

Inspection of Bellefield Primary and Nursery School

Windermere Road, Trowbridge, Wiltshire BA14 8TE

Inspection dates: 27 and 28 February 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

A warm welcome awaits everyone at Bellefield. Inclusivity is woven through all the school does. The school's motto, 'Growing together to be the best we can be', demonstrates the school's journey since the previous inspection. Staff, leaders and governors have worked together to provide a rich curriculum for pupils. There are high expectations for pupils to do well.

Children in the early years make a strong start. They settle quickly and learn the school's routines. Older pupils display positive attitudes towards their learning. They are polite and well mannered. Pupils feel safe because of the strong relationships adults form with them.

Pupils benefit from a wealth of experiences. These include a wide variety of extra-curricular opportunities, such as yoga and instrumental lessons. Pupils make good use of clubs such as Taekwondo, drama and dance. They have the opportunity to visit the theatre. Leaders ensure as many pupils as possible attend the two residential visits on offer. The school places great importance on learning to read. 'Buzz the reading dog' visits the school to provide a friendly companion for pupils to read to. Pupils say that reading is fun and that it helps them to feel calm.

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

The school has maintained a sharp focus on developing the curriculum. It has undergone substantial reform recently. There is ambition for all pupils to do well, including those with special educational needs and/or disabilities (SEND). The school has thought about the most important 'unmissables' pupils need to learn and by when. These have been carefully sequenced in small steps to help pupils learn the curriculum well. However, these changes have not had sufficient time to impact on the previous outcomes. Therefore, published outcomes do not reflect the work the school has done, and the depth of knowledge pupils are now developing.

Early reading is taught expertly by staff. They assess children regularly and this information is used to ensure children read books that match the sounds they know. Nursery children listen carefully to sounds and clap along to the syllables in words. The school is helping pupils further up the school who struggle to read. Individual support is in place to help these pupils read well. As a result, they develop fluency and enjoy a variety of books and genres.

The school has high aspirations for all pupils, including the significant number of pupils with an education, health and care plan (EHC plan). Leaders work effectively with outside agencies to ensure pupils get the support they need. Pupils with SEND and EHC plans learn the same curriculum. However, on occasion, some of the planning to support these pupils is not precisely matched to their most pressing needs. This impacts on how well some pupils with SEND learn the curriculum. Although this is so, leaders have a programme of training for staff that is beginning to make an impact.

The school has identified the vocabulary it wants pupils to learn. For example, in mathematics, staff encourage pupils to 'say it again, but better' using the correct technical vocabulary. In many subjects, the 'show what you know' books allow pupils to demonstrate their learning. In art, sketch books are used to develop ideas and practise skills. Any gaps in knowledge are followed up. In a minority of subjects, this is less developed. The precise gaps in pupils' knowledge are not identified and therefore not addressed with the same accuracy. This means that in this minority of subjects pupils do not learn the curriculum as well as they could.

Positive relationships exist between adults and pupils throughout the school. Adults in early years are attentive to children's needs while developing their independence. Older pupils know the school rules and the difference between right and wrong. Although attendance is slightly below national levels, leaders do everything they can to ensure pupils attend school well. This includes working with outside agencies to provide additional support.

The school has created a programme to teach pupils valuable skills for life. Pupils know the protected characteristics well. They know that some people may need reasonable adjustments to support their needs. Pupils have a firm appreciation of the fundamental British values. They can explain what these values mean to them as individuals.

Governors know the school well. They have an accurate view of the school's strengths and its development priorities. Governors hold leaders to account for these. Leaders and governors have worked together well in the recent past to make changes that will last. The school has sought external advice and has acted on this quickly. This is having a positive impact on the education pupils receive.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some cases, planning that supports pupils with SEND is not precise enough. Consequently, some of these pupils do not learn the curriculum well. The school should ensure that teachers receive training and support to provide highly effective adaptations for pupils with SEND.
- In a minority of subjects, precise gaps in pupils' knowledge are not identified. This means that teaching is not focused on addressing these areas. The school should ensure that gaps in learning are assessed with precision to identify where pupils' knowledge could be developed.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	135484
Local authority	Wiltshire
Inspection number	10297968
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	321
Appropriate authority	The governing body
Chair of governing body	Alison Beck
Headteacher	Victoria Withers
Website	www.bellefield.wilts.sch.uk
Dates of previous inspection	8 and 9 November 2022, under section 8 of the Education Act 2005

Information about this school

- The school is designated as having a religious character. The school is in the Diocese of Salisbury. At the most recent section 48 inspection of the school, carried out in March 2017, the school was judged to be good.
- The school uses five unregistered alternative providers.
- The school runs breakfast and after-school provision on site.
- The school accepts children in the Nursery from 3-years-old.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, school staff, parents, pupils, governors and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school, including at lunchtime and breaktimes. In addition, the inspectors met with pupils formally and informally to hear their views.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text responses. They also looked at responses to the staff survey.

Inspection team

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