

Belle Vue Primary School

Inspection report

Unique Reference Number	103828
Local Authority	Dudley
Inspection number	376973
Inspection dates	11–12 October 2011
Reporting inspector	Gordon Ewing

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	389
Appropriate authority	The governing body
Chair	Jan Norton
Headteacher	David Porter
Date of previous school inspection	19 November 2008
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. They visited 23 lessons, observing 17 teachers. Meetings were held with the headteacher, other senior leaders, members of the governing body, members of staff and groups of pupils. Informal discussions were conducted with some parents, carers and pupils. Inspectors observed the school's work, including the systems for assessing and monitoring pupils' progress, pupils' work and teachers' planning and marking. Policies and procedures for safeguarding pupils were verified. Inspectors took account of questionnaires completed by 229 parents and carers, 25 staff and 177 older pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The relative rates of progress through the school of all pupils in English and mathematics, and especially higher attainers, those with special educational needs and/or disabilities and those known to be eligible for free school meals.
- The breadth and depth of new approaches to the curriculum and how they are improving outcomes for all pupils.
- How effectively leaders at all levels monitor the quality of teaching and ensure that assessment information is used effectively, and the impact of the strategies to improve the quality of teaching and to secure consistently good rates of learning.
- The degree to which governors actively monitor the impact of the school's actions on outcomes for pupils.

Information about the school

Belle Vue Primary is larger than the average-sized primary school. The proportion of pupils from minority ethnic backgrounds is well below average. The largest group of pupils (97%) is of White British heritage. The proportion of pupils that are learning English as an additional language is well below average. The proportion of pupils known to be eligible for free school meals is well below average. The percentage of pupils who have special educational needs and/or disabilities is broadly average; predominantly, these pupils have speech, language and communication difficulties or moderate learning difficulties.

The governing body manages an after school club, Cool Kids Club, which caters for up to 25 pupils. This provision was included in this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Belle Vue is a good school. All staff are very committed to meeting both the personal and academic needs of all pupils. This ensures that pupils develop well and thoroughly enjoy school. Consequently, they are happy, enthusiastic and have excellent attitudes to learning. This is reflected in their high attendance.

Relationships are very positive and pupils are evidently proud of the harmonious and cohesive community in which they learn. The vast majority of parents and carers are very happy with the school and pupils clearly agree. One pupil commented, 'It's really enjoyable to be here.'

Children make a good start in the Nursery and Reception classes because their needs are swiftly identified and adults work hard to create stimulating activities. By the end of Year 6, pupils' attainment in English and mathematics is above average. The school's rigorous drive to improve attainment in reading and writing is paying significant dividends so that pupils' progress in meeting challenging targets is, at times, striking. Pupils with special educational needs and/or disabilities make similar rates of progress to their peers because the support provided in lessons and intervention groups is consistently good. Teachers closely track the progress of each pupil and, when under-achievement is identified, intervention strategies are swiftly triggered to help pupils make up the lost ground. Consequently, no pupil is left behind. The quality of teaching is good overall; where it is outstanding most pupils make outstanding progress. Teachers demonstrate good subject knowledge and use astute questioning to check pupils' understanding and move their learning on. The use of assessment and teachers' marking is a strength in most classes and, as a result, pupils are confident in knowing their targets and next steps. They assess their own work and that of their peers with increasing accuracy and precision. However, there are few opportunities for pupils to reflect deeply about their own and others' experiences, apply their thinking creatively or to develop an insight into the similarities and differences between their own and others' cultures. As a result, aspects of pupils' spiritual, moral, social and cultural development are no more than satisfactory and opportunities to develop pupils' creative thinking and cultural awareness are under-developed.

Pupils take on responsibility, for example as a school councillor, with pride and are keen to play a constructive role within the school. However, they are not actively involved in engaging with different communities from contrasting contexts, both within the UK or worldwide. Consequently, they do not have a secure understanding or appreciation of the issues that face communities in other parts of the world. The

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school's work in promoting community cohesion is satisfactory. It is actively promoting cohesion within the school community but is less effective in reaching out to other communities beyond the immediate locality. Evaluation of its work in this area lacks rigour.

New approaches to developing the existing good curriculum are bringing greater breadth and relevance to pupils' understanding. Well planned activities ensure that links across subjects boost pupils' enthusiasm and encourage them to apply their improving skills in reading, writing, numeracy and information communication technology (ICT) in a range of different contexts. Well established and effective links with outside agencies contribute positively to pupils feeling safe and the good care, guidance and support provided.

Effective senior leadership creates high expectation and a commitment to improvement throughout the school. Self-evaluation is accurate and rigorous and the commitment to school improvement of all stakeholders, including the effective governing body, is tangible. Given the good outcomes, accurate self-evaluation, improving provision since the last inspection and the strong collective spirit that pervades the school, there is a good capacity to sustain further improvement.

What does the school need to do to improve further?

- Improve the range and level of pupils' engagement with different cultures and communities in different contexts in the UK and globally, by:
 - establishing links with schools from different social and cultural settings
 - establishing practical links with communities outside of the UK so that pupils gain a greater understanding of the world's cultural diversity
 - celebrating cultural events during the year
 - visiting other schools where the promotion of community cohesion has been judged as outstanding.

- Improve the range of opportunities for pupils to further develop the use of imagination and creativity in their learning and reflect on their experiences and those of others, by:
 - reviewing and developing the curriculum map to ensure a balance and breadth in the spiritual and cultural experiences offered to pupils
 - improving the range of resources for learning that support pupils' spiritual, moral, social and cultural development
 - providing opportunities in lessons and visits for pupils to apply creative thinking skills and to experience activities that increase their fascination and sense of wonder of the wider world.

Outcomes for individuals and groups of pupils

2

Pupils achieve well and enjoy their school life. Throughout the school, pupils make good progress because good teaching and focused interventions ensure that any

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gaps, for example in reading and writing, are reduced rapidly. This was case, for example, in a Year 3 literacy lesson where pupils were inspired to write instructional text for how to brush your teeth. The teacher encouraged the use of challenging vocabulary so that pupils used adverbs such as 'briskly', 'rapidly' and 'gently' with accuracy. They worked diligently on different tasks well suited to their abilities and the able teaching assistant worked in unison with the teacher so that every pupil achieved really well. An able team of teaching assistants provides effective support to all pupils and especially those with special educational needs and/or disabilities. Consequently these pupils make secure and, sometimes, outstanding progress. No individuals or groups of pupils, including high attainers, significantly underachieve when compared with others.

Pupils confidently report that they feel safe at school and are respected by their peers and adults. Behaviour is consistently good and, at times, outstanding. Pupils have a clear voice at school, for example, in raising funds for a bicycle shed, or in undertaking risk assessments alongside staff for some learning activities. They actively adopt healthy lifestyle habits, know the benefits of a good diet and understand the dangers of obesity. They can explain, with confidence, how to stay safe when using the internet and are aware of the threats to their health from drugs or alcohol. Pupils report unequivocally that incidents of bullying and racism are rare and all adults respond swiftly and doggedly to resolve any problem. Their basic skills are improving securely and they show increasing proficiency in using ICT skills in their learning. Taking into account these factors, the pupils' very positive attitudes, their improving attainment and high attendance, the school prepares them well for life's future challenges.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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The extent of pupils’ spiritual, moral, social and cultural development

3

How effective is the provision?

The good teaching ensures that pupils are engaged and motivated in their learning. Thoroughly planned lessons and the complementary support of teaching assistants ensure that learning is active and well paced. On occasions, teaching is outstanding. New topic based approaches to lessons are engaging all pupils because there is a range of activities to captivate the spectrum of learning interests present. Teachers’ marking and guidance to pupils is good and, sometimes, of a high quality. Pupils are actively involved in assessing their own work and that of their peers, which clarifies their understanding and consolidates learning. Teachers use technology well to enhance the impact of lessons and pupils use ICT with increasing confidence in researching and presenting their work.

The effective curriculum provides a broad range of opportunities and experiences which have a positive and sustained impact on their progress. New initiatives, such as ‘Irresistible Learning’ are strengthening links across subjects allowing pupils to apply their skills in a range of challenging contexts. Enrichment activities such as clubs, visits and themed weeks bring added vibrancy to the provision.

Care, guidance and support are good. Procedures to ensure pupils are safe and well cared for are rigorous. The school’s effective work with families, pupils and external agencies is effective in raising pupils’ aspirations, self-confidence and well-being. Consequently, pupils who may find themselves in vulnerable circumstances and those facing personal challenges are sensitively supported and achieve well. This good provision is extended in the after school Cool Kids Club, where pupils discuss their best experiences of the day, often with light humour, and a shared healthy snack. Adult and pupil relationships were good and pupils behaved well in the informal setting. Effective strategies to support pupils as they move from class to class and on to secondary school ensure that they are well prepared for the next step.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The dedicated senior leadership team’s high aspirations, focused drive and

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convincing expectations are key factors in this school’s sustained improvement since the last inspection. Other leaders, governors and staff are fully committed to the headteacher’s clear vision and ambition so that everyone feels valued and a cohesive team spirit contributes to the school’s success. Frequent and focused monitoring of lessons, performance data and the quality of pupils’ work quickly identifies strengths and weaknesses. Consequently, subsequent training is well tuned to address any concerns. The overwhelming majority of parents and carers think highly of the school. One parent’s comment, ‘I cannot speak more highly of it,’ is typical. The school’s effective engagement of parents, carers and outside agencies contributes significantly to improvements in pupils’ achievement, well-being and development. Governors meet their statutory duties well. They are fully involved in the life of the school and the self-evaluation process. They provide effective challenge to the school’s leadership, for example, in focused analysis of performance data. They are well trained and bring a range of skills and expertise to the school’s leadership. That said, they have yet to undertake systematic monitoring of the school’s day to day activities. Through effective working with other professionals and agencies safeguarding procedures are robust and the safety of pupils and staff has a high priority. The concerted action of all staff to promote equality of opportunity ensures that pupils of all abilities and backgrounds are not disadvantaged or suffer discrimination. The senior leadership acknowledges that the school’s promotion of community cohesion is no more than satisfactory.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enjoy their learning and achieve well. They make good progress, including those with special educational needs and/or disabilities, as a result of imaginative, well focused teaching. Children are encouraged to engage actively in their learning

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and they experience a good balance between adult-directed and child-initiated activities. They respond keenly to working with partners and independently, and can assess their own learning with increasing confidence. Safeguarding and children’s welfare have a high priority and children know how to keep themselves safe. Their behaviour in lessons and in outside play is good. They are co-operative, show respect for each other and their environment. They understand the importance of handwashing and eating healthily, making sensible choices about what to eat and drink.

Staff are dedicated, have a good knowledge of the needs of children and are rigorous in ensuring that children learn in a well-equipped environment that is stimulating and safe. The outdoor area is particularly well resourced and, consequently, children clearly enjoy the opportunities to explore and exercise. Adults are well trained, knowledgeable and are very effective in ensuring all children advance confidently in their learning through high quality planning and stimulating activities. Good assessment strategies, including children’s self-assessment, are used well so that progress towards all early learning goals is consistent across the setting.

The effective Early Years Foundation Stage leader is justly proud of the setting. A key strength is the outstanding team work of all adults. They work very closely together, sharing a common vision and purpose. Strengths and weaknesses have been identified and good use is made of high quality information to adapt and trigger intervention strategies so that all children’s needs are well met.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There was an above average response to the questionnaire, the overwhelming majority being very positive. A very small minority of parents and carers expressed concerns about the school’s management of misbehaviour and the leadership’s response to their suggestions and concerns. Inspectors found behaviour in lessons and around the school to be consistently good and, at times, outstanding. The large majority of respondents were very positive about leadership and management, one writing ‘The senior leaders are approachable and supportive. The teachers have nurtured and encouraged my son, increased his confidence and appetite for learning.’ Inspectors concur with the majority view.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Belle Vue Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 229 completed questionnaires by the end of the on-site inspection. In total, there are 389 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	135	59	93	41	0	0	1	0
The school keeps my child safe	131	57	96	42	2	1	0	0
The school informs me about my child’s progress	94	41	127	55	8	3	0	0
My child is making enough progress at this school	90	39	126	55	12	5	0	0
The teaching is good at this school	115	50	113	49	0	0	1	0
The school helps me to support my child’s learning	99	43	117	51	12	5	0	0
The school helps my child to have a healthy lifestyle	103	45	121	53	5	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	92	40	117	51	4	2	0	0
The school meets my child’s particular needs	91	40	127	55	6	3	1	0
The school deals effectively with unacceptable behaviour	71	31	133	58	11	5	5	2
The school takes account of my suggestions and concerns	66	29	130	57	12	5	4	2
The school is led and managed effectively	111	48	110	48	5	2	3	1
Overall, I am happy with my child’s experience at this school	116	51	108	47	3	1	1	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

13 October 2011

Dear Pupils



Inspection of Belle Vue Primary School, Stourbridge, DY8 5BZ

The inspection team really enjoyed our recent visit to see you at work, thank you. You made us feel very welcome and all of you spoke positively about your school life.

Your school is a good school and you clearly enjoy your time there. Your parents and carers are equally happy with the school. This letter is to tell you what we found.

- Your behaviour is good and you get on well together as a community.
- You make good progress overall and your teachers work hard to ensure lessons are stimulating and challenging.
- The quality of your reading and writing has improved because you are taught well and you try hard at improving your skills, both at school and at home.
- Your really good attendance contributes to the good progress you make.
- You feel safe and secure and thoroughly enjoy the learning activities provided.
- The staff work hard to ensure that you develop as good citizens and develop positive attitudes to learning.
- You are keen to improve your school and you play your part well by taking on responsibilities such as being a school councillor or Year 6 monitor.
- The school offers you lots of activities and after-school clubs that improve your physical and personal development.

The school community at Belle Vue rightly wants the school to be even better and to help make this possible we have asked the staff and governors to:

- Extend the range of opportunities for you to learn more about other communities and cultures outside of your local area so that you take action to contribute to and help communities elsewhere in the UK and the wider world.
- Improve lessons and activities further so that you are encouraged to think more deeply about important issues and to use greater imagination and creativity in your learning.

If you play your part by working hard and attending regularly you can help make Belle Vue an even better school.

Yours sincerely

Gordon Ewing
Lead inspector

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