

# Belle Vale Community Primary School

Besford Road, Liverpool, Merseyside, L25 2QF

**Inspection dates** 4–5 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires Improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- The school's effectiveness has improved since its previous inspection. Senior leaders have led improvements in the quality of teaching and pupils' achievement.
- Most pupils, including those who are disabled or those with special educational needs who are supported well by additional adults, now make good or better progress from their individual starting points, especially in reading and writing.
- Teaching is typically good. Most teachers ask probing questions and regularly check pupils' understanding during lessons.
- Pupils show good attitudes in lessons and around the school site. They respond well to the high aspirations that have been driven by the current headteacher and her team. Pupils are polite and respectful to other pupils and to visitors.
- Pupils feel happy, safe and secure in this caring and supportive environment.
- Governors, many of whom are new since the previous inspection, rigorously monitor standards and pupils' progress. They are heavily involved in the life of the school and hold leaders to account for accelerating pupils' progress and raising standards.

### It is not yet an outstanding school because

- Pupils' progress in mathematics is not as good as in reading and writing. There are too few opportunities for pupils to practise their mathematical skills in other subjects.
- Spelling is weaker than other aspects of writing.
- The quality of teachers' feedback to pupils about how to improve their work is not consistent across the different subject areas.
- Outdoor opportunities for learning in the Early Years Foundation Stage are not as good as those indoors.

## Information about this inspection

- Inspectors visited 15 lessons or part lessons, three of which were jointly observed with the headteacher. They looked at a range of pupils' work and heard a number of pupils from Years 2, 3 and 6 read.
- Meetings took place with the headteacher, senior leaders, staff and a group of pupils, members of the governing body and a representative from the local authority.
- Inspectors looked at a range of documentation, including the school's information on pupils' progress, improvement plans, appraisal documents and records relating to pupils' behaviour, attendance and safeguarding.
- Inspectors took into account 21 responses to the online questionnaire (Parent View) and 39 paper questionnaire responses from parents. The views of staff, pupils and governors were also considered.

## Inspection team

Barbara Flitcroft, Lead inspector

Additional Inspector

Maureen Coleman

Additional Inspector

## Full report

### Information about this school

- This school is slightly smaller than the average-sized primary school.
- Pupils are taught in eight classes from Nursery to Year 6.
- The majority of pupils are from White British backgrounds.
- The proportion of pupils known to be eligible for pupil premium (funding for pupils known to be eligible for free school meals and children looked after by the local authority) is well-above average.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school hosts a daily breakfast club and after-school club.
- In 2013 the school did not meet the government's floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.

### What does the school need to do to improve further?

- Improve further the quality of teaching and pupils' achievement, particularly in Years 1 to 6 by:
  - improving pupils' spelling
  - increasing the opportunities for using mathematical skills in other subjects and further accelerating pupils' progress in mathematics
  - consistently applying the new marking policy and giving pupils opportunity to give high-quality, focused responses to teachers' marking.
- Improve outdoor learning in the Early Years Foundation Stage by:
  - improving the opportunities for learning in the outdoor area which is shared by Reception and Nursery children
  - including different levels of challenge which promote the skills of all levels of learners across the age range
  - promoting a greater focus on the development of basic skills in reading, writing and mathematics in outdoor activities.

## Inspection judgements

### The achievement of pupils

is good

- From their different starting points, a substantial proportion of pupils are now making good or better progress, especially in reading and writing. Those for whom the pupil premium funding provides support achieve as well as other pupils in the school. Those pupils who are disabled or have special educational needs also achieve well; they are nurtured to do their best by skilled support staff.
- Children enter the Nursery with skills that are well below those typical for their age, especially in communication, language and literacy, so there is a high focus on the development of these skills.
- By the end of Reception, children have made good progress but their skills are below typical expectations. School develops early partnerships with parents and outside agencies so those children who need additional support are quickly identified.
- The proportion of pupils reaching the required standard in the Year 1 national reading screening check of pupils knowledge of letters and the sounds they make has improved rapidly as a result of good leadership, training, planning and organisation. However, the standard remains slightly below the national average.
- Good or better progress continues right up to Year 6 where standards are now broadly average, as shown by the school's data on attainment and the work in the pupils' books. Year 5 pupils are on track to reach above-average levels of attainment.
- In 2013, pupils' attainment in Year 6 was below average and the standards reached in the national tests for English and mathematics did not meet the government's minimum expectations for attainment and progress. However, this small cohort had experienced disruption during their time in school and had had little time to benefit from the significant improvements in teaching, care and leadership that have resulted in rapid progress for other year groups.
- The most able pupils achieve well. They enjoy the higher levels of challenge and are proud of being able to attempt Level 6 tests.
- Pupils' progress in reading and writing has improved rapidly across all year groups in the school but progress in mathematics, although improving, is not as strong. Pupils have few opportunities to practise mathematical skills when working in other subjects.
- Pupils who are eligible for support from the pupil premium funding receive such good support that they make slightly more progress than other pupils in reading and writing and the same progress in mathematics to attain the same standards as others. This funding is being used to provide extra resources to help them to develop their skills in reading, writing and mathematics as well as subsidising their breakfast club places and improving their attendance and punctuality.
- Reading is high profile throughout the school. Pupils were delighted that they were able to choose some books for the new library. Adults in school promote reading very well and pupils are willing and eager to read to them. Most pupils read confidently with good levels of understanding. The school has worked well with parents to promote reading and other learning at home.

### The quality of teaching

is good

- The indoor environments in Nursery and Reception are well organised to develop children's skills in all the required areas of learning. Good relationships help the children to enjoy their learning and make good progress. During their 'Pirate' topic, children in the Nursery hid their 'gold' coins and made a treasure map with X marks the spot. They had great fun and learnt to persevere, trying to find where each other's treasure was hidden.
- Children in the Early Years Foundation Stage love to choose outdoor activities. In the shared outdoor area with Reception, there is a lack of different levels of challenge for the range of Nursery and Reception children who use it. Insufficient opportunities for skill development in

reading, writing and mathematics exist in the outdoor areas.

- Teaching and learning are enhanced by the very good relationships between staff and pupils in this aspirational and supportive environment. Teaching usually ensures that pupils know exactly what they need to learn and how to set about the tasks they are given. Work for most groups is well matched to the levels at which they are working.
- Most teachers use resources well to support pupils' learning, often selecting them carefully to maintain pupils' interest and to encourage pupils of all abilities to tackle new and more demanding tasks. Efforts to encourage pupils to present their work neatly have been effective. Work in books and on display reflects the pride that pupils take in their work. However, it also shows that across the school, spelling is weak.
- Where teachers' marking is good, it is helpful in telling pupils what they need to do to improve their work and, in some books, pupils have corrections to make or additional challenges to show they have got it. Although pupils respond to teachers' comments, this is not yet consistent across all subjects.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good, both in lessons and around the school. This is because, from Nursery onwards, there are clear and consistent expectations and routines for how they should behave and how they should treat others. The majority of pupils respond quickly to instructions in lessons so time is well used and lessons can progress at a good pace.
- In the playground, pupils mix well with others, helping to make sure that playtimes and lunchtimes are happy and social occasions. Pupils show politeness, excellent manners and high levels of respect for adults in school. Relationships between adults and pupils are very good.
- A small number of pupils struggle to control what they say and do. The staff manage these occurrences quietly and sensitively so that the learning of the other pupils is not disrupted.
- The school's work to keep pupils safe and secure is good. Pupils are confident that staff and their friends will help them if they are upset or have any worries so they feel very safe at school. There is a little 'falling-out' and some isolated occasions of bullying but the pupils say it is not tolerated and rapidly dealt with by staff.
- Pupils develop a good range of personal skills and they understand what makes up a safe and healthy lifestyle. Staff reinforce the importance of keeping safe and ensure that pupils know about potentially unsafe situations, such as when using the internet and when crossing the road or speaking to strangers.
- School leaders have done much work on improving attendance and this is now average. Pupils are rewarded for good attendance with a termly draw, led by the Chair of the Governing Body for a hand held electronic reading device and gift vouchers.

### **The leadership and management are good**

- The headteacher, well supported by the senior leadership team, has created a welcoming and purposeful climate for learning. She has communicated strongly her vision for improvement and the impact of her passionate drive to achieve this can be seen in the way that school and pupils' progress are improving rapidly. Staff morale is high and leaders, teachers, support staff and governors are committed to doing their very best for the benefit of all pupils in the school.
- Middle leaders with responsibility for subjects or other specific areas, have a clear understanding of their duties and accountability. The majority lead their areas of responsibility well both by example and in working with colleagues.
- Leaders' accurate view of how well the school is doing has helped them to identify correct priorities for further development and drive improvement.
- Teaching is well led and managed with a strong commitment to providing bespoke training to help staff to continue to improve.

- There is a clear link between achieving agreed targets and pay progression. Staff are set clear goals and are supported well through good-quality training and guidance. The local authority offers a range of supportive measures and senior leaders select and adapt these to suit the school's specific needs. Senior leaders provide high-quality in-house training.
- The range of subjects taught provides a variety of opportunities for interesting and exciting learning such as the school's Arts Week which was linked to high-quality literature throughout the school. The staff are well prepared for the new curriculum in September 2014.
- Pupils arrive early to eagerly attend the increasingly popular breakfast club and the after-school club. Healthy food and a range of games and other fun activities are on offer in a safe and secure environment with familiar staff.
- There is a good range of well-attended after-school curriculum clubs and pupils love to meet with visitors and go on trips, including the residential trip for Year 5 and 6 pupils, which enhances their curriculum and outdoor education. Pupils from Year 2 upwards benefit from swimming lessons at a local pool.
- The school is committed to ensuring that every pupil has an equal opportunity to succeed. All groups of pupils in each year group make at least good and sometimes better progress. Assemblies and the half-termly 'thinking themes' are used well to promote pupils' spiritual, moral, social and cultural development through excellent manners and politeness, respectful behaviour and consideration for others, enthusiastic singing and time for reflection.
- The school makes good use of the additional funding for physical education to provide specialist sports coaches, teacher support and training, competition entries, swimming lessons and training for pupils to be young leaders.
- **The governance of the school:**
  - Governors support and challenge the school in equal measure. New governors have brought useful skills to this group. Governors are heavily involved in the life of the school and they meet regularly and receive quality information from senior leaders. Governors have a very clear view of the school's strengths and priorities for improvement, including relevant details about achievement and the quality of teaching. Governors have an accurate picture as to how well the school is doing compared with other schools. They check that the management of teachers' performance is thorough and know that pay progression is dependent on teachers meeting targets relating to pupils' progress. Governors are aware as to how the primary school sports funding is being allocated and understand the impact of the pupil premium funding on the achievement of eligible pupils. Governors ensure that they fulfil their statutory duties in relation to finance and safeguarding. As a result current safeguarding arrangements meet requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	104519
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	432129

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	215
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Dennis
<b>Headteacher</b>	Janette Walker
<b>Date of previous school inspection</b>	31 October 2012
<b>Telephone number</b>	0151 4878571
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