

Belle Vue Primary School

Inspection report

Unique Reference Number	103828
Local Authority	Dudley
Inspection number	323906
Inspection dates	19–20 November 2008
Reporting inspector	Mark Mumby HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	380
Appropriate authority	The governing body
Chair	Jan Norton
Headteacher	David Porter
Date of previous school inspection	29–30 September 2005
School address	Lawnswood Road Wordsley DY8 5BZ
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Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

The inspectors observed teaching and learning in all classes in the school. Meetings were held with the chair of the governing body and the teacher responsible for the Early Years Foundation Stage (EYFS). Inspectors also had informal discussions with pupils at break and lunchtimes. They observed the school's work, and looked at documentation relating to self-evaluation, the tracking of pupils' progress and the safeguarding of pupils. They analysed the responses in 95 parental questionnaires and 31 staff questionnaires. The headteacher and deputy headteacher worked alongside the inspection team throughout the inspection.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the teaching of mathematics and the progress pupils, particularly the most able, make in this subject
- the guidance pupils receive from teachers to help them improve their work
- the quality of learning and development, and the promotion of children's welfare in the EYFS.

Information about the school

The number on roll has declined since the last inspection. However, the proportion of pupils with learning difficulties and/or disabilities has increased.

The school has attained Naacemark (2006), Investors in People and Healthy Schools Award (2007).

The school has an independently run after-school club on site. This provision is inspected separately from the school.

Further information about the school

	School's figures	School's figures compared with other schools
School size	380	above average
Free school meals	6.4%	below average
Proportions of pupils with learning difficulties and/or disabilities	19.2%	average
Proportion of pupils from minority ethnic groups	2.9%	below average
Proportion of pupils who speak English as an additional language	1.3%	below average
Proportion of pupils with a statement of special educational needs	0.53%	below average

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

3

Capacity for sustained improvement

2

Main findings

Belle Vue is a satisfactory school. It has several good features. Pupils' behaviour is outstanding and they have excellent attitudes to their work. Children in the EYFS make good progress in their learning and development. Throughout Key Stages 1 and 2, progress is always at least satisfactory and pupils attain standards in line with national averages by the end of Year 6. However, pupils, particularly the most able, do not always make as much progress as they could. This is because work is not always challenging enough and pupils are not provided with sufficiently clear guidance to help them improve.

The newly appointed headteacher has set a clear agenda for school improvement. Recent work to improve writing throughout the school and to ensure that pupils with learning difficulties and/or disabilities make as much progress as they can has been very effective. As a result, standards in writing are rising and the progress made by pupils who find learning difficult is good. These are clear examples which demonstrate the effectiveness of the school's leadership and the school's good capacity to improve further.

What does the school need to do to improve further?

- Increase the progress made by pupils, especially the most able, throughout Key Stages 1 and 2, particularly in mathematics by:
 - ensuring learning activities are precisely matched to the learning needs of individual pupils
 - providing clear guidance to pupils, through marking and target setting, to ensure they understand how to improve their work
 - maximising learning opportunities by engaging pupils in their learning throughout every lesson
 - making better use of resources, including information communication technology (ICT).

How well does the school meet the needs of individuals and different groups of pupils?

3

- Pupils enjoy school and their attendance is good.
- Recent improvements mean that children make good progress in the EYFS, reaching standards exceeding expectations by the time they enter Year 1.
- Pupils make satisfactory progress in Key Stages 1 and 2, although progress in mathematics is not as good as in other subjects. The progress made by pupils in Key Stage 1 in writing is often good as a result of the intensive work the school has implemented to improve the quality of writing throughout the school.
- Pupils with learning difficulties and/or disabilities receive good support and, consequently, make good progress.
- Pupils have very good attitudes to their work and their behaviour around school is outstanding. They have a good sense of right and wrong and show exemplary courtesy and respect for others. There is good racial harmony.
- Parents say they feel their children are safe in school and pupils agree. They say that any concerns or incidents of bullying are dealt with effectively, for example through the effective use of 'worry boxes'.
- Pupils have a good understanding about leading healthy lifestyles, although they do not consistently adopt good practices. For example, many eat unhealthy snacks at breaktimes.
- The school council provides an opportunity for pupils to contribute to the life of the school. Its democratic processes help pupils to gain skills important for their future economic well-being. Other pupils undergo a formal application process before taking on roles as monitors.
- Pupils learn about a range of religions and they gain a satisfactory understanding of our culturally diverse society.

These are the grades for pupils' outcomes

How well do pupils achieve and enjoy their learning?	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
Pupils' attainment ¹	3
To what extent do pupils feel safe?	2
How well do pupils behave?	1
To what extent do pupils adopt healthy lifestyles?	3
To what extent do pupils contribute to the school and wider community?	3
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
Pupils' attendance and punctuality	2
What is the extent of pupils' spiritual, moral, social and cultural development?	3

¹ Grades for attainment are: 1 is high; 2 is above average; 3 is broadly average; 4 is low

The quality of the school’s work

Lessons are carefully planned to ensure that tasks are interesting and pupils’ learning is related to real-life situations. Consequently, pupils enjoy their learning and have good attitudes in lessons. This helps prepare pupils well for their future economic well-being. Teachers use assessment to match activities to the needs of groups of pupils. However, the level of challenge in lessons is not always high enough to enable all pupils to make as much progress as they could. This is particularly the case for the most able pupils. Teachers use questioning well to extend pupils’ learning and this is most effective when teachers direct specific questions at individual pupils. Pupils are given opportunities to work together and share ideas, although this does not happen enough to enable pupils to fully develop their thinking and independent learning. Pupils have access to a good range of high quality resources, including ICT. However, insufficient use is made of these valuable resources to improve pupils’ learning. Pupils’ work is marked, but teachers’ comments rarely provide guidance to inform pupils how to improve. Pupils have opportunities to assess their own learning. However, teachers do not make sufficient use of pupils’ views in planning further work. Consequently, pupils do not always learn as quickly as they could.

The school keeps very detailed records of pupils’ attainment. This information is used very effectively to set clear and challenging targets for pupils. These are monitored rigorously and support for individuals is put in place where it is needed. This system is particularly effective in supporting pupils who are having difficulty with their learning.

The school has developed good partnerships with other organisations to deliver a good and interesting curriculum. Particular strengths include:

- personal laptop computers for all pupils in Years 5 and 6 to use at home and at school
- peripatetic violin tuition for all pupils in Year 2
- staff exchange with another setting provides specialist teaching about Diwali.

These are the grades for the quality of provision

High quality teaching and purposeful learning	3
Effective assessment and academic guidance	2
An appropriate curriculum which meets pupils’ needs, including, where relevant, provision through partnership with other organisations	2
Support, guidance and care	2

How effective are leadership and management?

The headteacher has an accurate understanding of the school's strengths and weaknesses. He has established an excellent working relationship with senior leaders and there are clear plans in place to address identified areas of weakness.

Comprehensive tracking of pupils' progress demonstrates the effectiveness of the school's work to meet the needs of all pupils and ensure equality of opportunity. The accurate and incisive judgements the headteacher and deputy headteacher made during a series of joint lesson observations with the inspectors, and a very detailed scrutiny of pupils' work, demonstrated that they have the skills necessary to develop the school further.

The school takes account of the views of parents and has made good progress in improving communications through newsletters and new noticeboards. The school is aware that further work is needed to ensure that parents are fully informed about the progress their children are making and has plans in place to address this.

The school has developed good partnerships with other organisations to enrich the curriculum and to ensure that the school plays a significant role in both the local and wider communities. Pupils talked enthusiastically about the river of pennies they created to raise funds to supply water to a community in The Gambia.

These are the grades for leadership and management

Monitoring, evaluating and planning for improvement to outcomes for pupils	2
Promoting equality of opportunity and tackling discrimination	2
Ensuring that safeguarding procedures are effective	3
Ensuring that the governing body provides effective challenge and support so that weaknesses are tackled decisively and statutory responsibilities are met	3
Promoting the school's relationship with parents and carers, including their involvement in decision-making about matters relating to learning and well-being	3
Developing partnerships with other providers, organisations and services	2
Ensuring the school contributes to community cohesion	2
Deploying resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in the EYFS because they are enthusiastically engaged in a good range of appropriate and interesting activities. Adults use assessment well and develop children's learning through good use of questioning. Very good resources are used well to support learning across all areas of the curriculum and children benefit from a stimulating environment both inside and outdoors. The learning environment is carefully planned to include a wide range of stimuli, including good examples of written language and numbers.

Children relate well to each other and to the adults that work with them. They play well, both independently and under the direction of adults, sustaining good levels of

concentration. They are developing good independent skills. For example, they readily use resources and tidy away afterwards.

The setting is well managed by a passionate and focused leader supported by an effective staff team. They have a good understanding of the educational and welfare requirements for the EYFS and ensure that they are met. Safeguarding procedures are robust, ensuring that the children are safe. Careful management results in excellent behaviour from the children. Partnership arrangements, for example with Active Dudley, are used effectively to develop learning and build good links between home and school.

How effective is the provision in meeting the needs of children in the EYFS?*	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?*	2
How effectively is the welfare of the children in the EYFS promoted?*	2
How effectively is the provision in the EYFS led and managed?*	2

* Common judgements made across all inspections of the EYFS

Views of parents and carers

A third of parents responded to the inspection questionnaire. The views expressed were very supportive of the school. Several parents wrote comments praising specific aspects of the school's work, including improvements already made by the newly appointed headteacher. A few parents expressed concern about the information they receive about their children's progress. This is an issue that the school is aware of and plans are already in place to address this.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2006-7, 14% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2006-7, 46% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing for its pupils suitably. In 2006-7, 34% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2006-7, 6% of schools were judged inadequate.

Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	an overall measure of the pupils' success in their academic learning. The term combines attainment and progress. Pupils might make good progress, for example, but if their attainment remains low, inspectors may judge that their achievement is only satisfactory.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



21 November 2008

Dear Pupils

Inspection of Belle Vue Primary School, Dudley DY8 5BZ

Thank you for making me so welcome when I visited your school this week.

Belle Vue is a satisfactory school and the Nursery and Reception are good. Your behaviour is outstanding and you all work hard in lessons. Many of you could learn even more though and your teachers can help you with this. I have asked them to make sure that they plan lessons which make you all think, especially those of you who find learning quite easy. When teachers mark your work, I have asked them to make sure you know how to improve next time.

Your teachers have been working hard to change the way they teach you to write. This has made a big difference and your writing is getting much better. Unfortunately, you are not doing quite so well in mathematics, so I have asked your teachers to help you do better in this subject as well.

You all get on well with each other and many of you learn new skills by being on the school council or working as monitors. Although you know how to keep healthy, some of you do not always choose healthy snacks. Perhaps the school council could think of a way of making the school a healthier school.

Good luck, and I hope that you will help your teachers to make sure that your school continues to get even better.

Yours faithfully

Mark Mumby
Her Majesty's Inspector

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