



Bellfield Primary School

Inspection Report

Unique Reference Number 117715
Local Authority Kingston-upon-Hull
Inspection number 290907
Inspection dates 6–7 February 2007
Reporting inspector Jackie Barnes

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

Type of school	Primary	School address	Saxby Road
School category	Community		Hull
Age range of pupils	3–11		HU8 9DD
Gender of pupils	Mixed	Telephone number	01482 374490
Number on roll (school)	255	Fax number	01482 701452
Appropriate authority	The governing body	Chair	Mr Peter Wright
		Headteacher	Mrs Megan Murray
Date of previous school inspection	1 October 2001		

Age group	Inspection dates	Inspection number
3–11	6–7 February 2007	290907

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is average in size and located about three miles from the centre of Hull. It serves an area of mainly local authority accommodation with some owner occupied housing. Most families have at least one parent in paid work and entitlement to free school meals is about average. The school community is reasonably stable with most pupils staying at the school until they move on to secondary education. Almost all pupils come from White British backgrounds. Many start school with well below average attainment for their age. The proportion of pupils with learning difficulties and disabilities has increased over recent years and is now a little higher than in most schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school that is particularly successful in encouraging pupils to behave well, and to give their best to the school community and to their work. Parents rate the school highly and express confidence in their children's development.

Pupils achieve well and by Year 6 standards are usually above average, but lower in English. When they start school, pupils settle quickly. Good teaching in the Foundation Stage encourages them to be confident and carefully prepared activities capture their imagination while helping them to learn. They make good progress and by the end of the Reception year over half are working securely at the levels expected for their age. The good teaching and progress continue over the next two years, especially in reading, and by Year 2 overall standards are average. Most pupils continue to achieve well in Years 3 to 6, especially the more able pupils and those with learning difficulties and disabilities. Some lower attaining pupils do not make sufficient progress. This is not always identified by the school mainly because information from assessment is not used well enough to plan their work and check if they are succeeding.

Teaching and learning are good, with some outstanding examples of effective learning in small groups and occasionally in lessons. Teachers have good subject knowledge, manage behaviour well and have high expectations. Teaching points are clear and most lessons are interesting. When teaching assistants are clear about what pupils are expected to learn they make a major contribution to developing the pupils' understanding and skills. Where the learning expected for different groups of pupils is not clearly identified in the planning, support staff are more limited in the contribution they can make.

Pupils' personal development is good. Their positive attitudes are central to the success of the school. Their keenness to learn is evident from the youngest year groups and well supported by an interesting curriculum and enriched by a wide range of out of school activities. Pupils develop a good understanding of how to live safe and healthy lifestyles, and they make good use of opportunities to contribute to the school and wider community. Pupils enjoy school and attendance is good. The staff take exceptionally good care of pupils' welfare. The strength of these relationships is a key factor in the growth of pupils' confidence in their own abilities. This is recognised by parents. A typical comment was, "My daughter has come on in leaps and bounds in her confidence, and her reading, writing and number skills have improved brilliantly".

The school is well led by a capable and experienced headteacher with active support from staff and governors. Leadership and management are good. The school runs smoothly. Most routines are well established although staffing changes and absence have limited the school's progress in developing those for assessment. Assessment data is collected and analysed but not yet used effectively to check that all pupils' make their best progress. The school provides good value for money.

What the school should do to improve further

- Raise standards in English.

- Develop rigorous systems for using the school's assessment information to plan and check the progress of every pupil, particularly that of some lower attaining pupils.
- Make clear in the planning of lessons what pupils of different abilities are expected to achieve and how this will be checked.

Achievement and standards

Grade: 2

Pupils achieve well throughout the school and standards are above average by Year 6. They make good progress from attainment that is often well below expectations when they start to generally above average standards by the end of Year 6.

They make a good start in the Foundation Stage. By the end of 2006, the proportion of pupils in the Reception year working securely within the expected goals for their age was above the national figures in language and mathematics, although still below in their social and their creative development. The clear focus in Years 1 and 2 on continuing to develop pupils' understanding and skills in literacy and mathematics enables all pupils to make good progress. This success was reflected in the 2006 national assessment results for Year 2 which were above average in reading and about average in writing and mathematics. The more able pupils were particularly successful as the proportion attaining the higher Level 3 matched national figures.

By Year 6 the school's results in national assessments indicate overall standards are above average. The exception was in 2006 when results were lower than the school anticipated, especially in English, with standards about average and progress satisfactory. The more able pupils attained well, matching national figures in English and science and exceeding them in mathematics. In lessons in Years 3 to 6, most pupils continue to achieve well and make good progress, especially the more able. The few pupils who make slower progress tend to be the lower attaining pupils. The school's use of assessment data is not yet rigorous enough to track their progress accurately and take action. Pupils with learning difficulties and disabilities make good progress because their learning needs are well assessed and they are given skilled help and special programmes of work.

Personal development and well-being

Grade: 2

The pupils' personal development is good; they are friendly, polite and well behaved. Their positive attitudes to learning, respect for staff and enthusiasm for most of their activities contribute significantly to their learning and to the happy atmosphere in the school. Attendance is good. Pupils clearly know right from wrong, and say they feel safe and secure. As one pupil said, "We don't worry much about bullying because we know what to do and it goes away". Pupils are knowledgeable about healthy eating, exercise and safety. They particularly enjoy their friendships, sporting activity and practical work in lessons. Their competence in basic literacy and numeracy skills,

together with their ability to work together in reasonable harmony contributes well to their future well being.

Pupils' spiritual, moral, social and cultural development is good. The skilful teaching in the Foundation Stage and the day-to-day good example of the staff in school are particularly effective in developing their social skills and relationships, as well as the work on personal development they undertake in lessons. Their sense of community is clearly evident in their day-to-day contact with each other. For example, an older girl noticing a pupil with a physical disability trying to tie a shoelace stopped to help, and knew just the right amount of assistance to give to help the pupil succeed.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Lessons are carefully prepared, often lively and well resourced with good introductions and teaching points. Teachers have good subject knowledge. Most lessons have at least one other adult available to reinforce pupils' understanding and encourage them to improve their work. Written planning for lessons focuses mainly on the organisation of teaching and pupils' tasks. There tends to be less information about what pupils in different ability groups are expected to learn. On occasions this limits the help that support staff can give to individuals or small groups of pupils in lessons. The planning of learning for small groups that are withdrawn from lessons, and for pupils with learning difficulties and disabilities is usually clear and enables teaching assistants to provide good quality support and guidance. Teachers manage behaviour well. They have good relationships with pupils and this helps them to be confident learners who are willing to participate and keen to achieve. Lessons provide good challenge for the high attainers and those with learning difficulties and disabilities. Occasionally teaching and tasks in lessons are less well matched to the needs of the low attainers. The school recognises that the use of assessment to plan pupils' learning is not yet fully developed. However, pupils now have targets and in the marking of books there are useful examples of guidance for pupils on how to improve their work.

Curriculum and other activities

Grade: 2

The school has a good curriculum. It is relevant and interesting and takes account of recent national initiatives such as the teaching of French. The curriculum caters well for pupils' personal development including providing the opportunity for two residential visits. Assemblies help to develop a community spirit. They give pupils the opportunity to perform with confidence in front of an audience of parents and visitors as well as reinforcing social and moral values. The curriculum is enriched with visiting speakers and a wide range of clubs, with activities to boost learning at lunch times and after school. Pupils also benefit from a good variety of peripatetic music lessons. There are

strong links with outside agencies especially for pupils with learning difficulties and disabilities. The opportunities the school provides meet the wide range of needs of the pupils. The intervention programmes to support pupils who need additional help have a record of success in improving progress. On the occasions where learning needs are not accurately assessed, a few pupils do not gain as much as they could from this provision.

Care, guidance and support

Grade: 2

The staff take very good care of pupils' welfare, and provide good counselling for pupils' personal development. Parents and pupils appreciate this and say they find staff approachable. Due attention is given to safety precautions, and well understood child protection procedures and safeguarding are in place. The staff are generally well deployed to give good support to individual pupils and small groups. This makes a significant contribution to the progress of many pupils especially where assessment information is used effectively to set challenging targets for improvement. The school's self evaluation has accurately identified the need to improve the use of assessment in helping pupils to make further progress.

Leadership and management

Grade: 2

The headteacher has been in post since before the last inspection. She provides clear direction and leadership and has taken effective action to bring about improvement. The school is a calm, attractive and welcoming place that has the confidence of its parents. A new management structure has been implemented recently and staff are keen to fulfil their new responsibilities. The staff team work well to common goals, especially developing pupils' personal skills and attaining high standards. The quality of teaching is closely monitored and good support given to new staff. Pupils' attainment is assessed regularly and groups of pupils identified for successful additional support. Pupils' progress is less rigorously checked so the data is not readily available to support teachers' planning and the setting of targets for improvement. The governing body is efficiently organised. Governors are actively supportive and well informed about the school. The school's self-evaluation is wide ranging and generally accurate but does not yet make full use of all the assessment data available to set future priorities. The school has good capacity to improve.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Bellfield Primary School

Saxby Road

Hull

HU8 9DD

06 February 2007

Dear Children

Thank you for making the inspectors so welcome when they visited your school. You helped us to see that you behave well, enjoy many of your activities and value your friends. You told us you felt safe in school and know what to do if anyone is very unkind to you. You look after each other and the staff take good care of you. You knew a lot about keeping yourself safe and healthy. You attain high standards and almost all of you make good progress. You have good teaching, are keen to learn and have targets to help you. Some of you need a little more guidance about how to improve your work.

We have asked your headteacher and governors to find ways to help you get better standards in English. Also to make sure that you all have work that is not too hard or too easy but, as Goldilocks would have said, “just right” for each one of you to do the very best you can. We know you will help by keeping up your good behaviour and being determined to reach your targets as quickly as possible.

Best wishes for the future.

Yours sincerely

J M Barnes

Lead inspector