

Bellfield Primary School

Inspection report

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|--------------------------------|----------------------------|
| Unique Reference Number | 117715 |
| Local Authority | Kingston upon Hull City of |
| Inspection number | 339060 |
| Inspection dates | 4–5 November 2009 |
| Reporting inspector | Roger Sadler |

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

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|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 201 |
| Appropriate authority | The governing body |
| Chair | Mr Peter Wright |
| Headteacher | Mrs Claire Mudd |
| Date of previous school inspection | 6 February 2007 |
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited eight lessons, analysed pupils' work, especially in writing and mathematics, and held meetings with governors, staff and groups of pupils. They observed the school's work, including assembly and play times and looked at pupils' records from the current and previous academic year. School documents including the school improvement plan and pupils' safeguarding procedures and records were evaluated. Inspectors analysed 142 questionnaires returned by parents, 107 from pupils and 29 from staff.

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

- how effectively staff are working to raise standards and improve achievement, especially that of higher attaining pupils
- how effectively assessment is used to promote learning
- how effectively monitoring and evaluation are used to improve provision and pupils' attainment.

Information about the school

This school is situated on the east side of the city of Hull. The proportion of pupils entitled to free school meals is average. Almost all the pupils are from White British backgrounds where English is the home language. The proportion of pupils with special educational needs and/or disabilities is higher than in most schools. Early Years Foundation Stage education is provided in a Nursery which children can attend part time following their third birthday and a Reception class which children can join full time from the beginning of the school year following their fourth birthday. Since the previous inspection, the school has received the Healthy Schools and Eco Schools Awards. A new headteacher took up post in September 2009.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Parents and pupils recognise that this is a good school. Many pupils enter the school with knowledge and skills below expected levels and, by the time they leave Year 6, they attain standards that are a little above national averages. Standards attained by Year 6 pupils rose considerably in 2009, when a significantly above average proportion of pupils attained the nationally expected Level 4 in English, mathematics and science. The school has set ambitious targets to continue this upward trend. Pupils achieve well and make good progress overall but progress in Years 4 and 5, where teaching is less demanding, is slower than in other years. Pupils with special educational needs and/or disabilities make good progress due to good quality provision. Higher attaining pupils make satisfactory rather than good progress because they are sometimes not challenged sufficiently or given additional support. Relationships in this happy school are very good and pupils feel safe and recognise that they are guided and cared for well. In some classes, especially in Year 6, pupils show an impressive understanding of the level at which they are working and where they need to concentrate to move on to the next level. However, this is not the case in all classes.

The new headteacher has made a strong start. Because her monitoring and evaluation are effective, she has quickly developed a clear understanding of exactly where further improvements are needed. She has already won the full support of staff who welcome her high expectations and the clear direction provided. Assessment information is beginning to be used much more carefully to accelerate the progress of pupils who are not reaching their full potential. There is an increasing use of well-tailored additional programmes for individuals and small groups of pupils but these are yet to have their full impact. These factors and the above average standards attained by Year 6 pupils in 2009 indicate that the school has good capacity to continue to improve in the future.

Teaching is good in most classes. All teachers manage behaviour and relationships well. Planning mostly meets the learning needs of pupils and learning proceeds at a good pace. Care, guidance and support are effective and arrangements for safeguarding pupils are thorough. The satisfactory curriculum gives suitable emphasis to the development of basic skills but writing skills are not always developed fully in subjects other than English. The curriculum is modified well to meet the learning needs of lower attaining pupils but less so for the more able.

What does the school need to do to improve further?

- Improve learning and teaching in Years 4 and 5 by:
 - raising teachers' expectations and increasing the pace of learning

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- ensuring that pupils are helped to develop a clear understanding of how to improve particular aspects of their work
- ensuring that teaching is carefully tailored to meet the learning needs of all pupils.
- Improve pupils' writing skills by providing them with more opportunities to develop and practise their writing skills in all subjects.
- Improve the progress of the more able pupils by modifying the curriculum to better meet their needs, for example, through more opportunities for personal investigations.

Outcomes for individuals and groups of pupils**2**

Inspection evidence supports the school's evaluation that pupils' achievement and enjoyment of learning are good in most classes. Achievement is best in the Reception class and in Year 6, where the quality of teaching is often outstanding. Attainment by the end of Year 6 is rising in English, mathematics and science. Pupils' skills in English are particularly low when they enter the Nursery class. By the end of Year 6, they are articulate and confident in speaking because they are given many opportunities to hold high quality short discussions in class. Progress in reading is good throughout the school owing to daily small group sessions on letters and sounds up to Year 3, and guided reading sessions in Years 4, 5 and 6. By the end of Year 2, pupils have made good progress and achieved well to attain broadly average standards in reading, writing and mathematics. However, not all of the more able pupils achieve their full potential up to and beyond Year 2 and too few pupils attain higher levels in national assessments in Years 2 and 6. This is because not enough is expected of them and they receive insufficient additional guidance and support. The achievement and progress of pupils with special educational needs and/or disabilities is good due to consistently good quality provision for these pupils.

Pupils' personal development, including their spiritual and moral development is good. Their social development is excellent and pupils form very good relationships with one another. They are friendly, mature, polite and helpful to visitors. Cultural development is satisfactory but the school is aware that pupils show limited knowledge of the cultural diversity of modern Britain. Behaviour is good throughout the school and makes a significant contribution to the good progress pupils make. Older pupils take a great deal of responsibility within the school and are proud that they have applied successfully for, and been appointed to, a wide range of roles as school helpers. They show good understanding of healthy lifestyles including the need for good diet and regular exercise. Their confidence in basic skills and strong relationship skills provide them with a good preparation for the next stage of education and the world of work beyond. Rates of attendance are satisfactory and in line with national averages.

These are the grades for pupils' outcomes

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| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

The quality of teaching is good overall but not consistent throughout the school. All staff manage behaviour well. Good quality, daily teaching of letters and sounds is helping younger pupils make good progress in reading. In most classes, teachers provide frequent opportunities for pupils to hold short discussions before answering questions. This helps pupils develop their understanding as well as their speaking and listening skills. In some lessons, especially in reading sessions, teaching assistants are used well to accelerate the progress of small groups of pupils. This is not the case in all classes, especially during whole-class sessions when teaching assistants are not always deployed effectively. Assessment is used to promote learning well in most classes. In most year groups, pupils are often given checklists or criteria for good work and marking of work is effective. The quality of teaching and pupils' learning is less effective in Years 4 and 5, where oral and written feedback on work is sometimes vague. Consequently, pupils lack clarity about exactly where to concentrate their efforts, which slows their progress. Outstanding teaching enables pupils in the Reception class and in Year 6 to make especially strong progress.

The curriculum is suitably modified to meet the learning needs of those pupils with special educational needs and/or disabilities and for lower and middle attaining pupils. Occasionally, an over-reliance on worksheets and the lack of opportunity for independent work and investigation limits the progress of the more able pupils. Writing

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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is taught well in English lessons but insufficient attention is given to the development of particular writing skills in other subjects. The recently introduced schemes for helping pupils be more aware of their own behaviour and its consequences for others are helping pupils' personal and emotional development.

The school is particularly effective in its care, guidance and support of potentially vulnerable pupils and those with special educational needs and/or disabilities. It works very effectively with families and other professionals to ensure that the pupils' needs are met. Pupils especially value the work of the learning mentor who supports those pupils experiencing personal difficulties. Good links with early years providers, parents and carers, help children settle quickly into the Nursery class. Links with secondary schools, although satisfactory, are less well developed.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher provides very clear and effective leadership, balancing rigour with compassion and humour. This ensures a clear focus on both academic progress and personal development for all pupils. The new improvement plan concentrates on the right priorities and work is already underway to ensure that the quality of teaching is more effective in all classes. All staff are united in a determination to improve pupils' achievement. Recently introduced meetings between the headteacher and each class teacher are beginning to raise expectations and improve rates of progress. Equal opportunities are promoted well and discrimination is not tolerated. The school is aware of the need to ensure that the more able pupils are better supported and has started some useful work to do this. The headteacher has made a good start in developing the leadership roles of others. The role of subject leaders is improving as they begin to take more responsibility for monitoring and improving pupils' achievement in their subjects. The governing body is supportive and enthusiastic but its effectiveness in holding the school to account is limited by weaknesses in analysing performance data. The school has good partnerships with local providers and community groups such as the police. Strong links with parents help many parents make a useful contribution to the good progress their children make.

Although the school makes a satisfactory contribution to community cohesion it is aware of the need to develop a clear plan of how it can improve its contribution to aspects of community cohesion. Current requirements for pupil safeguarding are met fully.

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Safeguarding procedures are implemented rigorously and sensitively, ensuring the safety and well-being of pupils.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children settle well into the Nursery class because induction arrangements are good, care and welfare are good and partnerships with parents are increasingly strong, especially those which engage dads in the education of their children. Parents and carers are making a very valuable contribution to the accurate assessments of their children's learning which helps staff plan to ensure all children learn well.

Children make good progress across all the areas of learning from a low starting point, especially in language skills. Leadership and management are good and leaders have a clear view of where improvements are needed. Staff ensure that strong emphasis is placed on developing children's personal, language and mathematical development. This helps ensure that many children attain standards that are only a little below expected levels by the time children move into Year 1. Children have good opportunities to enjoy well planned, rich learning experiences, outdoors, every day. Progress is especially good in the Reception class where teaching is outstanding. In Reception, planning ensures children learn new skills and knowledge through exciting, challenging experiences. For example, an enjoyable lesson on learning sounds and letters also included children learning about keeping themselves and others safe at bonfire time. They engaged in creative dance as they became explosive fireworks, used chalks to design their own firework and, depending on their ability, they used their knowledge of sounds to write words and sentences about their pictures. Learning in the Nursery class does not always

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move on at such a fast pace and is too directed by adults. Nursery planning lacks detail in what children are expected to learn and does not provide sufficient challenge for the different ages and abilities.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

Parents are almost unanimously supportive of the school. Few parents wrote comments on questionnaires but many reported orally to inspectors that they were confident that their children were happy in school and were making good progress. Parents of pupils with special educational needs and/or disabilities were particularly appreciative of the good quality support provided. Few parents raised concerns about aspects of the school's work and there was no clear pattern of concern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bellfield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 142 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 80 | 56 | 58 | 41 | 2 | 1 | 2 | 1 |
| The school keeps my child safe | 83 | 58 | 56 | 39 | 0 | 0 | 1 | 1 |
| The school informs me about my child's progress | 61 | 43 | 74 | 52 | 6 | 4 | 0 | 0 |
| My child is making enough progress at this school | 66 | 46 | 69 | 49 | 4 | 3 | 0 | 0 |
| The teaching is good at this school | 83 | 58 | 54 | 38 | 4 | 3 | 0 | 0 |
| The school helps me to support my child's learning | 68 | 48 | 67 | 47 | 5 | 4 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 67 | 47 | 72 | 51 | 1 | 1 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 57 | 40 | 75 | 53 | 1 | 1 | 0 | 0 |
| The school meets my child's particular needs | 72 | 51 | 59 | 42 | 5 | 4 | 1 | 1 |
| The school deals effectively with unacceptable behaviour | 65 | 46 | 65 | 46 | 4 | 3 | 1 | 1 |
| The school takes account of my suggestions and concerns | 51 | 36 | 78 | 55 | 4 | 3 | 4 | 3 |
| The school is led and managed effectively | 71 | 50 | 66 | 46 | 2 | 1 | 1 | 1 |
| Overall, I am happy with my child's experience at this school | 84 | 59 | 51 | 36 | 2 | 1 | 1 | 1 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| 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. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| 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. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| 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. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



6 November 2009

Dear Pupils

Inspection of Bellfield Primary School, Hull HU8 9DD

Thank you all for making us welcome when we inspected your school and for completing the pre-inspection questionnaire. We enjoyed our visit and would like to give special thanks to those who gave up their lunchtime to talk to us about school life. Yours is a good school and we found it to be a happy place where people get on very well and treat each other with respect. You make good progress in your work. New children in the Nursery class are helped to settle in quickly and are soon on the way to learning to read, write and count. Those who find learning difficult are given extra help so that they also make good progress.

Your behaviour is good. You clearly feel safe in school and know that adults look after you well. Many older pupils apply and are appointed to special responsibilities which are taken very seriously. Both you and your parents reported that you regard your school highly and appreciate the work of the staff. We saw that you enjoy school life and most of you attend regularly. Your headteacher and the staff are working hard to improve the school and know that there are some things that still need to be done. We have recommended that they should:

- help more of you in Years 4 and 5 to do your very best work
- give you many more opportunities to develop and practise your writing skills in all subjects
- give the brightest pupils even more demanding work and further opportunities for investigative work.

You can play your part by trying to remember to use all the writing skills you learn in English lessons in other subjects.

Yours faithfully

Roger Sadler

Lead inspector

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