

# Inspection of a good school: Belle Vue Primary School

Beaver Road, Carlisle, Cumbria CA2 7PT

---

Inspection dates:

13 and 14 March 2023

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

## **What is it like to attend this school?**

Pupils enjoy attending this school. They appreciate the care that staff give to them. This is a friendly and welcoming school. Pupils are happy and feel safe.

Leaders have got high expectations for the behaviour of all pupils. Pupils know what the consequences will be if their behaviour does not meet these expectations. Leaders act on any concerns of bullying quickly. Pupils are kind and caring to each other.

Pupils work hard at this school. Staff have high expectations of their learning in many subjects. However, some pupils do not gain the skills to become confident and fluent readers as quickly as they should.

Pupils, and their parents, appreciate the wide range of opportunities that leaders provide for pupils to broaden their experiences. Leaders' vision to raise aspirations is at the heart of all decisions they make for their pupils. The variety of after-school clubs that are on offer are tailored to the interests of pupils to ensure that there is something for everyone.

Pupils appreciate the chance to take on different leadership roles in school to develop their independence. This includes as part of the eco council, librarians and helping with the younger pupils.

## **What does the school do well and what does it need to do better?**

Leaders have reflected on the curriculum that they offer to their pupils. In many subjects, they have thought carefully about the order of the learning that pupils require. However, in a small number of subjects, too much freedom is given to staff to decide what order they teach the content. This means that the curriculum is not always as carefully ordered

as it should be. Leaders' approach to curriculum has the same ambition for all pupils, including those with special educational needs and/or disabilities (SEND).

Leaders have put in place effective systems to support teachers to identify any potential issues for pupils who may have SEND. Teachers have been trained to ensure that they can put in place effective initial support for these pupils. Leaders work closely with teachers to ensure that appropriate provision is in place to allow pupils with SEND to learn well. Appropriate external agencies are engaged to work with pupils as required.

Leaders have recently made a significant change to the reading scheme that they are using to teach phonics. They have put in place appropriate training for staff. This programme is in its early stages and is not yet fully embedded for all pupils to learn to read effectively. Some pupils do not have the techniques they need to decode, sound out and blend words. Leaders have put in place appropriate catch-up sessions for pupils who do not have secure foundations for their reading knowledge.

Reading is prioritised by leaders across the school. They have created an attractive and interesting library in school. Pupils appreciated the targeted library areas for each class. Leaders have engaged in a wide range of activities to encourage pupils to enjoy reading, including whole-class reading and reading for pleasure tasks. Children in their Reception Year engage with books and phonics from the start of their time in school.

Teachers use assessment in lessons effectively to identify where pupils have learned and remembered what they have been taught. However, in some subjects, the assessments that are used test pupils on knowledge that has not yet been taught.

Leaders have focused on providing a programme of personal development for pupils which is age appropriate. There are a range of rich opportunities that are designed to expose pupils to a range of diverse cultures and experiences. There are many visitors into school, including the local police community support officer and the fire service, to help pupils know how to keep themselves safe.

Governors have a sufficient understanding of leaders' priorities. They ask challenging questions of leaders to ensure that they recognise the progress that is being made. Governors use a range of sources to gather their information.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff take their safeguarding duties seriously. They understand the signs that may indicate that a pupil is at risk of harm. Staff make suitable records of any potential safeguarding issues. Leaders make appropriate referrals when needed. They work with a range of agencies to provide support for vulnerable pupils and families when needed.

That said, for some of the administrative aspects of safeguarding, governors have not kept enough of a strategic overview of the renewal of staff training and the single central

record. These issues were resolved during the inspection. Leaders have invested in key roles to support safeguarding in school in order to keep pupils safe.

Pupils have been taught about how to keep themselves safe, including when online. They know which adults they can talk to about any concerns they may have.

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

### **(Information for the school and appropriate authority)**

- Pupils' experience of the delivery of phonics to support their reading is inconsistent. This means that some pupils are not supported effectively to make as much progress in their reading as they could. Leaders should ensure that the scheme that they have chosen is fully embedded and consistently delivered for all pupils.
- In a small number of subjects, the curriculum is not clearly sequenced or linked well enough with the assessments that are in place. This means that some children are assessed on content that they have not been taught. Leaders should ensure that there is a clearly sequenced curriculum which links to what is being assessed, to check what pupils know and remember.
- Leaders, including governors, do not make sure that the administrative aspects of safeguarding are given full oversight. This means that some training has not been kept up to date and aspects of the single central record were required to be amended during the inspection. Leaders should ensure that they have effective record-keeping systems to allow them to keep a strategic oversight of safeguarding and the training needs of all staff and governors.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2012.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

|  |  |
|--|--|
| <b>Unique reference number</b>             | 112228   |
| <b>Local authority</b>                     | Cumbria  |
| <b>Inspection number</b>                   | 10268935   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 4 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 433  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Alison Evans   |
| <b>Headteacher</b>                         | Andrew Cairns  |
| <b>Website</b>                             | <a href="http://www.bellevue.cumbria.sch.uk">www.bellevue.cumbria.sch.uk</a> |
| <b>Date of previous inspection</b>         | 1 February 2018, under section 8 of the Education Act 2005                   |

## Information about this school

- Leaders do not use any alternative providers.

## Information about this inspection

The inspector carried out this graded inspection under section 8 of the Education Act 2005.

- This was the first routine inspection that the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- As part of this inspection, the inspector carried out deep dives in early reading, mathematics and art. For each deep dive, the inspector discussed the curriculum with subject leaders, visited some lessons, spoke with pupils and teachers and looked at samples of pupils' work.
- The inspector met with the headteacher, other senior leaders, the special educational needs team, subject leaders and teachers. The inspector also spoke with a representative from the local authority.

- The inspector met with governors, including the chair of governors.
- The inspector checked safeguarding procedures, including the recruitment checks made on staff. The inspector met with the designated safeguarding lead, staff and pupils to discuss wider aspects of safeguarding. She scrutinised a range of documentation in relation to safeguarding.
- The inspector considered a range of documentation, including that relating to the curriculum, pupils' behaviour, improvement plans and leaders' self-evaluation.
- The inspector listened to pupils read to a familiar adult.
- The inspector observed pupils' behaviour in a range of situations, including in corridors, at breaktimes, at lunchtimes and in lessons. She also spoke with pupils about behaviour and bullying.
- The inspector spoke with pupils about their programme of wider personal development.
- The inspector considered the responses from parents to Ofsted Parent View. This included the comments submitted via the free-text facility.
- The inspector also considered the responses to Ofsted's pupil and staff surveys.

### **Inspection team**

Elaine Mawson, lead inspector

His Majesty's Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:  
<http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023