

# Bell Lane Primary (J and I) School

Bell Lane, Ackworth, Pontefract, West Yorkshire, WF7 7JH

## Inspection dates

28 February–1 March 2013

|                                |                      |                             |          |
|--------------------------------|----------------------|-----------------------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Satisfactory                | 3        |
|                                | This inspection:     | <b>Requires improvement</b> | <b>3</b> |
| Achievement of pupils          |                      | Requires improvement        | 3        |
| Quality of teaching            |                      | Requires improvement        | 3        |
| Behaviour and safety of pupils |                      | Good                        | 2        |
| Leadership and management      |                      | Requires improvement        | 3        |

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The quality of teaching is not yet consistently good or better in all lessons.
- Teachers do not always set work that is sufficiently challenging for all pupils. As a result, not enough pupils make good progress from their starting points.
- Although most teachers ask searching questions they do not always use pupils' answers to deepen the knowledge and understanding of everyone in the class.
- Teachers and subject leaders do not always check pupils' progress sufficiently well, so that pupils' learning needs are met more swiftly.
- As yet, some subject leaders do not have the skills needed to check the quality of teaching and give other staff enough guidance to improve their expertise and bring about improvement in pupils' performance.

### The school has the following strengths

- Teaching in the Early Years Foundation Stage is good and children get a good start to their education.
- Pupils say they feel safe, they are well looked after and behaviour is good. Most parents agree that this is the case.
- The curriculum provides exciting opportunities for pupils and provides well for their spiritual, moral, social and cultural development. This contributes well to pupils' above average attendance.
- The headteacher has developed a strong sense of purpose amongst all staff to drive forward her ambitions for the school. This is contributing well to bringing about improvements in teaching and pupils' achievement. As a result, although the school is not yet good overall, it is improving.
- Governors have high ambitions for all of the pupils and are now working extremely closely with the school to ensure that the needs of all of the pupils are being met.

## Information about this inspection

- The inspectors observed 27 lessons and 11 teachers. Two joint observations were undertaken with the headteacher.
- The inspectors spoke to three groups of pupils about their learning in lessons and their safety in school. The inspectors also listened to some pupils reading.
- Meetings were held with Chair of the Governing Body, school staff and a representative of the local authority. In addition, the inspectors looked at the school's review of its performance, its development plan, safeguarding information, school policies and the minutes of governing body meetings.
- The inspectors analysed 45 responses to the on-line questionnaire (Parent View) and spoke to some parents at the start of each day. They also analysed the results of school questionnaires sent to pupils and parents in September 2012.
- The views of 22 staff who returned questionnaires were taken into account.

## Inspection team

|                               |                      |
|-------------------------------|----------------------|
| James McGrath, Lead inspector | Additional Inspector |
| Fiona Dixon                   | Additional Inspector |
| Faheem Chishti                | Additional Inspector |

## Full report

### Information about this school

- This is a larger than average sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding provided for children in local authority care, those from armed services families, and those known to be eligible for free school meals) is below average.
- Almost all pupils are White British. With very few exceptions, pupils speak English as their first language.
- The proportion of pupils supported through school action is well below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school holds Investors in People status.
- There have been significant staff changes since the last inspection and difficulties in the appointment of permanent staff. The school now has a full complement of staff.
- The deputy headteacher was appointed in January 2013.

### What does the school need to do to improve further?

- Improve the quality of teaching to be consistently good or better throughout the school in order to accelerate progress and further raise pupils' achievement in English and mathematics by making sure that:
  - teachers sharpen the use of their assessment information to check pupils' progress and ensure that the needs of any pupil in danger of falling behind in their learning are swiftly addressed
  - teachers provide challenging work for all pupils in all lessons
  - all teachers use pupils' responses to their searching questions in order to check and improve the understanding of all pupils.
- Increase the impact of leadership by developing the skills of subject leaders so they can:
  - check the quality of teaching more rigorously and frequently in their subjects to ensure it is at least good or better at all times
  - check teachers' assessments of pupils' progress more frequently to ensure all pupils are making consistently good or better progress and when this is not the case put actions in place for improvement
  - provide clear subject guidance to raise teachers' subject expertise and pupils' attainment.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because variations in the quality of teaching mean that not enough pupils are consistently making good progress in all year groups. As a result, overall they do not achieve as well as they should, although the picture is improving due to actions taken by school's leaders.
- The Early Years Foundation Stage classrooms and outside learning area provide children with stimulating, well-resourced environments in which to learn. Most children start school with skills that are generally typical for their age. Teaching in the Early Years Foundation Stage is now good and together with a wide variety of exciting activities children now make good progress and achieve well.
- Greater stability in staffing and better teaching led to standards by the end of Year 2 and Year 6 in reading, writing and mathematics improving to reach national expectations in 2012.
- Influenced by this better teaching, the school's information and inspection evidence indicates that standards by the end of Year 2 and Year 6 are set to rise again in 2013.
- Good additional support in small groups helps those pupils known to be eligible for free school meals to make the same progress as other groups and to reach similar standards in English and mathematics. Disabled pupils and those with special educational needs receive good support from teachers and teaching assistants to help them to make similar progress to others in the school. Pupils appreciate the additional support and say that it helps them grow in confidence to 'tackle what they meet in class.'
- The school promotes pupils' reading well and is extending its library facilities to provide a much wider range of books, particularly for boys. The most recent national reading check at the end of Year 1 showed that pupils link letters and sounds well to support their reading. Inspectors listened to pupils read and found Year 2 to be the most enthusiastic readers saying 'reading is important as it gives you super-powers for life.' Pupils in Key Stage 2 understood what they were reading and described their books well.

### The quality of teaching

### requires improvement

- Teaching is inconsistent across year groups, other than in the Early Years Foundation Stage, where it is good. Some good and outstanding teaching was seen during the inspection. However, inspectors also observed some teaching requiring improvement in classes in Key Stages 1 and 2. This lack of consistency leaves teaching requiring improvement.
- In lessons requiring improvement, the level of work set by teachers does not challenge pupils sufficiently to enable them to learn quickly enough.
- Most teachers ask searching questions that some pupils answer fully. However, teachers do not always use these answers to check the understanding of all of the pupils in the class before moving on to the next task. This leaves some pupils having a limited understanding of their work.
- Good relationships are a feature of all lessons with pupils enjoying the exciting tasks that are set for them. In a Year 3 science lesson, for example, pupils had fun acting out the life cycle of a butterfly, recording the different stages and explaining their findings to each other.
- In the best lessons, teachers involve pupils and teaching assistants right from the start and the lessons proceed at a good pace. In a Year 5 mathematics lesson, all groups of pupils made outstanding progress in dealing with division and multiplication problems. This was due to the teacher's skilful management of the teaching assistant who was involved in guiding pupils' learning throughout the whole lesson.
- Teachers plan their work to take into account the different needs of the pupils and sometimes work enables pupils to learn rapidly. In a Year 4 English lesson, for example, the teacher checked pupils' work swiftly, expected the best from them and gave them all a personal

challenge and pupils made outstanding progress.

- An analysis of pupils' work showed that all teachers mark and assess pupils' work regularly providing good advice that pupils always use to improve their work. The analysis showed the wide range of interesting opportunities for pupils to write in different styles and apply their mathematical skills across many of their subjects.
- An analysis of the schools' data indicated that teachers do not always use their assessment information to check pupils' progress closely enough. They do not always act swiftly enough to ensure that all pupils make good progress in all subjects.
- There is insufficient guidance for teachers from subject leaders to improve subject expertise and to check on pupils' progress so that no one falls behind in their learning.

## **The behaviour and safety of pupils** are good

- Pupils have good attitudes to learning and are keen and eager to please their teachers. They say they enjoy their learning because teachers and teaching assistants explain things very well. Pupils took great pleasure in explaining to inspectors what they were learning. Pupils' enjoyment of learning has a positive impact on their improving achievement.
- Pupils listen carefully to the views of other pupils and the instructions given by their teachers. Teachers manage pupils' behaviour very well and when there are occasional misdemeanours, pupils respond swiftly to address their behaviour. Very occasionally, when teachers do not follow the school's behaviour policy, pupils are slower to respond because they do not fully understand what is required of them.
- Pupils say they feel safe at school. School records show that behaviour over time is good. Through assemblies and class activities, pupils understand the different forms that bullying may take, including cyber-bullying. When there are rare instances of bullying, pupils are confident they are dealt with quickly by adults. They have a good understanding of how to stay safe when using the internet and are confident in assessing risk.
- Pupils' behave with great respect and courtesy to adults and other pupils.
- Parents and pupils say that at lunchtime Key Stage 1 play 'is well-ordered with lots of activities and great use of older pupils (The 'Top Team') to organise games and be in charge of resources.' Activities for Key Stage 2 are not as well organised and very occasionally this leads to some 'rough play.'
- The governing body and the headteacher are acting on a report from the school council to improve facilities for Key Stage 2 at lunchtime. In the meantime, they have acted swiftly and appointed more lunchtime supervisors. During the inspection, no misbehaviour was seen at lunchtime.
- Attendance is above average and almost all pupils are punctual. Most parents and all staff believe that pupils are safe and happy at school, as well as being well behaved.

## **The leadership and management** requires improvement

- The headteacher has a very clear view of how successful the school can be, although the improvements she has introduced have yet to impact fully in removing inconsistencies in the quality of teaching and in pupils' achievement. She has taken the opportunity to give more staff responsibilities for subject leadership in order to drive forward her ambitions for the school.
- The school's procedures for gaining an accurate view of its performance are thorough. The headteacher has worked with all staff and the governing body and has agreed what needs to be done to make the school successful. Areas for improvement are appropriate and clear, but many have yet to impact fully so that there is greater consistency in the quality of teaching and in pupils' performance.
- There is a strong sense of purpose amongst all staff and a clear determination to ensure pupils'

achievement is at least good and ensure there is equality of opportunity for all.

- The headteacher has an accurate view of the quality of teaching. As yet, some subject leaders do not check the quality of teaching often enough or provide clear subject guidance for teachers, so that they can improve their skills to ensure that teaching is good or better in all subjects at all times.
  - There is a very thorough system in place for checking pupils' progress, which allows the headteacher to hold teachers to account for the progress their pupils make and identify pupils in need of further support. However, as yet, subject leaders do not check pupils' progress in their areas often enough to ensure that the needs of pupils in danger of falling behind in their learning are met more swiftly.
  - Performance management of teachers is robust and clearly identifies the skills they need to improve. The professional development programme for staff is effective and involves observing teaching in an outstanding school, as well as observing good practice in their own school. New teachers have been successfully introduced to the school's ways of doing things. They are receiving support from the headteacher to meet the requirements to teach good lessons.
  - The curriculum provides many good creative opportunities for pupils and has a strong focus on reading, writing and mathematics. When designing the curriculum, teachers take into account a range of questions posed by pupils and things they would like to find out. This gives pupils a strong interest in the work that is planned for them. Topic work in dance, art, Religious Education and work about The Gambia contribute well to pupils' good spiritual, moral, social and cultural education.
  - Since the last inspection, the local authority has provided variable support for the school. More recently, it has been good and has supported the school in confirming its views on teaching and developing effective information systems to identify pupils' progress.
  - **The governance of the school:**
    - Guided well by the new Chair of the Governing Body the governors have supported the headteacher in establishing the school's priorities. Governors fully understand pupils' progress data and ask searching questions of the headteacher to determine the quality of teaching and learning in the school. They are beginning to get to know the school better through links with subject leaders and by observing lessons. They have regular financial reports and make checks on the school's budget. They have approved the use of pupil premium funding to employ additional support for those pupils who are eligible for that support, from a learning mentor and teaching assistants. The governing body monitors effectively the impact of this support on those pupils' progress. This is a good example of equality of opportunity for all. They understand fully the arrangements linking teachers' performance and pay. When teachers' targets are not met the governing body challenges the headteacher to ensure that there is improvement. Governors have received training and ensure that the school's arrangements for safeguarding meet statutory requirements.
-

## What inspection judgements mean

| School  |                      |  |
|---------|----------------------|--|
| Grade   | Judgement            | Description  |
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

|                                |           |
|--------------------------------|-----------|
| <b>Unique reference number</b> | 130965    |
| <b>Local authority</b>         | Wakefield |
| <b>Inspection number</b>       | 402436    |

This inspection of the school was carried out under section 5 of the Education Act 2005.

|  |                                       |
|--|---------------------------------------|
| <b>Type of school</b>                      | Primary                               |
| <b>School category</b>                     | Community                             |
| <b>Age range of pupils</b>                 | 3–11                                  |
| <b>Gender of pupils</b>                    | Mixed                                 |
| <b>Number of pupils on the school roll</b> | 264                                   |
| <b>Appropriate authority</b>               | The governing body                    |
| <b>Chair</b>                               | Roger Brown                           |
| <b>Headteacher</b>                         | Louise Ward                           |
| <b>Date of previous school inspection</b>  | 17 June 2010                          |
| <b>Telephone number</b>                    | 01977 722230                          |
| <b>Fax number</b>                          | 01977 722230                          |
| <b>Email address</b>                       | headteacher@belllane.wakefield.sch.uk |



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

