

Bell Lane Primary School

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

Inspection dates 24–25 September 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher has been effective in improving Bell Lane Primary school. She has the support of a strong team of staff and governors, who share her determination to make this an outstanding school.
- Governance provides effective support and challenge on behalf of all pupils in the school.
- Pupils love coming to school. This is shown in their attendance, which is above average, and in their enthusiasm for learning.
- Behaviour is good, and at times exemplary.
- The quality of teaching is good.
- Pupils make good progress and achieve well. Standards are rising, and differences in achievement between groups of pupils are closing.
- The Nursery and Reception classes provide a good start to children's education especially the outdoor activities.
- Pupils' spiritual, moral, social and cultural development is good. Pupils fully understand their responsibilities and the values of their school community.
- Parents are very positive about all aspects of school life and would rightly recommend the school to others.

It is not yet an outstanding school because

- In some lessons pupils do not make the progress they are capable of because activities are not adapted soon enough to provide more challenge.
- Pupils do not have enough opportunities to improve their key skills across all subjects particularly in mathematics.

Information about this inspection

- Inspectors observed 17 lessons or parts of lessons. Two of these observations were carried out jointly with the headteacher.
- Meetings were held with senior leaders, middle leaders, staff, the Chair of the Governing Body, a local authority representative, as well as with groups of pupils. Inspectors met with members of the school council.
- Inspectors examined the school's own documentation relating to pupils' progress, the school's view of its own performance and policies relating to behaviour and safeguarding. Inspectors also examined work in pupils' books, in class. A sample was examined jointly with the headteacher, to scrutinise pupils' learning in subjects across the curriculum.
- The inspectors met with pupils from Year 2 and Year 6, to listen to them read and to talk with them about their reading experiences. Inspectors spoke informally to pupils during playtimes, lunchtimes and around school.
- Inspectors took account of the 43 parent responses received at the time of the inspection from the on-line questionnaire (Parent View).
- Inspectors took account of the 25 responses to the staff questionnaire.

Inspection team

Deana Aldred, Lead inspector	Additional Inspector
Susan Davis	Additional Inspector
Doreen Davenport	Additional Inspector

Full report

Information about this school

- This is an average sized primary school. The school has fewer pupils than at the time of the last inspection.
- The proportion of disadvantaged pupils supported by the pupil premium, including those known to be entitled to free school meals, is below average.
- Almost all pupils are of White British heritage. 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 through 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 are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school provides childcare at the start of each school day.
- The school has experienced some disruption in staffing since the last inspection, partly due to long-term sickness.

What does the school need to do to improve further?

- Improve the quality of teaching further, so that all pupils make the progress they are capable of in every lesson by ensuring that work is adapted to provide greater challenge as soon as pupils are ready to tackle it.
- Raise the standards that pupils reach by providing well planned opportunities for pupils to develop their key skills in all subjects and particularly in mathematics.

Inspection judgements

The leadership and management

are good

- The headteacher, supported well by the deputy head and the Chair of Governors, is driving improvement effectively by ensuring that teachers concentrate on the progress pupils make in reading, writing and mathematics. Her leadership makes a strong impact on the school and on pupils' achievement. As staff told inspectors, 'it has provided a safe environment for both staff and children to grow'.
- Staff share senior leaders' views on how successful Bell Lane Primary School can be and work together closely to achieve the areas identified for improvement at the last inspection.
- Senior leaders regularly check on pupils' knowledge and skills. Progress meetings to discuss pupils' achievement, held up to five times a year, help to improve pupils' performance particularly in English and mathematics. As a result of these meetings, the school has reliable, accurate and current information about how well pupils are doing in their learning. The information held by the school shows that pupils are set to continue making at least good progress.
- Middle and subject leaders have been effective in providing guidance to improve pupils' achievement in English and mathematics. However, they have not been fully involved in checking that all pupils apply and develop their skills and understanding across other subjects.
- Performance Management is well managed and pay awards are dependent on teachers' performance in relation to pupils' progress. The emphasis that senior leaders put on training, for all staff, helps to improve pupils' achievement in reading, writing and mathematics.
- The school has secured effective partnerships, which make a strong contribution to staff training and improved outcomes for all pupils. The school has secured good quality consultancy support, through the local authority and also benefits from good quality training through the Wakefield Academy Trust.
- Pupils told inspectors that curriculum topics are fun, although sometimes they think the work could be more challenging. The curriculum has a positive impact on pupils' spiritual, moral, social and cultural aspects of learning and their development. This is evident throughout school. The subjects taught are enhanced by specialist teaching, for example in music, French and sport.
- The primary school sport fund is used effectively to improve pupils' achievement and health through a wide range of sporting activities managed by a specialist co-ordinator for physical education. Funds are used to help pupils take part in inter-school activities and competitions, as well as to provide specialist teaching, and after-school clubs.
- School leaders regularly check on how well additional funds are used. For example, pupil premium funding is being used successfully to provide additional support to enable disadvantaged pupils to make at least the same good progress as their peers do in their learning.
- Links with parents are good. They are well informed about school life and most parents who responded, would recommend this school to others.
- **The governance of the school:**
 - Governors, ably led by the Chair of the Governing Body, are extremely ambitious to see the school improve further. They work successfully with senior leaders to achieve this. They have an improved and accurate view of pupils' achievement. They are confident in analysing school-held data and those from national tests, and in asking appropriate questions of school leaders, including subject and middle leaders. They understand the quality of teaching in school and have addressed weaknesses in teaching. They have done this by changing performance management systems so that teachers receive the training they need to improve their teaching and to fully understand their role in improving pupils' achievement. Governors ensure that the pupil premium funding is allocated to support the learning of those pupils for whom it is intended and have checked that this support has been effective. They know that the gap in achievement between disadvantaged pupils and others is closing for these pupils throughout the school. Governors ensure that the school's arrangements for safeguarding are in place. Statutory duties are fulfilled.

The behaviour and safety of pupils

are good

- The behaviour of pupils is good and at times is exemplary. This creates a calm and happy learning environment which has a positive effect on pupils' improving achievement.
- Pupils enjoy coming to school, as shown in their attendance, which is above the national average.
- Adults and pupils show high levels of respect to each other. They are courteous, polite and very welcoming to visitors. This is a school that cares. This can also be seen in the relationships they have

developed in the local and wider community.

- Older pupils demonstrate a sense of responsibility as they care for younger ones, for example in the dining room and on the playground. Members of the 'Top Team' told inspectors that problems are rare and quickly resolved. Members of the school council know that 'pupil voice' is listened to and that they make a difference to the school. These pupils are learning the values of good citizenship from an early age.
- In the playground inspectors observed pupils living their playground rules of, 'We look after each other and play safely'. Pupils behave well in the dining hall and so lunchtimes are happy, social occasions.
- A daily breakfast club makes a good contribution to pupils' personal well-being. It provides a healthy and happy start to the school day for the many pupils who attend.
- The schools' work to keep pupils safe and secure is good. The parents and staff believe that children feel safe and happy in school. Pupils know about different forms of bullying, including name-calling and cyber-bullying through mobile phones and the internet. They say that bullying is rare in their school and any incidents are quickly addressed. Pupils know how to keep themselves and others safe.

The quality of teaching

is good

- Teaching is good and results in pupils making good and, at times, better progress in English and mathematics. This is confirmed by the work in pupils' books. Pupils take great pride in their work and want to do well. The standard of presentation in some books is of a very high standard and the work shows pupils making at least good progress in developing their skills and understanding. However, plans are not thought out well enough for pupils to be able to apply and develop their skills in reading, writing and mathematics across all subjects.
- Expectations of what pupils can achieve have been raised through staff acquiring a greater knowledge of the subjects they teach. This has improved pupils' performance. However, some pupils rightly feel that they could achieve more, particularly in their topic work. Pupils' progress during lessons is not always checked carefully enough and so, sometimes, the most able pupils who are capable of more challenging work do not achieve their best.
- The teaching of mathematics has improved, particularly for the most-able. These pupils are provided with activities that stretch their mathematical skills. For example, work in books shows that pupils in Year 2 extended their understanding of the position of hundreds, tens, and units and of breaking numbers down to solve problems involving money. Pupils are given opportunities to develop and apply their mathematical understanding in other subjects, but this is not planned as well as it could be across all subjects.
- Pupils' writing skills have improved, particularly their use of phonics (the sounds that letters make), spelling, grammar and punctuation. Pupils who need help to catch up are taught effectively in specific groups.
- Teaching assistants provide strong support for pupils. They are skilful in questioning pupils to check their understanding and give swift and appropriate tailor-made teaching.
- Inspectors also observed volunteers providing high quality support for pupils in their reading. Pupils had good opportunities to ask questions and so secure a good understanding of the text.

The achievement of pupils

is good

- Children start school with skills that are generally typical for their age, although lower in mathematical skills. They make good progress overall in Early Years and achieve well. They are well prepared for Year 1.
- As pupils move through the school they all make at least good progress from the start of Key Stage 1 to the end of Key Stage 2. Improvements in pupils' progress were noted at the last inspection in 2013. At the time, improvement was not consistent. The school's tracking information shows that improvement is now well established throughout the school.
- At the end of Key Stage 1, in 2014, the proportion of pupils who attained the expected level was similar to the proportion of pupils nationally. However, a larger proportion than pupils nationally reached the higher standards in reading, writing and mathematics. Standards are rising as a result of improved teaching and higher expectations of what pupils are capable of achieving.
- In the Year 6 tests, in 2014, some pupils did not reach the nationally expected levels. However, school held data and inspection activities confirm that these pupils made at least good progress from their starting points. Pupils achieved better than others nationally at the higher levels in writing and mathematics, and in line with national proportions in their reading.
- The school has worked hard to improve the progress pupils make in mathematics. In Early Years good

teaching helps children to catch up, so that when they start in Year 1 they now achieve equally well in English and mathematics. Consistently good teaching of mathematics is now evident throughout the school, alongside high aspirations to achieve.

- The most able pupils shared their high aspirations with inspectors. They told them that they enjoy learning, and are working to achieve the highest standards. This is evident from the work seen in their books.
- Reading maintains a high profile throughout school. Pupils thoroughly enjoy learning to read. Less-able readers are improving their reading skills so they read accurately and with confidence. By the end of Year 6 pupils are competent readers. Targeted teaching is helping more-able readers to develop the skills they need to read and understand more difficult texts.
- Pupils told inspectors that they are catching up in their writing. They now have regular opportunities to write at length and for a range of purposes. Pupils' good quality writing is displayed around school. For example, pupils' writing about World War 1 sensitively explored individual views on the purpose and impact of war.
- Pupils in Years 1 and 2 make good progress in understanding the sounds letters make. In the 2014 national screening check at the end of Year 1, pupils here achieved better than others nationally. Those who did not achieve the expected standard are being supported well through targeted teaching and tailor-made learning programmes.
- The pupil premium funding ensures that disadvantaged pupils are making good progress. The school data for 2014 shows that the gap in standards in English between those pupils and their classmates is about a term behind for both reading and writing. The gap for mathematics is approximately three terms behind. This data, compared with the nationally held data for 2013, confirms that the gap is closing, albeit more rapidly in English than in mathematics.
- Overall, there is little difference in the progress made between groups of pupils currently in the school. This clearly demonstrates the school's commitment to and success in tackling discrimination and promoting equality of opportunity for all pupils.

The early years provision

is good

- Children in the Early Years achieve well. They start Nursery with skills that are typical for their age, although lower in mathematics than in other areas of learning. Good teaching helps all groups of children to make at least good progress from their starting points. Teaching is successful in helping children to catch up in their mathematical development.
- The quality of learning in the Early Years is good, including good opportunities for learning through play outdoors. The best use is made of the natural environment, for example for bug hunts and gardening. The outdoor environment creates great interest and contributes well to the progress children make in their learning.
- High expectations by teachers are evident in children's learning and good behaviour. Children take turns and share equipment well. Activities are well planned to promote the social and emotional aspects of learning. For example, in the outdoor area a group of children worked together to make a shelter from a blanket and chairs. On a windy afternoon they showed great perseverance and team skills as they worked out the best way to successfully complete their task.
- The early years provision is managed and led well. Within the Nursery and Reception classes, for some years now, children receive good quality education and care. Consequently, all are well prepared for Year 1 in all areas of their learning.

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

Unique reference number	130965
Local authority	Wakefield
Inspection number	442167

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	292
Appropriate authority	The governing body
Chair	Roger Brown
Headteacher	Louise Ward
Date of previous school inspection	28 February 2013
Telephone number	01977 722230
Email address	headteacher@belllane.wakefield.sch.uk

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