully uphold the Trust's core values of 'Every Child, Every Chance, Every Day.'

2.1 Leadership at all levels - What went well

- The senior leadership team has been in place for a considerable time. Those leaders know the pupils and their needs extremely well. One senior leader commented, 'we know many children come from deprived backgrounds, but we never use that as an excuse.' Collectively, they combine their knowledge and experience well and inspire staff and pupils alike, leading by example and providing the best possible experiences for their pupils. The sense of teamwork is palpable.
- Middle leaders enjoy the autonomy and responsibility they have to lead their subjects. They have a clear understanding of the intent for their subject which has enabled them to plan a coherent, well-sequenced curriculum. Subject leaders play a full role in evaluating their area. The curriculum policy for each subject contains areas such as diversity and oracy - whole school issues - and leaders ensure that these topics are woven into the curriculum action plan. Action plans also take into consideration the characteristics of each year group so that the appropriate modifications or adaptations are generated.
- Leaders at all levels are fully accessible and the training that staff have had in instructional coaching means that teachers can always gain the help and guidance they need from their colleagues if they are encountering problems. Support mechanisms add to the consistency in the quality of teaching and learning.

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- Bentley High Street leaders have shared many strategies with other local schools, for example, a peer review model of their design has been disseminated across these settings. The Challenge Partners hub in Doncaster is very proactive and this lends itself to the sharing of strong practice. Every initiative is audited so that impact is clearly measured.
- Continuing professional development (CPD) is a strong feature across the school. As a result of the distributed leadership model, training is not a 'top-down' method. As the principal stated, 'regardless of their position in the school, if someone is an expert in that field, they will lead the CPD, and it's always of high quality.' Retrieval has been a key focus for CPD over time such that the school is now researching different methods to emphasise precision teaching. Pupils are now in a better place for knowing more, remembering more and importantly, applying those skills and knowledge accurately.
- The school has three core strands that are ingrained throughout the curriculum. These are around diversity and social justice, inspirational leaders and leadership and environment and sustainability. While these areas filter into all aspects of pupils' learning, they also enhance knowledge about fundamental British values and further develop cultural capital.
- Governance is strong. Every member of staff has a governor attached to them so that there is a two-way process to hold leaders to account. This also ensures that governors are fully informed about the life of the school, and they too are challenged.
- Leadership fully extends to pupils. They fulfil a wide range of responsibilities, for example, the School Council, primary ambassadors, play workers, librarians, digital leaders. These roles enable pupils to gain valuable experience and emphasise personal qualities that will serve them well in their adult life.

2.2 Leadership at all levels - Even better if...

... subject leaders were able to demonstrate the impact of their subjects in the Early Years Foundation Stage.

3.1 Quality of provision and outcomes - What went well

- The quality of provision at the school is strong. Teachers address the needs of all pupils in a positive way so that all make progress from their individual starting points.
- Attitudes to learning are exemplary. In all classrooms visited, regardless of the different age ranges, pupils were fully focused on their work. High levels of engagement are a given because lesson content captivates all learners.

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- Assessment for Learning strategies are utilised successfully by all teachers. These methods ensure that pupils' learning progresses smoothly and sequentially, and that teachers are able to accurately measure understanding. This then allows them to fill any gaps in learning or clear up any misconceptions.
- Clear explanations by teachers make the learning intention distinct for all levels of ability. However, in a Year 6 mathematics lesson, higher attainers did not require any additional modelling and were able to rapidly begin their work.
- Assessment methods are used accurately to measure pupils' learning. Teachers gain a full understanding of what needs to be done to boost it, and this contributes to pupils being able to take responsibility for their learning. In one particular mathematics lesson, for example, pupils were able to independently recall what they had learnt before.
- Being able to retrieve previous knowledge, both long and short term, features at the forefront of teachers' planning. Pupils draw on this previous learning so that they know more, remember more and therefore can do more. This was clearly observed in Year 5 and Year 1 history lessons.
- Questioning is a strength in most classrooms and teachers skilfully target individuals to stretch and challenge them appropriately. A variety of methods are employed, for example, 'no hands' and 'cold-calling' and frequently, teachers use talk partners so that pupils are able to discuss and share their learning. The teacher in a Year 4 mathematics lesson probed understanding and pupils were not just expected to give the answer. They had to use their powers of reasoning to answer questions more accurately.
- Teachers generate high levels of interest and excitement which motivate pupils to give of their best in all lessons. Year 4 pupils precisely knew the purpose of the art lesson they were in, leading to them producing high quality work using clay.
- Teachers and teaching assistants (TAs) are well trained in the Read, Write, Inc scheme. This results in high-quality phonics being taught in all lower age group lessons. The impact of this leads to children making a positive start to their early reading development.
- Developing higher tier vocabulary and subject-specific terminology is a whole school priority. This was observed to good effect in Year 4 art lessons where pupils were able to talk about 'ceramics' and '3D sculpture.' Likewise, in two Year 4 mathematics sessions, pupils could accurately explain how area measures the space inside a 'shape,' and the 'distance' around the outside of a shape is the perimeter.
- Teachers exhibit strong subject knowledge, resulting in consistency in year group teaching. When added to the positive relationships between teachers and pupils, built on mutual respect, this leads to highly beneficial learning environments. Additionally, the atmosphere in class revolves around fun – pupils thoroughly enjoy their learning.
- Learning behaviours are highlighted through a Learning Pedagogy so that a weekly focus is emphasised with the pupils enabling them to know what is

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expected of them in class for that week and further into the future.

- Every year group has a linked career that is accessible in Doncaster to build pupils' ambitions and aspirations for their future. Visitors come into school frequently to motivate pupils and change their perceptions. Pupils create work on these topics and later, present this to these visitors.

3.2 Quality of provision and outcomes - Even better if...

- ... teachers explored a range of strategies to enable pupils to practise and apply the skills and knowledge they have learned.
- ... teachers used every opportunity to share great practice with their colleagues.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- A range of strategies have been employed to support the learning of disadvantaged pupils. The national tutoring programme has had success with lower ability learners, accelerating progress for all and making significant differences in some cases. NELI and the Welcomm strategies also made a major contribution to improving the progress of some pupils, increasing language and communication and ultimately, their self-confidence.
- Disadvantaged pupils make positive progress because, as the leader of this area noted, 'we have ambition for all.' They have access to the full curriculum and a range of experiences that staff provide, for example, a trip to Doncaster Museum, to enhance their learning. High achievers in this group are stretched to achieve at their level and to be able to articulate their learning. In the Trust, mathematics challenges and Times Table Rockstars competitions stimulate their interests, and this also draws parents in to support them.
- The programme of extra-curricular activities is offered to disadvantaged pupils first to ensure that they get an early opportunity to participate in them. Support for parents is the key to encourage more disadvantaged pupils to take part.
- The school acts as a more specialised centre to support pupils with SEND in Doncaster. Parents from across the city see Bentley High Street as the school of choice to work with their children. The school caters effectively for pupils with the full spectrum of needs.
- The very experienced, knowledgeable SENDCo has designed a graduated approach to identifying the exact needs of pupils with SEND. Support from external agencies, for example, educational psychologists, have helpful input into supporting these pupils. There is also cross-Trust dialogue, with SENDCos from other schools facilitating a sharing of good practice. Additionally, the coaching

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methods used by the Trust's SEND consultant helps staff to solve their own issues.

- Pupils with SEND make good progress from their starting points, in many instances bettering the performance of these pupils nationally. This is because teachers and other adults skilfully scaffold and model the learning that supports them.
- The expert support provided by a passionate group of TAs makes a significant impact on the learning of pupils with additional needs and vulnerabilities. The contribution they make in class cannot be underestimated.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

None emerged on this review.

5. Area of Excellence

Not submitted for this review.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.



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Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)