

Bellfield Infant School (NC)

Vineyard Road, Birmingham, West Midlands B31 1PT

Inspection dates

12–13 March 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders are ambitious and have high expectations for the work of the school. Effective leadership has led to significant improvements in all areas of the school over the last two years.
- Pupils' outcomes improved in 2018. Attainment in reading, writing and mathematics at the end of Year 2 was average. The proportion of pupils achieving the expected standard in the phonics screening check was in line with the national average.
- Teaching has improved since the school was last inspected and is now good. Consequently, pupils make good progress across the school. However, some of the most able pupils at key stage 1 are not challenged sufficiently.
- Disadvantaged pupils have previously underachieved. Through better use of pupil premium funds, these pupils are now receiving effective support and making better progress.
- In mathematics, teachers do not always use assessment information to plan accurately enough to meet pupils' needs. This means that work is sometimes too hard for some pupils and too easy for others.
- Early years staff plan carefully to meet children's learning needs. As a result, children make strong progress from their different starting points.
- Leaders have developed a rich and broad curriculum. The curriculum is enriched through an interesting range of visits, visitors and focused days. Consequently, pupils show high levels of interest in their work.
- Governors have a good understanding of the school's strengths and weaknesses. They provide appropriate support and challenge to drive school improvement.
- Pupils' behaviour is good. They show pride in their school and community. They are respectful and keen to do well.
- A school improvement partner provides effective support to the school.
- Pupils with special educational needs and/or disabilities (SEND) are supported well. Carefully planned interventions ensure that these pupils make good progress.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment in mathematics by ensuring that teachers:
 - use assessment information about pupils' attainment and progress to plan work to meet the needs of all groups of pupils
 - plan learning in mathematics in a logical progression so that pupils develop a secure and deep understanding of concepts.
- Ensure that outcomes by the end of Year 2 for disadvantaged pupils improve further, through continued careful use of the pupil premium grant.
- Provide greater levels of challenge for the most able pupils.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders are ambitious and have high expectations for the school. Effective leadership has resulted in improvements across key areas of the school's work.
- Leaders target professional development carefully to meet school improvement and staff needs. Focused training has clearly improved teaching, and consequently pupils' standards are rising.
- The headteacher has introduced rigorous and systematic monitoring to ensure that teaching is consistently good across the school. She makes sure that any aspects of teaching that need improving are acted on and followed up.
- Leaders have put effective systems in place to check on pupils' progress. These focus particularly on analysing assessment information to identify gaps in learning and ensuring that teaching is targeted to address these issues. Leaders track pupils' progress across the school effectively to identify which pupils are falling behind in their learning. Consequently, pupils who are underperforming are supported quickly to help them catch up. This is leading to rapid progress in some cases.
- The school provides a rich, broad and balanced curriculum. Pupils have a wide range of interesting learning experiences. A number of enrichment days, such as STEM (science, technology, engineering and mathematics) days, support the curriculum well. Visiting dance and music specialists add further first-hand learning experiences. Art is a strength, as shown by the high-quality displays of pupils' work throughout the school. Consequently, pupils are curious and keen to learn. They learn about a full range of subjects in depth.
- Leaders believe that it is a priority for pupils to have rich first-hand experiences, such as visits to the Black Country Museum and the West Midlands Safari Park. Pupils said that they enjoyed these visits and they could discuss what they had learned.
- Pupils' spiritual, moral, social and cultural learning is developed well. Pupils have opportunities to learn about other cultures and religions and show respect for different beliefs. Pupils were able to talk about children's rights, which they had learned about through the 'UNICEF Rights Respecting' programme. As a result, pupils have a clear understanding of their rights and responsibilities. Pupils have an age-appropriate understanding of fundamental British values. For example, pupils could talk about how the school council voting was an example of democracy. Pupils are involved in their local community, for example at Easter all pupils make Easter bonnets and walk to the local Northfield Baptist Church for a service. The range of experiences ensures that pupils are well prepared for life in modern Britain.
- Additional funding to support pupils with SEND is used wisely and to good effect. As a result, these pupils make good progress in all aspects of their learning. Leaders work with a wide range of external agencies to ensure that the right support is in place to help pupils with complex needs. Leaders also ensure that parents and carers are fully involved in decisions regarding all aspects of their children's special educational needs provision within school.

- Leaders use pupil premium funding effectively to support disadvantaged pupils. For example, a full-time specialist speech and language teacher has been employed to address communication and language difficulties in the early years.
- Leaders use sport premium funding well. Sports coaches help to develop teachers' knowledge and skills in delivering physical education so that pupils are taught well and improve their sports skills. Funds are also used to provide resources such as an improved outdoor area for ball sports. As a result of these measures, pupils develop a good range of sports skills and are keen to take part in physical activities.
- Support commissioned by the local authority has been highly effective at identifying the key areas for development that leaders need to act on. Reviews have focused on assessment systems, attendance and developing teaching and learning. The support continues to provide advice and guidance, helping to drive further school improvement.

Governance of the school

- Governance is effective. Members of the governing body understand their specific roles and work well together for the good of the school. Their plans and records of meetings show that pupils' achievement, well-being and safety at school are at the heart of their decision-making. They offer both support and challenge to the headteacher and other school leaders. They are well informed through regular meetings with school leaders and their own visits to the school.
- Governors understand the strengths and weaknesses of the school. They receive regular updates about school improvement matters, including those related to pupils' attainment and progress. The resources committee works to ensure that the school's budget is managed well.
- The monitoring of safeguarding procedures by the governors is rigorous and detailed. Policies are scrutinised, and governors visit the school regularly to check that leaders are putting the policies into practice. Consequently, the school provides a safe environment for pupils and staff.
- Following a detailed review of governance, the governors devised a clear action plan to improve their knowledge of, and support for, the school. Most actions have been completed, with a significant positive impact on the school. Governors recognise the importance of continuing to develop their skills.

Safeguarding

- The arrangements for safeguarding are effective.
- All statutory requirements are met, and pupils feel safe at school. Staff have received training about risks pupils might face and know what to do if they have a concern. School records show that staff have acted in a proper and timely manner when responding to concerns that have arisen. Information about pupils is kept securely but is also available to the right people at the right time if need be.
- All the proper checks on staff and visitors are carried out and recorded correctly, and the school site is kept secure. Any unexplained pupil absence is followed up quickly by office staff, and everyone on the team understands their duty of care.

- Parents are kept suitably informed about safety matters and how they can support the school's work at home. For example, there are regular parent workshops about internet safety. Pupils know what to do if they have a problem or worry. Visiting speakers and lessons in school teach pupils how to look after themselves in different situations. Pupils and parents are confident that any bullying, if it happens at school, would be dealt with appropriately and stopped.
- Links with other agencies such as social services and healthcare staff work efficiently. Medicines in school are managed well, and first-aid treatment is provided quickly when required.

Quality of teaching, learning and assessment

Good

- There have been a number of recent staff changes, including the appointment of a new early years leader. These changes have had a positive impact on the quality of teaching and learning. Staff have received high-quality training, especially in English, and teaching and learning are now good across the school.
- Teachers show secure subject knowledge across the whole curriculum and use this to plan for the learning needs of most pupils. However, the most able pupils are not always sufficiently challenged to make the progress they are capable of.
- Teachers use questioning effectively to check where pupils are in their learning and whether they understand new ideas. Teachers generally use what they know about what pupils can do to plan activities that are matched to their learning needs. This is not always so for the most able pupils.
- Writing is a strength due to the introduction of new teaching methods. Teachers have been well trained and have visited other schools to see best practice. The quality of written work is high, whether in English or in topic books. A good selection of written work at greater depth was seen in Year 2 books.
- Some mathematics content has not been taught in a logical sequence. As a result, pupils have not been able to develop sufficient depth in their understanding and there remain gaps in their knowledge. In some classes, there is effective teaching that enables pupils to build secure understanding, apply what they know in problems and move forward in their learning at a fair pace. However, this is not consistent in all classes.
- Teachers use the school's new assessment system well to identify pupils' learning needs. The system is proving effective in helping teachers to focus on the aspects that need the greatest attention. Teachers give clear feedback so that pupils know what they need to do to improve their work. The feedback given is in line with the school's assessment policy and focuses on what pupils have done well in their work, but also what they need to do to further improve. Work in pupils' books shows that this is carried out consistently across the school.
- A recently introduced phonics scheme is being followed consistently. Staff understand the scheme well and have secure subject knowledge. Consequently, pupils are making strong progress. Currently, disadvantaged pupils are outperforming other pupils in phonics.
- Pupils are confident and keen as a result of the positive and encouraging relationships

throughout the school. As a result, pupils have positive attitudes to their learning, which in turn have a positive impact on their progress. Workbooks are well presented throughout the school, indicating the pride that pupils have in their work. Most of the time, effective teaching, assessment and discussion in class mean that work is pitched just right, and pupils are kept occupied with constructive tasks. Occasionally, teachers work with a small number of pupils, and the rest of the class receives little or no support from the teacher. On these occasions, these pupils start off well but then get stuck or confused, and as a result their progress is limited.

- On occasions, low-attaining pupils are taken out of class for extra work and miss the main teaching activity. As a result, these pupils sometimes find it difficult to catch up with their peers.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy school and grow in confidence because of the care and attention they receive. Adults are excellent role models; they treat pupils with kindness while also setting high expectations. Courteous behaviour is the norm and there are lots of rewards to recognise and encourage thoughtful and caring attitudes.
- Pupils are proud of their school and community. There is a strong sense of belonging.
- Bullying or unkind behaviour are very rare. Upsets and fallings-out do happen from time to time, but pupils are taught how to deal with such situations. They are keen to talk about the 'playground buddies' who are always at hand to help pupils join in games and make friends. Pupils also know that an adult is always on hand to help or listen to any worries, if need be.
- The before- and after-school care provides a range of enjoyable activities for pupils. For example, pupils can play table tennis and there is a quiet area for reading. Adults talk to pupils and join in the activities. Through this care, the school provides a positive start and end to the school day for the pupils who attend.

Behaviour

- The behaviour of pupils is good.
- Pupils' conduct in lessons is calm and orderly, they are attentive, responsive and show respect for other people and their ideas. They demonstrate positive learning behaviours in lessons and are keen to share their learning. Consequently, there are very few incidents of disruption to learning in lessons.
- Pupils behave well at break and lunchtimes. The dining hall is calm, with pupils queuing sensibly, taking turns and helping each other. Outside on the playground, pupils get on well and enjoy one another's company.
- In 2016, 2017 and 2018, pupils' attendance was below the national average overall, with attendance of disadvantaged pupils and pupils with SEND well below the national average. However, leaders have introduced new robust and highly effective procedures

that have been highly successful in reducing absence. Leaders carry out home visits and in-school meetings to identify concerns at an early stage. They work with a range of external agencies to address attendance issues where they arise. Pupils and classes with high attendance receive rewards such as bronze, silver and gold awards for individual pupils and balloon prizes for classes. This encourages pupils to attend school regularly. As a result of these actions, attendance has improved and is now in line with the national average.

Outcomes for pupils

Good

- Outcomes for pupils at the end of key stage 1 improved significantly in 2018, with the proportion of pupils attaining expected standards in reading, writing and mathematics being in line with the national average. Their progress was strong given their low starting points at the end of the early years.
- The proportion of pupils achieving greater depth in reading, writing and mathematics at the end of key stage 1 in 2018 was well below the national average. However, work in books currently shows some signs of improved progress for pupils capable of reaching higher standards.
- Leaders' analysis of current pupils' progress shows that most pupils are making strong progress in reading and writing. This progress is clear in pupils' books. Where teaching is strongest, pupils make rapid progress. While pupils' progress across the school is now improved, the progress of some pupils, especially the most able, is not as strong in all year groups.
- As a result of inconsistent teaching in mathematics, pupils' progress in this subject is not as strong as their progress in reading and writing.
- The proportion of pupils achieving the expected standard in the phonics screening check at the end of Year 1 rose in 2018 and was in line with the national average.
- Disadvantaged pupils' attainment in reading, writing and mathematics was well below the national average at the end of key stage 1 in 2017 and 2018. It was also well below the national average in the phonics screening check. However, leaders' current analysis shows that the disadvantaged pupils are now doing much better and are outperforming their peers in some areas, for example the phonics screening check. This improvement is clear in books and pupils' assessments.
- Pupils with SEND receive highly effective support which helps them to make good progress from their individual starting points. Leaders and teachers use a wealth of assessments to help them gain a detailed understanding of these pupils' individual needs. They then use this information to plan individualised support to meet the pupils' learning needs. Leaders analyse their progress in detail. This information, along with work in their books, shows that in all year groups, pupils with SEND make strong progress from their individual starting points.
- The proportion of pupils achieving the expected standard for science is above the national average. Teachers ensure that scientific skills are developed well across the school. However, leaders do not have a precise understanding of how well pupils are achieving in other subjects such as history and geography.

Early years provision

Good

- The early years leader, appointed in September 2017, has been quick to act to improve the provision. She demonstrates strong leadership and has created a strong team. She has a detailed understanding of the strengths in the early years, but also knows where further development is needed. Teaching and learning are consistently good across the early years.
- At the end of the Reception Year, the proportion of children achieving a good level of development was lower than the national average for the last four years. However, inspection evidence clearly shows that current children are doing well, and current achievement is improved.
- Children enter the Nursery Year with skills and abilities well below those typical for their age, especially in communication and language. Leaders have recently employed a full-time speech and language specialist to work with children in early years, and this is having a significant impact on progress. Children are carefully assessed for speech and language needs on entry to the Nursery and receive precise teaching. The vast majority of children make good progress from their different starting points.
- Staff make detailed assessments of what children achieve. They moderate these assessments carefully to check that they accurately reflect what children can do. Teachers plan to meet children's learning needs very well. Activities are carefully designed to take children's learning forward in all areas of learning, especially communication, language, literacy and number. Children show a high level of engagement and sustained concentration in these activities because the activities are well matched to their learning needs. As a result, children make strong progress throughout the early years from their individual starting points.
- Standards of children's writing in Reception are high. Teachers have high expectations and are careful in showing children how to write sentences. As a result, children are highly enthusiastic about writing a few sentences and are keen to share their ideas with visitors.
- Children with SEND are supported well because staff take care to ensure that appropriate support, including from various external agencies, is provided to meet individual children's needs. Children are well behaved and have positive attitudes. They are keen to share their learning with visitors to the classes. Children show a high level of confidence and are very happy in their learning. There are positive relationships between staff and children across the setting.
- Parents are closely involved in their children's learning. Parents complete regular notes about their child's current interests to help staff provide engaging learning activities to meet children's interests. Parents are encouraged to attend workshops to support them in understanding how to help their children's learning at home.
- Arrangements for safeguarding and welfare requirements are effective. Staff carry out risk assessments each day to ensure that the setting is safe and secure. All staff are trained in paediatric first aid.

School details

Unique reference number	103289
Local authority	Birmingham
Inspection number	10058463

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

Type of school	Infant
School category	Maintained
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	233
Appropriate authority	The governing body
Chair	Sarah Clark
Headteacher	Gill Simm
Telephone number	0121 464 4855
Website	www.bellfieldinfants.co.uk/
Email address	enquiry@bellfield-inf.bham.sch.uk
Date of previous inspection	2 November 2016

Information about this school

- Bellfield Infant School is larger than the average infant school.
- The proportion of disadvantaged pupils is above the national average.
- The school has a Nursery class.
- The proportion of pupils with SEND is above the national average. The proportion of pupils who have an education, health and care plan is above the national average.
- There are two classes in Reception and Year 1, and three classes in Year 2.
- There is a before- and after-school club.
- The local authority has commissioned external support for the school.

Information about this inspection

- Inspectors observed teaching and learning in all year groups. Some of the observations were carried out jointly with the headteacher.
- Inspectors met a group of pupils, heard a selection of pupils read and observed pupils at breaktimes and lunchtimes. Inspectors held discussions with the headteacher, the deputy headteacher, the early years leader, the SEND coordinator, the English leader and the mathematics leader. The lead inspector met members of the governing body and the school improvement partner.
- Inspectors looked at a range of books from all year groups and abilities. They looked at work from a range of subjects, including that on display around the school.
- Inspectors considered a range of documents, including the school's self-evaluation, the school improvement plan, and the governing body review and action plan. Inspectors also considered information about pupils' progress, attendance and safeguarding.
- Inspectors took account of 31 responses to Parent View. Inspectors spoke to a number of parents before and during the school day.

Inspection team

Jan Baker, lead inspector	Ofsted Inspector
Dawn White	Ofsted Inspector
Susan Blackburn	Ofsted Inspector

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Manchester
M1 2WD

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