

# Inspection of Bellfield Primary School

Saxby Road, Bellfield Avenue, Hull HU8 9DD

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Inspection dates: 17 and 18 January 2023

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Good**

Previous inspection grade

Good

## **What is it like to attend this school?**

Staff and pupils describe their school as the 'Bellfield family'. Everyone has a positive role to play in demonstrating the qualities that lie behind the Bellfield BEAMS: behaviour, enthusiasm, attitude, manners, support. Pupils reflect in lessons and identify which of these qualities they have successfully displayed.

Leaders promote positive behaviour through the use of 'restorative circles'. These 'circles' provide opportunities for open, honest conversations between pupils, parents, carers and staff and are held in a safe and supportive manner. This means, where possible, that pupils can resolve their own disagreements. Each class has two pupil restorative champions. They support pupils at playtime to settle their differences and play amicably.

Pupils know what bullying is. They will use the restorative champions or adults to help sort it out if it happens.

Leaders encourage pupils to be unique. Pupils have a secure understanding of difference and the importance of respecting others. Pupils say, 'Everyone is different here and we encourage everyone to be themselves.'

Leaders offer pupils many opportunities to be leaders in each class through roles as curriculum or attendance champions. These roles enable pupils to have a direct impact on the school community. For example, the pupil attendance champions raise the profile of good attendance. They share top tips for being on time to school, such as packing your school bag before you go to bed to be ready for the morning.

## **What does the school do well and what does it need to do better?**

Leaders have developed the school's curriculum well over time. The curriculum starts in the autumn term focusing on the local area, expanding to Great Britain in the spring term and then to the wider world in the summer term. Leaders agree an overarching statement they want pupils to know and understand by the end of each unit. Leaders make sure that pupils remember the most important knowledge in each subject.

Leaders prioritise a love of reading across the school. This starts in Nursery through games, rhymes and stories. Leaders ensure that adults read to pupils every day. Pupils call these 'reading for pleasure' texts that are age-appropriate. Pupils in early years and Year 1 have phonics lessons every day. Pupils' reading books match the sounds that they know. Pupils use their phonics knowledge well to blend sounds together to read new words. Teachers identify pupils who need more support with phonics. They have extra phonics sessions every day. This enables them to keep up with their peers.

The teaching of mathematics is a strength of the school. Leaders have an excellent understanding of the curriculum. The school has high ambition for pupils. Teachers

adapt the mathematics teaching to meet the needs of the pupils in their class. Pupils can articulate their mathematical learning. Teachers provide useful feedback that helps pupils to address any misconceptions and learn from their mistakes.

Leaders are reviewing aspects of support for pupils with special educational needs and/or disabilities (SEND). They recognise that there is inconsistency in how well staff set targets for what pupils need to know. For example, the effective support for pupils with SEND in mathematics is not consistently evident in support for reading and spelling.

Leaders use a variety of ways to check what pupils are learning. For example, teachers use quizzes to check what pupils can remember. Teachers use this information to inform the planning for the next term. Pupils can remember what they have learned in previous years in history and how it links to their current learning. In art, pupils are less confident in making links between what they are currently learning and what they have learned before.

From the moment pupils arrive at Bellfield, staff establish positive relationships between home and school. Leaders create routines from early years that show there are high expectations for children. Adults encourage children to take risks with large equipment in the outdoor area. They continually model language and introduce new topic-related vocabulary to children. They recognise language development is a key part of child development.

There are a variety of clubs on offer after school. Year 6 pupils put on their own clubs at lunchtime, such as drawing and sign language club. This enables pupils to develop a talent or interest that they then continue to follow outside of school. Pupils make independent decisions about their mental health. They decide whether to go outside at playtime or to use the resilience room to read or play board games.

Trust representatives are positive and confident about the skills of the exceptional leadership team. Leaders are consistent in sharing the vision and values of the school. Leaders respond positively to needs in the community. For example, when a recent survey indicated that parents did not have a secure understanding of what constitutes bullying, leaders provided a workshop supplemented with an anti-bullying newsletter.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have safeguarding training to ensure that they know how to identify indicators of harm. Leaders hold weekly safeguarding meetings to ensure that all staff keep up to date with national and local issues. The trust completes safeguarding audits to check that the school's safeguarding processes and procedures are effective.

Leaders recognise that pupils with SEND can have additional vulnerabilities. They know to look for subtle changes in pupils' behaviour that could indicate concerns about a pupil's well-being.

Leaders ensure that pupils understand how to stay safe online. Pupils know how to navigate the online world safely by not posting personal information or photos in their school uniform.

Pupils can disclose any concerns to the well-being coaches in the resilience room. These adults are available all day and support pupils to address their worries.

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

### **(Information for the school and appropriate authority)**

- Pupils with SEND receive less effective support in some areas of the curriculum than in others. This can lead to them making uneven progress. Leaders should work with staff to improve support and targets for pupils with SEND to help them to make better progress across the curriculum.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	139838
<b>Local authority</b>	Kingston upon Hull City Council
<b>Inspection number</b>	10200737
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	246
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Chris Huscroft
<b>Head of school</b>	Anna Howard
<b>Website</b>	<a href="https://bellfieldprimary.org.uk/">https://bellfieldprimary.org.uk/</a>
<b>Date of previous inspection</b>	12 December 2018, under section 8 of the Education Act 2005

## Information about this school

- Bellfield Primary School joined Hull Collaborative Academy Trust in July 2013.
- The school uses one alternative provider. This is a hub within one of the trust schools.
- The school does not have a local governing body. Accountability rests with the link trustee and the chief operating officer.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the executive headteacher, head of school, curriculum leaders, staff and pupils. Meetings were also held with representatives from the trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art. For each deep dive, inspectors met with curriculum leaders, spoke to pupils and teachers, visited lessons and looked at their work. Inspectors heard pupils read.
- Inspectors examined safeguarding records, attendance figures, curriculum plans and policies.
- The views of staff and pupils were considered from meeting with them and from the responses to Ofsted's questionnaires.
- Inspectors considered the views of parents from the responses to Ofsted's online survey, Ofsted Parent View.

### **Inspection team**

Alison Stephenson, lead inspector

His Majesty's Inspector

Sinead Fox

Ofsted Inspector

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