

# Inspection of Bell Lane Primary School

Bell Lane, Hendon, London NW4 2AS

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Inspection dates: 13 and 14 October 2021

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Requires improvement

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

Leaders have taken steps to improve pupils' learning since the previous inspection. However, in some subjects, the curriculum does not enable all pupils to achieve well. Pupils do not remember enough of what they have been taught. This means that they are unable to build successfully on what they have previously learned. Some pupils with special educational needs and/or disabilities (SEND) do not receive the right support with their learning.

Leaders and staff aim to help pupils to become good citizens. They think about how they can support the development of pupils' character. For example, pupils learn about why it is important to be respectful and responsible. Staff provide pupils with rewards for positive behaviour and learning, such as points and tokens. These motivate pupils to try hard and do their best.

Pupils take part in a range of after-school clubs. They also enjoy debating interesting topics. Pupils are attentive in lessons and are well behaved. They are polite to each other, staff and visitors. Pupils feel safe and happy. Bullying only happens sometimes. Staff manage it well when it does occur.

Children in the early years get a good start in their learning. For example, in Nursery, children enjoy the rhyme and rhythm of songs and become interested in books. This is built upon well when they start learning to read in the Reception class.

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

Following her appointment in 2019, the headteacher has taken steps to strengthen leadership and establish a clear vision for curriculum development. For example, leaders have mapped out how they want pupils' learning to be organised. However, they have not given careful consideration to ensuring that pupils learn and remember more. Some subject planning does not make clear how pupils should build on or recap their prior learning. Sometimes, teaching of new subject content is not linked well with the knowledge pupils have been taught before. This means that pupils find it hard to develop their knowledge. For example, in science, Year 6 pupils were unable to connect their current learning with previous scientific knowledge they had studied.

Teachers do not routinely check that pupils have fully understood what they have been taught. As a result, sometimes pupils do not have the knowledge they need to successfully complete the work that they are set in lessons. Pupils' learning does not follow on well from the strong start they get in the early years. Here, leaders have made sure that children's knowledge and skills build up steadily.

Leaders have not made adaptations to fully meet the needs of pupils with SEND. Leaders set goals for these pupils' learning. However, sometimes these are not sufficiently ambitious and do not pinpoint exactly what staff need to do to help

pupils learn well. As a result, staff who support pupils with SEND focus mainly on encouraging pupils to participate in activities. They do not consider fully what individual pupils need to learn and remember. Consequently, sometimes pupils with SEND are not able to build on their knowledge in a well-sequenced way.

The teaching of early reading is strong, including in Years 1 and 2. Pupils take home and read books which match the letter sounds they know. This helps to secure their knowledge of those sounds. Children begin learning about initial sounds in Nursery. Their understanding is developed further as soon as they start in Reception. Teachers ensure that they learn specific sounds by different points in the Reception Year. Children who need extra help are supported effectively. This includes children who are new to speaking English as an additional language. Teachers, including early careers teachers, receive effective training to teach reading. This ensures that staff are skilled in reading to pupils.

Across the school, pupils develop a strong interest in reading. They talk confidently about the stories that they read. They enjoy learning new words that they come across in their reading books.

Leaders provide opportunities for pupils to consider what is right and wrong. For example, pupils told inspectors that they have debated whether gorillas should live in the wild or in zoos. They explained the threats to gorillas' survival in the wild, but also the disadvantages of captivity. Pupils respect others, regardless of their differences. Pupils learn about a range of cultures and religions and the features of healthy relationships.

The overwhelming majority of staff feel supported by leaders. They said that their workload is taken into account. For instance, training is provided for teachers to meet their professional development needs and interests.

Since the previous inspection, eight members of the governing body have joined and two have remained. Governors are determined that the school continues to improve.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders know the right steps to take if there is a concern about pupils or staff. They are alert to risks and take action to protect pupils when concerns arise. Leaders work well with external professionals to arrange additional support for pupils. For example, pupils are provided with counselling if they need it.

Leaders make sure that pupils are taught about how to stay safe. Pupils know who they can talk to at school if they are worried and trust that staff will help them.

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

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

- In some subjects, planning does not set out clearly how pupils should learn, recap and develop their knowledge. As a result, teaching does not enable pupils to build up and develop their knowledge over time. Sometimes, pupils' previous learning is not secure and this means they find it hard to learn what comes next. Leaders need to improve subject planning and ensure that all staff understand what pupils need to know and remember. This includes making sure that teaching revisits and emphasises the subject content that is essential for pupils' future learning.
- Adaptations for some pupils with SEND are not ensuring that these pupils access the curriculum. Staff lack clear guidance on how to meet pupils' needs. This means that some pupils with SEND do not learn well. Leaders need to make sure that all pupils with SEND receive well-planned support and that additional help and resources enable pupils to develop and deepen their knowledge in all subjects.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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>	101259
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10200578
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	415
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Tracy Simmons
<b>Headteacher</b>	Harsha Patel
<b>Website</b>	<a href="http://www.belllaneprimaryschool.co.uk">www.belllaneprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	7–8 February 2018, under section 5 of the Education Act 2005

## Information about this school

- The school is a larger-than-average primary school.
- Leaders do not use any alternative provision for their pupils.
- The school has provision for two-year-olds.
- The governing body employed a new headteacher in September 2019.

## Information about this inspection

The inspectors carried out this 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 school leaders and have taken that into account in their evaluation.
- Inspectors met with senior and subject leaders, including the headteacher, both deputy headteachers, the assistant headteacher and the leader of early years. Inspectors spoke with six governors and the member of the local authority who has been supporting the school.

- Inspectors carried out deep dives in these subjects: early reading, English, mathematics and art. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. Inspectors also looked at curriculum plans and spoke to leaders about other subjects.
- To understand the school's safeguarding culture, inspectors discussed the school's response to concerns about pupils' welfare, checked the single central record, spoke with pupils and staff, and spoke with the designated safeguarding lead.
- There were no responses to the pupil survey. Inspectors considered 25 responses to the staff survey and 32 responses to Ofsted's online survey, Parent View.

### **Inspection team**

Barney Geen, lead inspector	Ofsted Inspector
Sean Flood	Ofsted Inspector
Diane Rochford	Ofsted Inspector

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