

# Belmont Primary School

## Inspection report

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<b>Unique Reference Number</b>	111662
<b>Local Authority</b>	Redcar and Cleveland
<b>Inspection number</b>	356959
<b>Inspection dates</b>	11–12 October 2010
<b>Reporting inspector</b>	Ann Wallis

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

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<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>	368
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mike Bloomfield
<b>Headteacher</b>	Mrs Susan Porteus
<b>Date of previous school inspection</b>	8 July 2008
<b>School address</b>	Lauderdale Drive Hunters Hill, Guisborough North Yorkshire TS14 7BS
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 15 lessons and saw 13 teachers teach. They held meetings with the Chair of the Governing Body, staff and pupils. They observed the school's work, and looked at pupils' books, pupils' progress data and other documentation. They analysed 121 questionnaires from parents and carers and also those from pupils and staff.

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

- How much progress groups of pupils make in all subjects, particularly boys and higher attainers.
- How well teaching ensures that the more able pupils are fully challenged in all lessons.
- How effective the school's tracking and assessment systems are in identifying underachieving pupils and how effective the school is in intervening in their learning to give these pupils the extra help they need.
- Whether the care, guidance and support the school gives, and pupils' personal development are strengths of the school.

## Information about the school

This is an above average sized primary school. A below average proportion of pupils are known to be eligible for free school meals. A well below average proportion of pupils are from minority ethnic groups and none speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is below average. The school has gained Healthy School status and Anti-Bullying and Activemark awards.

The privately run on-site provision for childcare, 'Puzzles Daycare', is subject to a separate inspection and will receive its own inspection report.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Belmont Primary is a satisfactory and improving school. Leaders and managers know the school well and have put in place much improved systems to track pupils' progress and intervene in their learning if they need extra help. Consequently, since the last inspection, pupils' attainment has risen and their progress is now beginning to accelerate. School self-evaluation is satisfactory. Teaching and learning are monitored regularly and are improving steadily. However, the school is not complacent and has rightly identified both improving teaching and accelerating pupils' progress as areas for further improvement. A clear school improvement plan is in place and the school has a satisfactory capacity to improve further.

The school has many strengths, particularly in the way it promotes pupils' good personal development and in the good care, guidance and support it provides for pupils. Pupils behave well, their attendance is above average and they have a clear understanding of how to stay safe and healthy. A further strength of the school is the good partnerships it forges with parents and carers, outside agencies, other schools and the local community. All of these support pupils' learning, enhance the curriculum and ensure that pupils make a smooth transition between schools.

Children have a good start to their education in the Nursery and Reception classes, where they make good progress in their learning and reach above average standards when they enter Year 1. Progress slows as pupils move through the school but remains satisfactory, so most reach above average standards when they leave Year 6. In assessments in 2010 pupils attained above average standards overall but attainment was lower in science and for boys in writing. Pupils' achievement is satisfactory because of the satisfactory teaching they receive. In some lessons teaching is good. It is in these lively and interesting lessons, which take place at a brisk pace, that pupils make the best progress. In the best lessons teachers match work closely to the needs of their pupils and all are fully challenged to achieve their best. In some lessons the pace of learning is slower because the teacher talks for too long and pupils have insufficient opportunities to learn independently and to do practical activities and investigate problems, especially in science. Some of the more able pupils are not fully challenged because the work is not sufficiently well matched to their needs and, consequently, they do not always reach the higher grades of which they are capable. Pupils' work is marked regularly and they receive satisfactory feedback on their progress. However, they are not always given the precise guidance they need on how to improve their work.

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

- Accelerate pupils' progress, particularly that of higher attaining pupils, of boys in writing and of all pupils in science by:

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- providing more opportunities for pupils, particularly boys, to write extensively in subjects that interest them across the curriculum
- giving pupils more opportunities to complete investigative and practical work in science
- ensuring all pupils, particularly higher attainers, are fully challenged in all lessons.
- Further improve the quality of teaching from satisfactory to good by:
  - ensuring all lessons proceed at a brisk pace
  - giving pupils more opportunities to learn independently and find out things for themselves
  - providing pupils with precise guidance on how to improve their work.
- About 40% of the schools whose overall effectiveness is judged to be satisfactory will receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Most pupils enjoy learning and their achievement is satisfactory. In lessons they behave well, concentrate on the task in hand and are keen to succeed. They respond to the teaching they receive by making at least satisfactory and, in the best lessons, good progress. Year 5 pupils showed real enthusiasm for their work when calculating how to spend their limited budget to make the very best chocolate cake. In other lessons, when work is not as relevant and interesting, progress is satisfactory. Work in pupils' books and the school's own tracking systems confirm the satisfactory progress that pupils are making overall. It also indicates that boys are making slower progress than girls in writing. From above average starting points when they enter Year 1 pupils make satisfactory progress as they move through the school to reach above average standards when they leave Year 6. However, attainment across the school is variable as there are considerable differences in the abilities of different cohorts. In recent teacher assessments, Year 6 pupils achieved above average standards in mathematics and English. However, boys achieved less well in writing, and results in science were lower than those in other subjects. The school is now addressing these areas of weakness. Pupils' progress is tracked carefully, gaps in their learning are closing and, consequently, progress is accelerating. Pupils with special educational needs and/or disabilities make the same progress as their peers because they receive constructive individual help from teachers and teaching assistants.

Pupils willingly take on responsibilities and are keen contributors to their school and the wider community through the school council, fund-raising initiatives and enterprise projects. They show respect for each other and are kind and polite to staff and visitors. Pupils attend school regularly, are punctual and have well-developed literacy, numeracy and information and communication technology skills. Consequently, they are well prepared for the next stage of their education. Pupils have a strong sense of what is right and wrong and a clear understanding of the benefits of eating a healthy diet. They have a strong awareness of social and moral issues which was evident through their enthusiasm for their current study of a topic on 'sustainability'.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching is satisfactory and in some lessons it is good. Teachers have good relationships with their pupils and classes are managed well. In lessons where teachers use interesting resources to engage pupils' interest, and tasks are varied and practical, pupils really enjoy learning and make good progress. In other lessons the pace of work is slower and a few pupils become restless because they spend too much time listening and have fewer opportunities to learn independently and find out things for themselves. Opportunities for pupils to take part in investigations and practical work in science are increasing but are not yet fully developed. In the best lessons work is well matched to pupils' needs so all are challenged to achieve their best. In other lessons higher-attaining pupils are not fully challenged because the pace of learning is not brisk enough. Work is marked regularly but pupils are not always given guidance that is sufficiently precise to enable them to improve.

The curriculum is satisfactorily matched to pupils needs. It has strengths in the good range of extra-curricular activities the school offers, which pupils really enjoy. They speak enthusiastically of sporting activities they attend and visits they have been on. The curriculum is reviewed regularly and subjects are now being more closely linked together to make lessons more interesting and relevant for pupils. Opportunities for pupils to develop their writing skills across the curriculum are increasing. However, there are insufficient opportunities for all pupils, particularly boys, to write extensively in subjects that interest them.

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The good care, guidance and support the school provides make a strong contribution to pupils' progress and their good personal development. Good links with local secondary schools ensure pupils transfer smoothly to the next stage of their education. The school supports vulnerable pupils well and good partnerships with outside agencies ensure they receive the specialist help they need.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Governors, leaders and managers have a clear vision for further school improvement, which is shared by staff. The headteacher has been instrumental in improving systems to track pupils' progress and to monitor the quality of teaching and learning. This is now having an impact in bringing about improvements in pupils' attainment and progress. The governing body are fully involved in monitoring the school's work and in determining its strategic direction. The school promotes equal opportunities satisfactorily. Discrimination of any kind is not tolerated. Gaps between the achievement of some groups of pupils, for example, boys and girls in writing, are being addressed and are now beginning to close. The school adopts good practice in all areas of safeguarding. Staff are well trained and the safety of all pupils, particularly those whose circumstances may make them vulnerable, is a very high priority for the school. The school promotes community cohesion well in the local area and is now developing further links with communities and cultures further afield.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children join the Nursery class with skills that are broadly typical for their age. They make good progress and their attainment is above average when they enter Year 1. Initial home visits and good links with parents and carers ensure that children settle quickly and staff know them very well. The learning environment is stimulating and provides good opportunities, both in and out of doors, for children to learn. Children quickly learn new routines, behave well and develop good learning skills. Good teaching ensures that there is a balance of teacher-led and independent activities. Safeguarding and welfare arrangements are good. Children's progress is carefully monitored by all members of the team. This information is used to provide information for parents and carers and as the basis for high-quality planning. Leadership and management of the Early Years Foundation Stage are good. Staff are well deployed and all adults have the right skills and competencies to support children's learning. Progress data is analysed carefully and used to good effect to identify key actions to improve the provision even further.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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



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## **Views of parents and carers**

Most parents and carers who returned a questionnaire are pleased with the education the school provides. They speak highly of the good care, guidance and support their children receive, and how safe children feel, particularly in the Nursery and Reception classes. Inspectors entirely endorse these views. A few parents and carers expressed concerns about how the school deals with unacceptable behaviour. Inspectors judged behaviour to be good and observed teachers dealing effectively with minor incidents of poor behaviour.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Belmont 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 121 completed questionnaires by the end of the on-site inspection. In total, there are 368 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	59	43	36	5	4	0	0
The school keeps my child safe	69	57	44	36	5	4	0	0
My school informs me about my child's progress	51	42	53	44	13	11	0	0
My child is making enough progress at this school	58	48	48	40	12	10	0	0
The teaching is good at this school	56	46	54	45	8	7	0	0
The school helps me to support my child's learning	47	39	59	49	11	9	0	0
The school helps my child to have a healthy lifestyle	57	47	55	45	6	5	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)	50	41	50	41	8	7	0	0
The school meets my child's particular needs	55	45	55	45	9	7	0	0
The school deals effectively with unacceptable behaviour	45	37	46	38	17	14	1	1
The school takes account of my suggestions and concerns	43	36	57	47	9	7	1	1
The school is led and managed effectively	48	40	54	45	13	11	1	1
Overall, I am happy with my child's experience at this school	57	47	53	44	7	6	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 all 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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



13 October 2010

Dear Pupils

**Inspection of Belmont Primary School, Guisborough TS14 7BS**

Thank you for the warm welcome you gave us when we inspected your school. A particular 'thank you' to those of you who spent time with us telling us about your work in class and all the things you enjoy doing at school. Please thank your parents and carers for filling in our questionnaire. This is what we have said about your school in our report.

- Yours is a satisfactory and improving school where you make satisfactory progress and reach above average standards.
- The care, guidance and support you receive are good.
- You behave well and know how to stay safe and healthy.
- The teaching you receive, the curriculum you follow and the way your school is led and managed are all satisfactory.

This is what we have asked the staff to do.

- Help you make even faster progress by:
  - giving you, particularly the boys, more opportunities to practise your writing in all subjects
  - giving you more opportunities to do practical work in science
  - making sure work, especially for those of you who are aiming to reach the highest levels, is sufficiently challenging.
- Make lessons even better by:
  - making sure you work at a brisk pace
  - giving you more chances to learn independently and find out things for yourselves
  - giving you precise guidance to help you to improve your work.

You can help your school to improve by continuing to behave well and working with your teachers to achieve the very best you can.

Yours sincerely

Mrs Ann Wallis

Lead inspector

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