



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR BENTLEY HIGH STREET PRIMARY SCHOOL

Name of School:	Bentley High Street
Headteacher/Principal:	Rebecca Austwick
Hub:	Doncaster
School phase:	Primary
MAT (if applicable):	Inspiring Futures Academy Trust

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	17/01/2022
Overall Estimate at last QA Review	Effective
Date of last QA Review	22/01/2020
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, agrees that evidence indicates these areas are evaluated as follows:

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

Area of excellence	Developing
Previously accredited valid areas of excellence	Not applicable
Overall peer evaluation estimate	Effective

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 is a large, two-form entry primary school. Most pupils are White British. An above-average proportion of pupils are disadvantaged, but of note is the level of deprivation in the locality. There are 477 pupils currently on roll.

The proportion of pupils who have special educational needs and/or disabilities is above average. Seventeen pupils have an education, health and care plan. 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 through to Year 6.

The school is a Doncaster Research School Partner. From May 2021, Bentley High Street has been an advocate school for the Nuffield Early Language Intervention (NELI) scheme.

Curriculum 'drivers' underpin all of the school's improvement work. These are: developing oracy; pupils to become fluent and able readers; pupils' spiritual, moral, social and cultural development; and equality and diversity.

2.1 Leadership at all levels - What went well

- Leaders are passionate and committed to their school and its community. They are fully engaged with curriculum development and teaching and learning. Consequently, they are very knowledgeable about provision. They are now seeing the fruits of their refined curriculum offer, notably in reading. The open, 'can do' culture supports honest and evaluative discussion with staff and parents.
- School improvement planning is informed by data analysis and through a range of monitoring work, including listening to staff. Leaders recognise that curriculum development will remain an ongoing priority as they continue to learn about the impact of current provision. Specific priorities, including those relating to writing, are helpfully influenced by research (such as that by the Education Endowment Foundation). For example, audience and purpose have become more clearly identified and thus 'authentic'.
- Leaders induct staff effectively through high quality coaching. Leaders' work with teachers and teaching assistants (TAs) has led to an agreed teaching pedagogy. A teaching toolkit has been created which enables coaching to develop effectively between leaders and staff. Staff readily share examples of strong practice which helps clarify what 'we want to see' and subsequently how effective identified

strategies are. The positive learning culture means that staff embrace the premise that all colleagues have strengths and areas for improvement.

- Leaders use the teaching toolkit to help evaluate provision. They recognise the importance of evaluating continually, rather than leaving the work until the end of a term. Evaluative work is based on carefully constructed enquiry questions. These tie into the school improvement plan as leaders consider progress made against milestones. This also supports governors as they are empowered to consider evidence relating to termly foci. Staff volunteer to get involved with particular questions, which contributes to their sense of ownership of improvement.
- Leaders use their learning to refine the curriculum offer. An example is recognising that many pupils would benefit from learning more about diversity in our world. Hence, current role models featured in units of study represent a range of cultures and identities. Further, the curriculum is better connected. Pupils learning about evacuation during World War 2, for example, are given opportunities to link their learning with similar issues in the world today.
- The rationale for timetabling when subjects are taught has been carefully thought through. Subject planning is cohesive as connections are well sequenced. For example, pupils learn about the Nile in history before they engage in more detailed learning about rivers in geography. This enables them to reflect on a specific example as their new learning develops. Geography, history and design and technology are notably strong in this respect. Leaders check out the quality of this approach by talking with pupils about their ability to remember more and do more.

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

...senior leaders refined their improvement planning documentation by making it more strategic, better mirroring the work of leaders and wider staff.

...subject leaders supported teachers to plan carefully to ensure that pupils build knowledge about particular aspects of study through a sequence of lessons.

3.1 Quality of provision and outcomes - What went well

- Pupils are proud of their school. Together with staff, they share a collective responsibility. Behaviour ambassadors, for example, support staff in identifying where behaviour could further improve. Pupils understand the importance of taking on responsibility and of being responsible. They have high expectations of their school and the pupils therein.
- Teachers understand why leaders expect certain pedagogical approaches to feature in classrooms. This is because they understand how relevant research underpins expectations. In a Year 6 mathematics lesson, the teacher modelled a

conversion procedure by sounding out her thinking process. Consequently, pupils were able to use this when tackling their own problems. In a nursery session, staff provided children with sentence stems which helped children answer clearly.

- Classroom routines are embedded. Pupils know what they are going to do and adhere to expectations set. An example is quick transition between activities without distracting others. This has several benefits, including maximising learning time. Such routines support pupils well in making good behavioural choices. In turn, pupils develop secure self-regulation techniques.
- Teachers and TAs ensure that pupils have frequent opportunities to talk. This enables staff to listen to how pupils articulate their thinking and support appropriately. For example, one youngster said 'me like this' which prompted the adult to model 'I like this'. Techniques, such as partner talk, are not bolt on. They are part of an authentic package designed to support and promote collaborative learning.
- Trusting relationships thrive between pupils and with staff. This means that a mutual respect is evident in classrooms. Pupils know that they are asked to work in different groups and with different peers as it will benefit their learning. Staff make it clear to pupils what being an effective learner means, knowing when they are challenged and how they can go about finding solutions. There is power in this, not least in respect of empowering pupils to self-regulate which will stand them in good stead for their futures.
- Teaching staff use their secure subject knowledge wisely in lessons. Where teaching is most effective, staff think about the likely times where pupils will encounter challenge. Staff give pupils time to revisit prior learning in order to embed understanding. Further, staff take time to model, explain and question, which enables pupils to better grasp more complex learning.
- Tailored professional development is evident. Owing to robust monitoring, and learning from this, subject leaders facilitate the professional learning of all staff well. Teachers and TAs have been supported in their day-to-day work with pupils. One example is how a more consistent approach to the teaching of early reading has evolved.
- Improved teaching has led to pupils making strong progress through the curriculum in recent years. The proportion of children attaining a good level of development through the EYFS shows a positive trajectory. In other year groups, pupils benefit from having more secure initial knowledge and skills. This, coupled with the refined curriculum offer, enables pupils to make strong progress in a range of subjects. During the review, a notable example of this was most able Year 6 pupils explaining their complex learning coherently and clearly.

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

...in lessons, teachers used both their knowledge of pupils' prior assessment and that in the lesson itself, to better personalise learning.

...when planning and delivering foundation subjects, teachers selected the best resources to enable pupils to fully get to grips with a specific concept.

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

- Leaders and staff know the characteristics of disadvantaged pupils attending Bentley High Street school. Leaders use this knowledge to clarify specific barriers to learning which many pupils are likely to face. These include a lack of motivation to learn, low self-esteem, weak concentration, poor communication skills, lack of independence and external adverse influences which impact on peer pressure.
- Leaders have refined the curriculum offer to prioritise addressing barriers to learning. Whilst the pupil premium strategy includes this detail, leaders recognise that all pupils will benefit from this work. Oracy is central to effective inclusion. This is because oracy aspects are at the root of all barriers. One example is a pupil's ability to express / articulate emotions clearly. Hence, the school provision is built around oracy.
- Leaders adopt a moral standpoint. Through their knowledge of the locality, leaders are aware of at least one in three pupils living in homes with no employed adults. Consequently, provision includes a focus on supporting pupils' thinking about future careers, with aspiration and motivation at the core. This is illustrated through challenging stereotypical thinking – for example, all nurses being perceived as female.
- Leaders use curriculum strengths to continually refine the offer for pupils with additional needs. Through mathematics, leaders are seeing how pupils who need to catch up in their learning benefit from specific intervention work. A feature of this provision is pupils having sufficient time to overlearn, and deepen their knowledge of, key concepts (notably relating to number). This 'spaced practice' is carefully planned and monitored. Pupils most at risk of underachieving are now making stronger progress in mathematics than they did in previous years.

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

...leaders drew on their learning about the successes in mathematical automaticity to consider how best to support pupils' writing, focusing on pupils' word and sentence

development.

5. Area of Excellence

The leadership journey of development in oracy to remove barriers to learning for disadvantaged pupils

Developing

5.1 How is this area developing to be a strength? What actions is the school taking to grow expertise in this area?

- The school is highly ambitious in the pursuit of excellence in oracy for all pupils, the majority of whom are disadvantaged. Leaders recognise the wider benefits of pupils becoming confident communicators. Talk is considered across the entire curriculum offer. In the pursuit of removing disadvantage, oracy is highly prioritised and at the forefront of all learning opportunities.
- Regardless of contextual backgrounds, all pupils are held accountable within lessons and are supported to contribute. Pupils have benefited from improved expressive and receptive language. They can articulate their understanding and how they are feeling. This means that pupils are better empowered, both in an academic and self-regulation sense.
- All staff have a secure understanding of the importance of oracy. Staff adopt a consistent approach to language development which is an integral part of the pedagogical process. Teachers are becoming more skilled in raising expectations of talk tasks, through the use of the school oracy passport.
- Leaders have ensured that learning in the home has benefited from oracy development. This is about promoting parental engagement with their child's learning. The 'we are learning to ...' leaflets provide families with precise detail about their child's weekly learning, along with specific vocabulary to be discussed and learned.
- Senior leaders are facilitating the leadership growth of other staff in the school. Specific research and engagement with different networks is informing this development effectively.

5.2 What are the next steps to work towards accredited status next year?

- The oracy practice at Bentley High Street is high quality. Leaders recognise that a further year of development will enable them to secure evidence of sustained impact.

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

Bentley High Street school is in the process of joining a different trust. Once this process has been completed, leaders will consider how best to engage with Challenge Partners.

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.

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 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.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.