



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 |
| School type: | Primary Academy |
| MAT (if applicable): | Inspiring Futures Academy Trust |

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| Overall Peer Evaluation Estimate at this QA Review: | Effective |
| Date of this Review: | 22/01/2020 |
| Overall Estimate at last QA Review (if applicable) | Not applicable |
| Date of last QA Review (if applicable) | Not applicable |
| 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:

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| Leadership at all levels | Leading |
| Quality of provision and outcomes | Effective |

AND

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

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|--|----------------|
| Area of Excellence (if applicable) | None submitted |
| Previously accredited valid Areas of Excellence (if applicable) | Not applicable |
| Overall Peer Evaluation Estimate | Effective |

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed peer evaluation estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

Bentley High Street is a large, two-form entry, primary school. Most pupils are White British. In comparison to primary schools nationally, the pupil population is one of the most deprived. An above average proportion of pupils are disadvantaged and in receipt of the pupil premium. The proportion of pupils who have special educational needs and/or disabilities (SEND) is above average. The proportion with an education, health and care plan is average. While more minority ethnic groups are represented within the school than nationally, the proportion of pupils who speak English as an additional language is below average.

The school's early years foundation stage (EYFS) includes provision for two-year-olds. Nursery children attend part-time and some attend for 30 hours. Most transfer to the school's Reception classes. Most pupils stay at the school for their entire primary education.

The school is a national support school and teaching school. It converted to academy status in May 2017. The headteacher was promoted from the role of head of school to substantive headteacher in 2018.

Three 'drivers' underpin all of the school's improvement work. These are: developing oracy, fluent and able readers, and pupils' spiritual, moral, social and cultural development.

2.1 Leadership at all levels - What went well

- The school is a lively and exciting place to learn. Pupils are valued as individuals and the school prides itself on providing personalised education.
- The headteacher provides strong and inspirational leadership. Other senior leaders mirror the headteacher's passion and dedication. Leaders demonstrate an ambitious commitment to improve pupils' outcomes and life chances through a high quality curriculum, enriched with memorable and first-hand experiences. The drive to make a real and lasting difference to all pupils' achievements through quality teaching is also a tangible feature of the school's ethos. Leaders consider that governors provide strong challenge and support for their work.
- Leaders drive improvement initiatives zealously. They draw well on educational research and take good account of the unique needs of pupils and the community in which they live. Leaders monitor and evaluate the impact of the school's work rigorously. Other schools have benefitted from the expertise they have shared.
- Leaders recognise the potential of staff training and development for raising standards. They ensure that this is a central part of the school's improvement process and evaluate its impact on the quality of teaching and pupils'

achievement. Staff appreciate the many opportunities they have to learn and develop, including coaching and mentoring from colleagues within the school.

- Improving standards in reading, writing at greater depth, and for the most able pupils across the curriculum are key priorities. The impact of staff training in these areas is becoming increasingly evident in pupils' current work. To achieve these priorities leaders are using a principled approach to ensure sustainable improvements for all pupils.
- Leaders ensure that the curriculum beyond English and mathematics is engaging and ambitious. The curriculum leader has successfully supported subject leaders in planning for progression in science and the foundation subjects. Subject leaders' skills are further developed by regular opportunities to check that the planned curriculum is being taught as intended.
- Very recently, leaders have changed the organisation of the curriculum for science and the foundation subjects in order to increase pupils' engagement and deepen their learning. Subjects are now taught in blocks of time over the course of a week or two weeks, rather than over a term or half-term. Leaders have conducted a risk-analysis for this change and plan to evaluate its full impact on pupils' learning and progress. Early indications of pupils' engagement are very positive.
- Leaders ensure that the curriculum includes an enduring focus on developing pupils' understanding of effective learning behaviours; this is very evident in lessons. There is also a strong focus on enabling pupils to appreciate human creativity, achievement and diversity, which supports pupils' spiritual, moral, social and cultural development.
- Staff appreciate the consideration leaders give to their workload and wellbeing. New staff value, and benefit immensely, from a very effective induction process.

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

...leaders' evaluation of the new organisation for teaching science and the foundation subjects demonstrated that it enables pupils to know more and remember more over time.

3.1 Quality of provision and outcomes - What went well

- From the EYFS onwards, the curriculum prioritises reading. A new phonics scheme is ensuring a more consistent approach. Staff have secure knowledge of how to teach phonics and their enthusiastic and well-paced teaching captures pupils' attention and sustains their engagement. Effective assessment identifies pupils who need extra help. Reading books are now well matched to the sounds pupils know. These improvements are having a positive impact on raising standards.

- There is a strong focus on teaching reading comprehension and extending pupils' vocabulary. This begins in the EYFS where children are exposed to a wide range of stories and rhymes and they begin to develop a love of reading. As pupils get older, teachers use a variety of strategies to develop advanced reading skills, for example, 'thinking out loud', to model inference skills.
- Well-organised class reading areas and an inviting library provide quality resources to inspire pupils to read for pleasure. Pupils talk enthusiastically about the books they have read and enjoyed.
- Pupils make good progress in reading. Improvements in comprehension and fluency are becoming increasingly evident. Leaders are appropriately focused on raising attainment in reading by the end of Key Stage 2.
- The new approach to teaching writing is now embedded. Consequently, pupils make good progress. Teachers are focused on challenging pupils to write in greater depth. The impact is evident in pupils' books, which show increasing examples of greater depth writing. Some excellent writing has been inspired by pupils' study of the *Nutcracker* ballet. By the end of Key Stage 2, pupils' writing is grammatically sound, and most attain the expected standard.
- A strong curriculum and quality teaching in mathematics ensure that pupils achieve well. By the end of Key Stage 1, standards match national averages. By the end of Key Stage 2, a higher proportion of pupils than nationally attain the expected standard. Pupils are enthusiastic about mathematics. Year 6 pupils relished working out percentages and enjoyed responding to calculation questions in a game of 'last man standing'.
- Teachers know that effective learning requires pupils to build on what they have been taught before. Consequently, they frequently engage pupils in retrieving prior knowledge to support new learning.
- Teachers use assessment information and their strong subject knowledge well to extend pupils' understanding. They plan interesting activities that motivate and engage pupils. In history, for example, Key Stage 1 pupils used different sources of evidence to ask questions about the sinking of the Titanic. Key Stage 2 pupils' understanding of cause and effect was deepened when they learned about a mining disaster at Bentley colliery.
- Teachers engender positive and supportive relationships with pupils. One pupil commented: 'The best thing about school is the teachers'. In lessons, teachers encourage pupils to talk to each other about their ideas and to listen to others' points of view. Developing respect for others' opinions, cooperation, and resilience are integral features of all lessons and promote positive attitudes to learning. Pupils present their work neatly. Most attend school regularly and persistent absence is reducing.
- EYFS practitioners ensure that the environment, resources and activities develop children's love of learning. Children, including two-year-olds, sustain interest for extended periods. Quality adult interactions support children's oracy skills. The outdoor area provides many opportunities for children to be active and creative. Children make strong progress from below typical starting points and are

increasingly well-prepared for work in Year 1. In 2019, the proportion of children attaining a good level of development by the end of Reception improved and was in line with the national average.

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

...the significant staff training and work to improve reading, resulted in higher standards of attainment by the end of Year 6.

...across the school, more pupils had the knowledge and skills to write at greater depth.

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

- The school's commitment to inclusion means that disadvantaged pupils and pupils with SEND reap as much benefit from teaching and the curriculum as other pupils.
- Leaders' precise identification of pupils' needs and barriers to learning results in tailored support for pupils with SEND and those who are disadvantaged. Small group and one-to-one intervention sessions, for example in literacy and numeracy, are monitored closely by leaders to ensure that they are having the desired impact. Leaders are not afraid to abandon a programme that is not working well.
- Intervention programmes are carefully timetabled to ensure that they do not impinge on pupils' access to the wider curriculum. Indeed, work pupils complete in the wider curriculum frequently gives vulnerable pupils a chance to shine. During a celebration of pupils' work in design and technology, pupils animatedly explained the purpose of their work and what they had achieved. Pupils are proud of their work and how it is celebrated within the school and with parents.
- In lessons, teachers and teaching assistants work in strong partnership to support SEND pupils' learning. They know the small steps in progress pupils need to make and adapt work and resources well to ensure that pupils achieve success.
- Teachers know the disadvantaged pupils in their class. They understand pupils' learning and pastoral needs and every effort is made to remove any learning or social barriers. The learning mentor and family support worker make a very valuable contribution to this work, including providing training for staff.
- In lessons, teaching assistants are deployed purposefully to benefit all pupils, but their support is particularly helpful for pupils who are disadvantaged or who have additional needs.
- The school's emphasis on developing 'can-do' skills, such as resilience, is especially valuable in developing the confidence and life skills of pupils with SEND or who are disadvantaged.

- Leaders' analysis of pupils' involvement in the wide range of extra-curricular activities shows notable participation of disadvantaged pupils and those who have SEND. Staff work hard to ensure this, including explaining the benefits to pupils' parents. The 'Breakfast Buddies' initiative is proving fruitful in encouraging disadvantaged pupils who are regularly absent into school. As this scheme is focused on pupils reading to their peers, it is doubly successful.
- Assessment information shows that pupils with SEND are making secure progress in relation to their prior attainment and capabilities. The end of Key Stage 2 results for 2019 showed that disadvantaged pupils had made good progress. Statutory assessments are showing improvements in the proportions of pupils attaining the expected standards. For example, this year there was a notable improvement in the proportion of disadvantaged children attaining a good level of development by the end of Reception.

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

...gaps between the attainment of disadvantaged pupils and other pupils nationally diminished further.

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

Currently, leaders do not consider that they need any additional support.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.