

Bell Lane Primary School

Inspection report

Unique Reference Number	101259
Local Authority	Barnet
Inspection number	276479
Inspection dates	2–3 May 2006
Reporting inspector	Tusha Chakraborti

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 on roll	
School	
Appropriate authority	The governing body
Chair	Mr Andrew Sherling Mrs Susy Stone
Date of previous school inspection	Not previously inspected
School address	Bell Lane Hendon London NW4 2AS
Telephone number	02082033115
Fax number	02082037636

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Bell Lane is larger than most primary schools. It is situated in the London borough of Barnet, serving a pocket of disadvantage in quite an affluent area. The school represents a very ethnically diverse community. The largest ethnic groups are from the Black British-African and Eastern European communities. Attainment on admission is below average. There is very high pupil mobility. A significant number of pupils are at an early stage of learning English and the percentage of pupils with learning difficulties is above average. A high proportion is eligible for free school meals. There has been high staff turnover in the last two years.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

- * Raise standards in reading and mathematics in Years 1 and 2 and in mathematics and science in Years 3 to 6.
- * Develop the roles of all middle managers.
- * Develop the assessment system in science in line with that for English and mathematics.
- * Build on current work to improve attendance.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

The quality of teaching has improved due to the consistent monitoring of teaching and learning and is now good. It is particularly good in English where teachers provide ample opportunities for pupils to develop their speaking and listening skills and to express their views confidently. The majority of teachers display good subject knowledge and plan well to provide pupils with interesting activities. Lessons progress at a brisk pace and challenging questioning ensures that pupils make good progress, particularly in English. Staff have good relationships with pupils and value their contribution to class discussions. As a result pupils behave well and work well together and independently. Where teaching is satisfactory, learning objectives are not clear. Teachers focus on too many aspects of the lesson at the same time for the pupils to deal with. Pupils are not challenged appropriately. As a result, pupils lose their concentration quickly and do not achieve as well as they should.

An effective assessment system is used to track pupils' progress and to set targets for all pupils in English and mathematics. A similar system for science is not yet in place. Marking of pupils' work is not consistent and does not always guide pupils effectively enough to improve their work. Teaching assistants support the pupils with learning difficulties and those at the early stages of learning English well which enables these pupils to achieve well.

Curriculum and other activities

Grade:

The school judges its curriculum to be good overall and inspection evidence confirms this. It is broad and balanced with a current emphasis being effectively given to developing links across curriculum areas. In addition, extra-curricular provision ensures pupils have a good range of clubs to attend together with residential and day visits connected to their learning. Visitors into school also enhance pupils learning appropriately. The school meets all requirements within a programme of linked activities. An example of developing pupils' understanding of economic

well-being was seen in a literacy lesson when comparisons with Roman society and the pupil's world linked to work in history. The needs of pupils with learning difficulties are met with care and thoughtfulness. How to stay well and healthy is well promoted within structured personal, social and physical education lessons. Children in the Foundation Stage have a curriculum tailored to meet their needs. Computer facilities are usefully adding to the pupils' learning.

Care, guidance and support

Grade:

Very positive relationships across the school coupled with the high priority placed on treating each child as an individual ensure that support, care and guidance of all pupils is of a high standard. All health and safety issues are addressed; risk assessments are in place and child protection procedures are well established. Effective record keeping underpins all pastoral work and children giving cause for concern are monitored carefully, for example, through the fortnightly inclusion meetings. Induction for pupils new to Nursery and Reception is thoughtfully planned and arrangements for those pupils who arrive at other stages of their education are systematic and ensure pupils settle in quickly. The school works well with parents, volunteers, learning mentors and a variety of external agencies to support all children including those most at risk.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Children

My colleagues and I would like to thank you for welcoming us to your school. It was a great pleasure to visit the school and talk to you about it. We know that you really enjoy coming to school and value what it has to offer you.

We are pleased to tell you that Bell Lane Primary is a good school. This is because your headteacher and all other staff really do a good job in organising the school and in providing you with a good quality of education. We were impressed by your attitudes to the school, your good behaviour and your willingness to take responsibilities to make the school environment even better. It was good to know that you understand the importance of staying safe and healthy well and take part in the wide range of physical activities to maintain a healthy lifestyle.

We are pleased to see that you are achieving well, especially in English. However, we think that you need to achieve even higher in mathematics and science to reach the level that you achieve in English. All of you need to attend school more regularly to improve your performance further. Currently, some of you do not attend school as regularly as others and, as a result, do not achieve as well as you should. We also agree with the school's target to develop assessment in science fully to raise your achievement further across the school. We are confident that you will continue to work hard and achieve higher standards in future. With every good wish for your further success.

Yours sincerely,

Tusha Chakraborti

Lead Inspector