

REVIEW AT BENTHAM PRIMARY SCHOOL

THURSDAY 18TH JUNE 2015

Information about the Review

Don Parker and Jo Robinson, National Leaders in Education, from the Harrogate and Rural Teaching School Alliance, carried out this review.

PURPOSE

- To evaluate the impact of the school's leadership on improving pupils' learning behaviour.
- To evaluate the impact middle/subject leaders are having on improving teaching and raising achievement throughout the school.

EVIDENCE

- A whole school learning walk and discussions with pupils.
- A meeting with middle/subject leaders and Chair of Governors.

Learning Walk Findings

- Children in early years were actively engaged in learning activities and enthusiastically explored materials and resources. The children worked well together taking turns and sharing ideas and resources. There were some good opportunities for children to learn outdoors, but children would benefit from more focused planning of provision for outdoor learning.
- In year 1 pupils worked well individually and in groups and there was consistent focus on improving their learning. Good use was made of computing to consolidate learning and children cooperated extremely well with each other as they sent emails to Katie Morag.
- Pupils through KS1 and KS2 used talk and questioning to effectively extend and deepen their learning. They were interested in their learning and remained attentively on task. This was strongly evident in the Year 4/5 Science lesson where children were exploring their prior knowledge of forces and asking and answering questions in small groups.

- Pupils in Years 5 and 6 were interviewing a professional boxer from an ethnic minority who lived in the village and had attended the school. Pupils asked questions that had an impressive range and depth and tackled issues of racism and life in modern Britain. His answers highlighted how it felt growing up in a village with nearly all white British population. The pupils probing questions resulted in him providing a fascinating account of his life and the opportunities we share in Britain if we treat all people with respect and strive to reach our dreams. This special interview was well linked to the themes displayed about British values throughout school.
- Overall teachers in KS1 and KS2 had high expectation for pupils learning and this contributed to pupil's good attitudes to learning.
- Teaching assistants provide good support to groups of pupils modelling the same questioning skills and expectations as teachers. In a Year 2 class teaching assistants were deployed highly effectively from the outset of the science lesson asking higher order questions about seasons.

Overall Summary

- Overall the school has made considerable progress and there are now good learning behaviours.
- Staff have worked hard to establish a whole school approach to higher expectation for pupils learning behaviour and it has had a significant impact on improvement.
- There is a strong team approach by staff and there are now calm purposeful relationships between teachers and staff during lessons.
- The Headteacher and Assistant Headteacher have determinedly driven the improvements in learning behaviour in partnership with staff to agree non-negotiables and undertake regular monitoring checks. As a result there has been consistent impact on improving learning behaviours.

Areas for Improvement

- Improve the consistency of learning behaviour in the Years 3/4 class.
- Continue to improve the planning of outdoor learning provision in early years to ensure it has maximum impact on meeting children's needs.
- Continue to improve the sharpness of planning in all classes so that it consistently meets the learning needs of all groups of pupils.

Subject Leader Discussion Findings

- An enthusiastic team who are working very well together sharing key information about pupils' progress.
- Subject leaders know the achievement data across the school in mathematics and English and this is shared in regular Pupils' progress meetings with all staff to support evaluation of the impact of school improvement strategies.
- Subject leaders have started using learning walks in other subjects to evaluate the strengths of teaching and pupils' progress over time and areas for improvement. This is supported by work scrutiny and pupil discussions.
- The Assistant Headteacher has provided very effective leadership to establish agreed principles and systems across the school for subject leaders to evaluate the impact of provision.

Areas for Improvement

- Subject leaders further develop the use of tracking/data to inform planned improvements in lessons to raise achievement.

NLE/Teaching School Alliance and Support 2015

- Leading improvement in teaching and learning programme
- Leadership programme for the establishment of the principles of mastery maths.
- Teachers and teaching assistants have observed lessons in the teaching school to focus on improving impact on pupils' progress.
- Twilight training on the role of the subject leader.
- Meeting with NLE to support the school's leader's development of school improvement priorities going forward.

NLE's Actions from this visit

- Recently appointed NQT will receive a personalised programme of support from Lothersdale School by NLE with mentoring from a Year 3\4 teacher in her second year (September 2015)

- NLEs' to provide governor training (July and September 2015).
- NLEs' support Headteacher and Assistant Headteacher in analysis of school's data (July 2015).
- NLEs' support subject leaders evaluate their impact of provision (July/September 2015).
- NSS to provide support to ensure outdoor area for EYFs providing high quality learning opportunities.