

Belle Vue Infant School

Inspection report

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| Unique Reference Number | 116234 |
| Local Authority | Hampshire |
| Inspection number | 357917 |
| Inspection dates | 15–16 September 2010 |
| Reporting inspector | David Curtis |

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 | 4–7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 218 |
| Appropriate authority | The governing body |
| Chair | Sarah Tooley |
| Headteacher | Clare de Sausmarez |
| Date of previous school inspection | 19 September 2007 |
| School address | Belle Vue Road Aldershot GU12 4RZ |
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 16 lessons taught by 9 teachers. They held meetings with parents and carers, pupils, members of the governing body and staff. Inspectors observed the school's work and looked at policies and procedures for safeguarding pupils, the school improvement plan, minutes of meetings of the governing body and notes of visits by the school improvement partner. Inspectors looked at the 71 questionnaires returned by parents and carers.

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

- the effectiveness of strategies to narrow the gap in progress between boys and girls in the Early Years Foundation Stage
- how well provision meets the needs of boys in Years 1 and 2, especially in literacy
- how successfully leaders and managers are sustaining the significant improvement in pupils' attainment seen in 2010.

Information about the school

This is a larger than average infant school. There are three classes in each year group, including the Early Years Foundation Stage. Most pupils are White British. The proportion of pupils with special educational needs and/or disabilities is above the national average, most of whom have speech, language and communication difficulties. The school is federated with a local junior school with a shared governing body and the headteacher serving both schools. The breakfast and after-school clubs are run and managed privately.

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

1

Main findings

The school has made significant progress in improving all aspects of its work since the previous inspection. Pupils' achievement is good and attainment in reading, writing and mathematics is above average. The school's excellent tracking data system shows that all groups of pupils make good progress and that the gap between boys and girls is closing rapidly. Effective changes to the curriculum, including a greater focus on outdoor learning, have contributed positively to engaging boys more successfully in learning, both in the Early Years Foundation Stage and in Years 1 and 2. In mathematics, the decision to teach Year 2 pupils in ability groups has resulted in a significant improvement in the achievement of boys. In reading, boys sometimes struggle to maintain concentration when asked to read independently in guided reading sessions.

In addition to strengths in the curriculum, consistently good teaching has contributed to rising attainment and good progress. Teachers' planning is a strength, especially in linking previous learning to the current lesson and then identifying next steps.

Assessment of pupils' learning is excellent, with marking informing pupils how they can improve their work and pupils themselves confident in assessing their own learning. The teaching of pupils with special educational needs and/or disabilities is a significant strength, with high-quality support in place from special needs assistants and learning support assistants, especially at the start and end of lessons. In guided reading, teachers do not always focus sharply enough on pupils' progress in key reading skills. Not all pupils know how much is expected of them by the end of a lesson.

Pupils enjoy school and although attendance is average, it is mainly attributable to a number families whose circumstances make it difficult for the school to establish good liaison, rather than pupils not wanting to attend school. Behaviour is excellent and pupils feel totally safe and secure in school. They have an excellent understanding of the importance of healthy lifestyles. The school council is very proactive in seeking the views of pupils in relation to improving the school environment.

Leaders and managers set challenging targets for pupils' performance. There is a shared vision among all staff, with a relentless focus on ensuring that all pupils are included fully in all aspects of school life. Making at least good progress, and the aim that every pupil should reach Level 2B and above by the end of Year 2, reflect the drive for high standards. The school's self-evaluation is accurate and together with its impressive track record of significant improvement, the school has outstanding capacity to build successfully on its many strengths.

What does the school need to do to improve further?

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- Raise the quality of teaching from good to outstanding by:
 - ensuring more in-depth analysis of pupils' progress in key reading skills within guided reading sessions
 - providing more adult support in guided reading sessions, particularly for boys
 - ensuring teachers tell pupils how much work they are expected to do by the end of lessons.
- Raise attendance from average to above average by working even harder to engage some parents and carers whose circumstances make it difficult to establish good liaison, so that they recognise the importance of regular attendance to their children's future academic and social well-being.

Outcomes for individuals and groups of pupils**1**

Pupils have fully embraced the 'Rights, Respect and Responsibility' initiative and have signed a contract that they will follow it. This is a key factor in pupils' excellent behaviour. It is evident in lessons, for example, that pupils do respect the rights of others to have their say and the need to listen to the views of others. In a Year 2 literacy lesson when discussing key events in a story, pupils made good progress in using the arguments, 'I agree because ...' and 'I disagree because ...'. Pupils enjoy lessons. They listen attentively and are keen to ask and to answer questions, with boys contributing as much as girls. Collaborative working is a strength. In an art and design lesson in Year 1, pupils worked successfully in pairs to create collages of houses and made good progress in understanding how a sheet of paper can be changed, for example, by cutting, folding and scrunching. Pupils enjoy working with their teachers and learning support assistants and make good progress as a result. Pupils with special educational needs and/or disabilities benefit enormously from the support they receive at the start of lessons so that they are engaged fully in new learning and, as a result, make good progress.

The school council plays a very strong role in the school and in the local community. For example, in an assembly members moved around the hall seeking the views of other pupils as to how the problem of litter in the school grounds might be solved. During the inspection pupils in Year 1 and their parents and carers enjoyed a 'Ready, Steady, Eat' afternoon. Pupils showed great confidence in sharing with their parents and carers the importance of healthy eating. Significant improvement in attainment and key skills, including the use of information and communication technology, means that pupils are prepared well for transfer to junior school.

These are the grades for pupils' outcomes

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

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

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 2 |
| 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 | 1 |
| Pupils' behaviour | 1 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| The extent to which pupils contribute to the school and wider community | 1 |
| 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?

Teachers have good subject knowledge and use interactive whiteboards especially well at the start of lessons to demonstrate new skills and knowledge to pupils. Lesson objectives are shared, together with the success criteria using 'I can' statements that pupils understand. A significant strength at the start of lessons is the way that learning support assistants work with pupils with special educational needs and/or disabilities and 'mirror' the input the teacher gives to pupils. This approach ensures that such pupils are fully included in the lesson and access the same learning as their peers but at a pace they can manage successfully. Teachers and learning support assistants are skilled at questioning pupils, for example using 'Tell me why'. Good use is made of drama and role play to support pupils' speaking and listening skills. Pupils' work is marked conscientiously against individual targets. Pupils are confident in assessing the progress they make in each lesson by using smiley faces. They have a strong understanding of how to improve their work. In lessons teachers do not routinely tell pupils how much work they are expected to do by the end of the lesson and this, at times, means that pupils do not make the maximum progress possible.

Teachers continue to amend and refine the curriculum and seek ways to improve opportunities for outdoor learning to engage and motivate pupils, especially the boys. Pupils enjoy the wide range of extra-curricular clubs on offer and take-up is high. Teachers provide good opportunities for pupils to use information and communication technology, including, for example, in projects where Year 2 pupils work with older pupils in other local schools.

Parents and carers speak highly of how successfully their children are introduced to the

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Early Years Foundation Stage. Equally, transition to the junior school is smooth and effective. Pupils with special educational needs and/or disabilities benefit from high-quality support in school and from the school's excellent use of a wide range of outside agencies.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 1 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The headteacher, supported by other leaders and managers, has driven the significant improvement made since the last inspection through very effective teamwork and a shared vision for school improvement. The strong emphasis on improving the quality of teaching from satisfactory to good is a key factor behind pupils' much improved attainment. Ensuring that all pupils make at least good progress is paramount and the school's systems for assessing and monitoring pupils' progress are excellent. Subject leaders have detailed, individual action plans that are focused on raising attainment and improving progress. The leadership and management of provision for pupils with special educational needs and/or disabilities are excellent, especially in the engagement of parents and carers in supporting their children's learning. The governing body supports the school effectively through its regular monitoring of the school's performance and through regular visits by individual governors. The school works very effectively with parents and carers, and a wide range of partner institutions to underpin pupils' good progress.

The school's procedures for safeguarding pupils are excellent and result in parents and carers being completely confident that their children are safe in school. Promoting equality of opportunity and the inclusion of all pupils are central to the school's work. The success in reducing the gap between the performance of boys and girls is testimony to this. There is no discrimination in the school, which is an inclusive and harmonious community. The school has excellent links within its own community, especially through the federation. Developing links with a school in Dorchester and links with a school in Nepal are evidence of good community cohesion.

These are the grades for leadership and management

| | |
|---|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| Taking into account: The leadership and management of teaching and learning | 1 |

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

| | |
|--|----------|
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 1 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children start school with attainment that is well below expectations, especially in communication, language and literacy. As the result of effective provision, they make good progress, although attainment is below average by the time they start Year 1. New children settle remarkably well into their new school and quickly become familiar with the day-to-day routines. They show good progress in developing independent skills and sustaining concentration, for example when engaged in water play. Children show good early skills in recognising letter sounds and they know, for example, that 'banana' begins with 'b'. Parents and carers are fulsome in their praise for the quality of the school's induction procedures.

Teachers and learning support assistants provide a stimulating and exciting learning environment both indoors and outdoors. Staff recognise that more needs to be done outdoors, especially in relation to enhancing children's physical development. There is a very strong focus on providing activities that engage boys, which contributes to the narrowing of the gap with girls. Teaching of key skills is strong, especially letters and sounds. In adult-led activities, skilled questioning develops children's confidence in speaking and listening which, for many, is a key priority. The support for children with special educational needs and/or disabilities is excellent and valued highly by parents and carers.

Strengths in leadership and management include effective teamwork and strong partnerships with pre-school providers and with parents and carers. Children's 'Learning Journals' are used very effectively to show children and parents and carers evidence of good progress in learning.

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

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 and carers are overwhelmingly supportive of the school. They are particularly impressed with their children's transition from pre-school into the Early Years Foundation Stage. One commented, 'Very happy with the induction sessions in the summer term before children start school in September. I feel I have been well informed and my child well prepared for school.' Other parents and carers were positive about the approachability of all staff, particularly as one said, 'The Head and Deputy Head are always visible to parents and children.' Inspectors found no evidence to support a very small number of individual concerns raised by parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Belle View Infant 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 71 completed questionnaires by the end of the on-site inspection. In total, there are 218 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 51 | 72 | 18 | 25 | 1 | 1 | 0 | 0 |
| The school keeps my child safe | 46 | 65 | 24 | 34 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 33 | 46 | 33 | 46 | 2 | 3 | 0 | 0 |
| My child is making enough progress at this school | 34 | 48 | 30 | 42 | 1 | 1 | 0 | 0 |
| The teaching is good at this school | 41 | 58 | 25 | 35 | 1 | 1 | 0 | 0 |
| The school helps me to support my child's learning | 43 | 61 | 22 | 31 | 2 | 3 | 1 | 1 |
| The school helps my child to have a healthy lifestyle | 42 | 59 | 26 | 37 | 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) | 29 | 41 | 31 | 44 | 1 | 1 | 0 | 0 |
| The school meets my child's particular needs | 32 | 45 | 34 | 48 | 1 | 1 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 31 | 44 | 29 | 41 | 0 | 0 | 1 | 1 |
| The school takes account of my suggestions and concerns | 27 | 38 | 33 | 46 | 2 | 3 | 0 | 0 |
| The school is led and managed effectively | 39 | 55 | 26 | 37 | 1 | 1 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 49 | 69 | 17 | 24 | 1 | 1 | 0 | 0 |

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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 58 | 36 | 4 | 2 |
| Primary schools | 8 | 43 | 40 | 9 |
| Secondary schools | 10 | 35 | 42 | 13 |
| Sixth forms | 13 | 39 | 45 | 3 |
| Special schools | 33 | 42 | 20 | 4 |
| Pupil referral units | 18 | 40 | 29 | 12 |
| All schools | 11 | 42 | 38 | 9 |

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



17 September 2010

Dear Pupils

Inspection of Belle Vue Infant School, Aldershot, GU12 4RZ

Thank you for making us feel so welcome when we inspected your school recently. We enjoyed meeting you in lessons and in the playground. I am delighted to tell you that you go to a good school and here are some of its strengths.

- All of you make good progress in your learning and you do better in reading, writing and mathematics than many pupils of your age.
- Your behaviour is excellent.
- You enjoy your lessons, especially working in pairs and groups.
- Adults look after you exceptionally well and help you to feel safe and secure in school.
- The staff who lead and manage your school are determined that all of you will make at least good progress.
- The school council plays a very important part in asking you for your ideas on how to improve your school.

Although your school is good, there are three things that we have asked your headteacher, staff and governing body to do. These are to:

- improve teaching so that it is outstanding, including checking more closely on your progress in guided reading and making sure that you know how much work to do in lessons
- find more adults to hear you read in guided reading
- make sure your parents and carers understand that regular attendance at school is very important to your learning.

Keep up the good work in school!

Yours sincerely

David Curtis

Lead Inspector

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