

Belmont Cheveley Park Primary School

Inspection report

Unique Reference Number	114139
Local Authority	Durham
Inspection number	357485
Inspection dates	11–12 April 2011
Reporting inspector	Kate Pringle

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	156
Appropriate authority	The governing body
Chair	Mr Ian Whittaker
Headteacher	Mrs Alison Aitchison
Date of previous school inspection	11 December 2007
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Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons and seven teachers were observed. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at pupils' books, assessment information, policies and procedures, school development plans and updates of pupils' progress. Views of stakeholders were also considered through questionnaire responses from 90 parents and carers, 13 staff and 92 pupils.

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

- How effectively the leadership and management of the Early Years Foundation Stage impacts upon provision and outcomes for children
- How effectively teaching and learning across the school challenge the needs of pupils with differing abilities across the school.
- How effectively pupils use their skills in English and mathematics and in information and communication technology (ICT) to problem solve and investigate in subjects across the curriculum to develop independent learning.
- How successfully leaders and managers use their responsibilities to improve provision and impact upon standards.

Information about the school

This is a smaller-than-average-sized school in which the proportion of pupils known to be eligible for free school meals is lower than national averages. Few pupils come from minority-ethnic groups or speak English as an additional language. The school has specially resourced provision for special educational needs in a base for 20 pupils with speech and language or communication difficulties. All of these pupils have a statement of special educational needs. This means that the proportion of pupils with a statement of special educational needs is higher than national levels as is the overall proportion of pupils with special educational needs and/or disabilities. Since the last inspection there have been a number of long-term absences by staff due to medical problems and maternity leave. A private provider manages nursery provision on the site. This setting will be inspected separately and forms no part of this inspection.

Currently the school holds awards for Activemark, Intermediate level International Schools, Basic Skills and Financial Management of Systems in Schools.

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

2

Main findings

This is a satisfactory school. It has a number of good features, particularly in the level of care, guidance and support for pupils. As a result pupils' attendance is above average, their behaviour is good and they feel safe. The warm and welcoming environment provides a positive climate in which pupils play and learn together harmoniously. The vast majority of parents and carers recognise how well the school supports their children and keeps them happy and safe.

Children enter the Early Years Foundation Stage with skills much as expected for their age. Across the school pupils' progress is satisfactory overall, but improving securely. Attainment by the end of Year 6 is average, although this too is improving. Standards in reading are higher than those in writing and in mathematics. There is an increasing proportion of teaching which is good, although there still remain some inconsistencies in its quality. Procedures for assessment and for tracking pupils' progress have improved. Here too there remains some inconsistency with the way this information is used by teachers to ensure sufficient challenge for pupils of different abilities, especially for those of higher ability. Similarly, marking does not always provide pupils with guidance towards their next steps in learning. Enhancements to the curriculum provide pupils with opportunities to develop their sporting and creative skills. Changes to the curriculum are providing better links between subjects. As yet, there are still too few opportunities for pupils to investigate and solve problems using their developing skills in literacy, numeracy and in information and communication technology (ICT) in different subjects.

The headteacher successfully motivates staff. There is a good sense of teamwork and staff recognise their shared responsibility for improvement throughout the school. Since the last inspection, staff have successfully taken on delegated roles, working together to identify areas for action. Planned actions to implement these have resulted in good improvement. Self-evaluation is accurate and the resulting well-planned actions have, for example, improved the proportion of good quality teaching. There is a better understanding of moderation and assessment and this is one reason for the strongly improving progress being made in reading and in mathematics. Care, guidance and support are now good and show their positive impact in improved attendance, more effective safeguarding and better communication with parents. The resource base is managed well, ensuring good and improved provision for its pupils, who consequently make good progress. Overall, this means that the school has a good capacity to improve further.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Raise attainment by ensuring that all pupils across the school, especially those of higher ability, make consistently good progress, by:
 - sharpening the use of assessment information to plan challenging activities which are well matched to pupils individual abilities
 - engaging pupils in the use of their individual targets on a daily basis
 - embedding the consistency of marking and feedback to demonstrate pupils' successes against their targets and what they need to do to improve further.
- Improve the quality of teaching and learning so that they are consistently good across the school, by:
 - providing a wider range of opportunities for pupils to work together, to investigate and learn using practical and problem-solving activities
 - extending opportunities for pupils to use their skills in literacy, numeracy and ICT across the curriculum.

Outcomes for individuals and groups of pupils

3

The overwhelming majority of pupils say that they enjoy school and the many opportunities it provides for them. Pupils have a positive attitude to learning and engage willingly in tasks set for them by teachers. They show particular enthusiasm in lessons where they are encouraged to be independent and to use their developing skills of literacy and numeracy. Pupils enter Year 1 with skills largely in line with those expected for their age. Overall, they make satisfactory progress over Key Stages 1 and 2. By the end of Year 6 pupils excel in reading, although attainment in writing and in mathematics is average. Across the school, the proportion of higher-ability pupils working consistently within upper National Curriculum levels is not as high as it could be. This is because expectations of their progress are not high enough and assessment information is not always used effectively enough to challenge these pupils appropriately. The progress of pupils with special educational needs and/or disabilities, including those in the language resource base, is good.

Pupils speak very confidently about how to keep safe and healthy. Many take advantage of additional activities to keep fit through sport and dance. Older pupils show increasing responsibility for their personal safety: they recognise the potential dangers of the internet and identify aspects of unsafe situations about school, for example, through their recent traffic survey. Pupils make a good contribution to their school and the local community through their roles as school councillors and peer mediators. Their work has good outcomes, for example, the nutrition group successfully negotiated the 'ordering' of meals so that pupils could be sure of getting the meal they wanted. Pupils are now happier about lunchtimes. Pupils regularly work with members of their local community. Their pen pals from schools in France and Russia are widening their understanding of different global communities.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
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	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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 are eager to please and engage well in activities because of good, positive relationships with their teachers. Although an increasing proportion of teaching is good, there are still inconsistencies in its quality across the school. This leads to variable progress across classes and across subjects. In better lessons, teachers provide opportunities for pupils to practise and consolidate learning through activities which promote independent work and develop skills in literacy and numeracy. On these occasions, high expectations and tasks well-matched to individual abilities quicken pupils' progress. In satisfactory lessons, progress is slower because teachers can be too dependent upon worksheets and provide too few opportunities for pupils to engage actively. In these lessons, information about the levels that pupils are working at is not used effectively enough to provide individual challenge. Too often, marking is not linked to individual targets and these are not discussed with pupils frequently enough. Marking does not always give pupils sufficient information about how well they have succeeded or what they need to do to work towards their next level in learning.

New approaches to the curriculum are enabling pupils to understand the links between subjects. There are increasing opportunities for pupils to use their skills in literacy, numeracy and ICT to support learning; however, these are not yet sufficiently developed to impact upon their progress and raise standards. A wide range of activities enables pupils to extend their skills through, for example, gardening, cookery and drama. Visits

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and visitors successfully enhance pupils' knowledge and understanding of additional opportunities possible outside of school.

The quality of care, guidance and support is evident through the very successful relationships within the school. Individual concerns are quickly identified and acted upon, supported by a range of professionals with whom the school has good quality partnerships. This is especially true for those whose circumstances make them vulnerable and those with special educational needs and/or disabilities. The inclusion of pupils with language and communication difficulties is well supported. A blend of effective strategies supports pupils' confident movement between the language base and main school. Effective links with parents and carers contribute well to the progress all pupils make. Induction into school and transition to secondary school, including the transition of those from the language base, are well supported, enabling children and pupils to transfer with confidence.

These are the grades for the quality of provision

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

How effective are leadership and management?

There is a successful working partnership between the headteacher, staff and governing body. A good knowledge of the strengths and weaknesses of the school by leaders and managers is underpinned by their understanding of the need for everyone to contribute towards future improvement. There is clear acceptance of responsibilities and the school has compelling evidence of the impact of its actions to improve attendance, the quality of teaching and learning, and the developing curriculum. Less rapid improvement has taken place in teachers' use of assessment to improve outcomes for pupils. The rigorous tracking of attainment is shared with teachers but not all use this information as well as they might to challenge pupils of all abilities, especially those pupils of higher ability. This means that the promotion of equal opportunities is satisfactory rather than good. Leaders have a good understanding of their successes and where further improvement is needed.

Members of the governing body have improved their understanding of their roles in school, readily challenge the school to improve further and fulfil their responsibilities well. They ensure safeguarding requirements are met fully. Communication with parents and carers is well addressed. The school provides well-focused support for families in crisis and is employing a range of strategies to involve parents and carers in their children's learning. Partnerships with others support the many different aspects of school life and contribute well to pupils' satisfactory and improving outcomes. Overall the school provides satisfactory value for money. Community cohesion is promoted well. Actions to support

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active links within the community and further afield are well established through partnerships with schools in France and Russia.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children settle quickly and develop good relationships with their teachers and with each other which help them gain in confidence. The positive links with the private nursery on site eases transition into Reception for many children. Playing happily together, they learn to share and take turns, displaying positive attitudes and good behaviour. Children enjoy coming to school and this is supported by their parents and carers who appreciate how well their children are cared for and supported.

Adult-led activities support children's satisfactory progress. Although there are opportunities for children to work and play independently, both indoors and out, too few provide suitable challenge to extend their learning. This is because insufficient assessments are gathered from observations of the choices children make of where and how to learn. Although staff recognise where children's interests lie, they do not yet use the individual levels children are working at to provide the next steps in learning. As a result children make satisfactory progress to enter Year 1 with skills which are broadly average. Statutory requirements are met with policies and procedures supporting children's welfare appropriately. Currently, leadership and management have a satisfactory impact but recent self-evaluation has identified areas to develop and suitable actions are planned to improve provision and outcomes for children.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

An above-average percentage of parents and carers responded to the Ofsted questionnaire. The vast majority of who responded were highly positive about the school. They greatly appreciate the care given to their children and are extremely confident that their children are happy and safe and that teachers meet their children's needs well. Few issues were raised by parents and carers and there was no obvious pattern to these. All issues were fully investigated and form part of the evidence base used to arrive at the inspection judgements.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Belmont Cheveley Park 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 90 completed questionnaires by the end of the on-site inspection. In total, there are 156 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	52	40	44	3	3	0	0
The school keeps my child safe	59	66	28	31	1	1	0	0
My school informs me about my child's progress	47	52	36	40	5	6	0	0
My child is making enough progress at this school	51	57	34	38	2	2	0	0
The teaching is good at this school	43	48	34	38	2	2	0	0
The school helps me to support my child's learning	39	43	44	49	1	1	0	0
The school helps my child to have a healthy lifestyle	42	47	42	47	3	3	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)	40	44	45	50	3	3	0	0
The school meets my child's particular needs	36	40	42	47	1	1	0	0
The school deals effectively with unacceptable behaviour	30	33	46	51	6	7	0	0
The school takes account of my suggestions and concerns	37	41	35	39	6	7	0	0
The school is led and managed effectively	47	52	40	44	2	2	0	0
Overall, I am happy with my child's experience at this school	48	53	35	39	1	1	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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



14 April 2011

Dear Pupils

Inspection of Belmont Cheveley Park Primary School, Durham, DH1 2TX

Thank you for the lovely welcome that you gave to inspectors when visiting your school recently. We were very impressed by your good behaviour and how well you work with your teachers and other staff. You enjoy coming to school. We know that you feel safe in school and your parents and carers tell us that you are well looked after. Through your curriculum and other activities you understand about how to keep fit and lead a healthy lifestyle. We know that you particularly enjoy the additional opportunities provided through visits and visitors to give you a wider knowledge of the world outside of school.

Yours is a satisfactory school. It has many strengths but we feel there are ways in which your teachers and other adults can help you to achieve more in your work. We want to make sure that you have activities which match your individual needs so that each of you is challenged at the right level. We want you to be more involved in how you are progressing so that marking helps you to understand what you have done well and what you need to learn next. Some teachers give you tasks to do which are practical and encourage you to use your skills in literacy, numeracy and information and communication technology to investigate and solve problems. We have seen how much you enjoy these lessons, so we want teachers to provide more of these opportunities.

We hope that you will help your teachers to achieve these and we wish you every success in the future.

Yours sincerely

Kate Pringle

Lead inspector

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