

# Belton Lane Community Primary School

## Inspection report

---

<b>Unique Reference Number</b>	120392
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	358755
<b>Inspection dates</b>	22–23 March 2011
<b>Reporting inspector</b>	Karen Heath

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	151
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Lovell
<b>Headteacher</b>	Jonathan Mason
<b>Date of previous school inspection</b>	3 March 2009
<b>School address</b>	Green Lane Grantham NG31 9PP
<b>Telephone number</b>	01476 400520
<b>Fax number</b>	01476 404884
<b>Email address</b>	admin@belton-lane.lincs.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	22–23 March 2011
<b>Inspection number</b>	358755

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. They observed the school's work and looked at a wide range of documentation including: teachers' planning; pupils' books; the school's assessment data; monitoring and evaluation reports; school policies; safeguarding documentation; and minutes of the governing body's meetings. All six of the school's teachers with classroom responsibility were observed in sixteen teaching sessions. The inspectors met with governors and staff, spoke to pupils and looked at 46 questionnaires from parents and carers as well as questionnaires from the staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What the school is doing to improve outcomes for pupils in English.
- How effectively the school supports and challenges more-able pupils.
- The impact of the school's strategies for tackling low attendance.

## Information about the school

Belton Lane Community Primary is a small school. There is an independent nursery which shares the school site and is inspected separately. The majority of children are White British and the proportion of pupils from ethnic minority groups is equivalent to the national average. In the last three years, the number of pupils who do not speak English as their first language has increased to just above the national average. The proportion of pupils identified as having special educational needs and or disabilities is approximately the same as the national average. The percentage of pupils eligible for free school meals is higher than other schools nationally.

There have recently been changes in staff responsibilities and the membership of the governing body. Some pupils are taught in mixed-aged classes. The school has recently achieved Healthy Schools status.

**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**

**3**

## Main findings

Belton Lane Community Primary is a good school which has successfully improved in many areas. Throughout the school pupils make good and sometimes exceptional progress in both English and mathematics. This is due to the good quality of teaching, the accurate matching of tasks to pupils' abilities, and the lively and engaging curriculum which appeals to all pupils. The needs of the more-able pupils are well catered for: in lessons they are provided with work which extends and challenges their thinking.

Attainment in Key Stage 1 has varied over the last three years, although the improvement in writing means that pupils now achieve in line with others when compared to schools nationally. At the end of Key Stage 2, attainment in mathematics is similar to other schools and this has been consistent since the school's last inspection. Attainment in English has been below the national average. The school has introduced some successful strategies to improve the quality of pupils' writing and ensure that the teaching of reading provides structured support. This has resulted in the pupils' accelerated progress. The school's own data, evidence in pupils' books and inspectors' lesson observations show a significant improvement in English standards. Inspectors observed good and sometimes outstanding teaching. However, this good teaching is not consistent throughout the school. In lessons where activities are not well matched to the pupils' abilities or when teacher's modelling is not effective, pupils are unclear as to what they need to do to be successful and this impedes their better progress.

Every pupil who responded to the questionnaire and those who spoke to the inspectors were proud of their school, saying how much they enjoyed learning as well as all the extra activities which are on offer. Pupils were unanimous in saying that they felt safe in school, and their parents and carers endorse this view. Unfortunately, because of their persistently poor attendance there is a significant minority of pupils who are not benefiting from the opportunities the school has to offer. The school has gone to considerable lengths to engage this group of parents and carers, and has been effective in the large majority of cases where attendance has significantly improved.

The headteacher has been the main driver of change and, with the good support of the leadership team, has been successful in bringing about continued significant improvements to ensure better outcomes for pupils. The headteacher has an accurate view of the school's strengths and weaknesses but this evaluation of the school's effectiveness, comparing itself to other schools, has not been a process shared with all those in positions of responsibility. This is, in part, because there are members of the leadership team new to their roles and the governing body has recently experienced a significant change in membership. These recent changes have temporarily hindered the school's capacity to improve. However, it is now well placed to develop leadership at all

**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

levels so that the future of the school is secured and is not so dependent on any one individual.

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

- Build the school's capacity to improve by:
  - involving the governing body and leaders in a rigorous evaluation of the school's effectiveness
  - ensuring that governors and leaders have a strategic view of how the school compares to others nationally.
- Improve the overall attendance of pupils by:
  - reducing the proportion of pupils who are persistently absent
  - working with parents and carers so that their children attend school regularly
  - celebrating good attendance.
- Ensure that the quality of teaching is consistent throughout the school by:
  - increasing the amount of good teaching and eliminating all that is inadequate
  - coaching staff to improve their practice
  - sharing good practice in the school across all key stages
  - using the excellent practitioners within school to model good and outstanding teaching.

## Outcomes for individuals and groups of pupils

**2**

Pupils of all abilities enjoy school and talk about how lessons are fun. They are motivated to learn and particularly like opportunities to engage in practical activities. In the good and outstanding lessons, work is suitably matched to the pupils' abilities. The curriculum, enhanced by good use of information and communication technology (ICT), engages and interests the pupils. Pupils work well individually and cooperate well in groups. The quality of learning observed in lessons and scrutiny of work books show that pupils make good and sometimes outstanding progress. Pupils who do not have English as their first language make progress in line with their peers. Pupils with special educational needs and/or disabilities make good, and sometimes better, progress. They are well supported by teaching assistants who use questioning skilfully to ensure pupils' understanding is secure. The high quality of teaching, in particular mathematics, ensures that they do particularly well when compared to others nationally. Pupils' attainment improves as they move further up the school. While achievement in mathematics has been consistently in line with the national average, achievement in English has been more variable but evidence from this inspection shows good improvements in this area of the curriculum.

The majority of pupils have good levels of attendance. Their high levels of enjoyment in lessons and their work ethic, shown by their accelerated progress in reading, writing and mathematics, means that these pupils are effectively developing essential skills for their future. The progress of a minority of pupils, who do not attend school regularly, is impeded by their persistent absence. However, the school has been successful in engaging

**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

with most of these families and attendance for these pupils has improved because of the intervention and support from external agencies.

Belton Lane Community Primary is a cohesive school community where pupils get on well and are supportive of each other. They have a good sense of right and wrong and understand the consequences of their actions. Their behaviour is good both in and out of lessons. Pupils show courtesy and consideration to each other and visitors. The school has a growing number of pupils of different nationalities and has established links with a school in another part of the country; this has given the pupils an insight into cultural diversity which is broadening their understanding of people's differences. They are developing a greater understanding of spirituality and this is promoted effectively in the older classes where pupils respond well to opportunities for reflection.

Pupils feel safe and secure within school and understand what to do if they do not. Pupils understand the importance of leading a healthy lifestyle and the school supports this by providing a healthy snack option at break time. The playground environment and the play leaders promote healthy exercise and harmonious play; pupils are very keen to participate in the many extra-curricular clubs. Pupils are active within their local community and regularly pick litter and have cleared snow for local residents. They raise funds for a range of charities. During the inspection, some pupils visited their partner school for the day and said how much they had enjoyed this experience, mixing with pupils from different backgrounds. The school council has helped make decisions to improve aspects of the school but not all council members were clear about their roles or responsibilities.

**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 pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<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?

Pupils respond enthusiastically to their lessons and the opportunities the school offers. A good percentage of pupils participate in a range of extra-curricular activities which are provided by one of the school's partnership arrangements. Classrooms are a bright and stimulating learning environment with good resources to promote learning. The curriculum is imaginative and includes a wide range of experiences. Lessons integrate basic literacy and numeracy skills in an exciting way and incorporate ICT to engage the pupils' interests.

Teaching is good and the content of lessons is modified well to suit the needs of those who learn at different rates. Pupils with special educational needs and or disabilities are well supported and consequently make good and sometimes outstanding progress. Pupils in classes of mixed year groups are catered for effectively as tasks are well matched to their abilities. The pace of lessons ensures that pupils are constantly challenged and there is a high expectation that pupils should work independently and cooperate with each other in pairs or groups. In most lessons, tasks are generally well planned to extend pupils' learning but this is not always the case. In some lessons, the development of skills is not always planned in sufficient detail to accelerate pupils' learning. Where teaching was not as good, teachers did not effectively model the skills the pupils needed to practice and independent activities were not well matched to promote the intended learning outcome.

There are good systems in place for assessment and tracking pupils' progress. The school's close monitoring means that the learning needs of pupils are responded to

**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

quickly, for example providing additional group work or one-to-one support. While teachers' comments in pupils' books give useful feedback to improve their work, these are not always used as effectively in lessons to move learning on.

The school takes good care of its pupils and has a thorough understanding of their needs. It has well organised and systematic approaches which result in accurately applied provision for individuals to support their well-being.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher demonstrates clear vision and a passion for ensuring that the school serves its local community and improves outcomes for pupils. The staff work effectively together and they feel well supported. The school has established a trend of improving pupils' progress and attainment. Members of the leadership team are committed to continuing this improvement and have been instrumental in developing the curriculum and enhancing the quality of teaching to sustain this. Not all leaders and governors have been involved with an evaluation of the school's effectiveness consequently their strategic vision is less secure. Many members of the governing body are also new in post and have not had the opportunity to independently monitor and evaluate the work of the school. The Chair of Governors has been instrumental in recruiting governors to act as a 'critical friend' and who will challenge the school so that it has a greater capacity to improve.

The governing body ensures that it carries out its responsibilities for safeguarding. All statutory requirements were in place at the time of the inspection. Staff are suitably trained in child protection and high levels of awareness has resulted in tangible outcomes for some of the most vulnerable pupils. The school ensures that all groups of pupils have similar opportunities both within school and for extra-curricular activities. The school provides good value for money.

The school's partnerships enables it to offer a range of extended activities including staff development, pupil activities and care, and support and guidance for parents and carers. These provide opportunities which otherwise pupils and families might not have. The school's links with the nursery help with transition arrangements and continuity of learning for the youngest pupils. The school has carried out an audit of its social, ethnic and religious context and understands this well. As a result, it has devised and implemented an action plan to improve the way it promotes community cohesion and this is regularly reviewed.



**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 leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>3</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children's skills on entry to the reception class vary across aspects of learning and for different groups of children. Some have less well-developed skills than would be expected for children of their age, particularly in language. Practitioners know the children well and support their learning effectively by developing opportunities that will capture the imagination of all children. The strong focus on learning throughout all sessions ensures children are purposefully engaged and this accelerates their progress. The recent focus of systematic phonics teaching has ensured better progress is now being made by children in this area of learning. Consequently, children enter Year 1 working securely within levels expected for this age group. Assessment is used to track children's achievements and parents and carers appreciate the opportunity to be informed about their children's learning.

Children work independently and show deep concentration when engaged in their own initiated activities. They show respect for each other and a harmonious atmosphere permeates the classroom. Behaviour at all times is good and children demonstrate that they can work well together as shown by their co-operative work on building homes for mini beasts or drawing a detailed picture of a spider.

The leadership of the Early Years Foundation Stage ensures good provision for this age group. Effective transition arrangements ensure that children move into school with confidence. The stimulating and inviting learning environment is well resourced and effectively used. A large inviting outdoor area offers opportunities throughout the day to extend children's learning. This is particularly well used to motivate boys and the 'car wash' along with hoses and sponges is regularly used to develop language skills, and for play to extend their physical development.

**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*

<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

## Views of parents and carers

Parents and carers were overwhelming in their support for the school. The only comments offered by parents and carers in disagreement were in relation to promoting a healthy lifestyle. Inspectors found that the school offers an optional choice of snack at break-time including dried fruit and observed a high level of physical activity, including cooperative games during break and lunchtimes.

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

Ofsted invited all the registered parents and carers of pupils registered at Belton Lane Community 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 46 completed questionnaires by the end of the on-site inspection. In total, there are 151 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	72	13	28	0	0	0	0
The school keeps my child safe	34	76	11	24	0	0	0	0
My school informs me about my child's progress	28	61	16	35	0	0	0	0
My child is making enough progress at this school	28	61	17	37	0	0	0	0
The teaching is good at this school	33	72	13	28	0	0	0	0
The school helps me to support my child's learning	27	59	17	37	1	2	0	0
The school helps my child to have a healthy lifestyle	21	47	22	49	2	4	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)	25	54	19	41	0	0	0	0
The school meets my child's particular needs	26	57	18	39	0	0	0	0
The school deals effectively with unacceptable behaviour	27	59	18	39	0	0	0	0
The school takes account of my suggestions and concerns	24	52	21	46	0	0	0	0
The school is led and managed effectively	33	72	13	28	0	0	0	0
Overall, I am happy with my child's experience at this school	33	72	13	28	0	0	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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



24 March 2011

Dear Pupils

**Inspection of Belton Lane Community Primary School, Grantham, NG31 9PP**

Thank you for making me and my inspection team so welcome. We were particularly impressed with your good manners and the courtesy you showed us. You told us think your school is a good one and we agree with you. You all get on well with each other and school makes you feel safe. You play particularly well in the playground, with so many activities which keep you healthy and fit. You tell us that your lessons are fun and they certainly are lively and interesting: this helps you to make good and sometimes exceptional progress.

So that your school continues to improve we have asked Mr Mason, the governors and staff to make sure that they are all certain about what is good about the school and what it needs to work on. This will make sure you do just as well as all other pupils in the country. We also want teachers to help each other so that you all have lessons that are as good as the best in your school.

We know that most of you come to school every day and enjoy it but unfortunately some pupils do not come to school regularly. This means they are missing all the exciting lessons and the good teaching which is helping you to learn the skills you need as you grow up.

We would like to wish you all the best for the future and remember you can help your school and yourselves by attending regularly.

Yours sincerely

Karen Heath

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**