

Turton Belmont Community Primary School

Inspection report

Unique Reference Number	119201
Local Authority	Blackburn with Darwen
Inspection number	367414
Inspection dates	5–6 July 2011
Reporting inspector	Bernard Campbell HMI

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	78
Appropriate authority	The governing body
Chair	Clare Ramwell
Headteacher	Mr Chris Hoddle
Date of previous school inspection	21 January 2008
School address	Ryecroft Lane Belmont, Bolton Lancashire BL7 8AH
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Age group	4–11
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Inspection number 367414

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors observed teaching and learning in nine lessons taught by five teachers. One lesson also had a visiting music teacher. They held meetings with the Chair of the Governing Body, groups of pupils, a parent or carer and the School Improvement Officer. They observed the school's work and looked at improvement plans, monitoring records and safeguarding documentation. They also took account of questionnaires from 24 parents and carers, 41 pupils and 10 staff.

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

- What are the reasons for attainment remaining average; and does the school have evidence of improving attainment, particularly in mathematics?
- Does current evidence show that learning and progress are satisfactory or good?
- How effective is teaching and assessment in promoting good progress in all years and subjects?
- Is the Early Years Foundation Stage good or outstanding?
- What is the impact of leaders in using self-evaluation and precisely targeted actions to drive improvement?

Information about the school

Turton Belmont is a smaller than average rural primary school. The proportion of pupils known to be eligible for free school meals is low. The proportion of pupils from minority ethnic groups is well below average. The proportion of pupils with special educational needs and/or disabilities, including those with statements, is well below average. The school has the Artsmark gold and the Healthy School awards.

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****2**

Main findings

Turton Belmont is a good school with outstanding provision in the Early Years Foundation Stage. Outcomes are outstanding in Reception due to the rich learning environment in the classroom, high-quality planning and assessment, and excellent leadership.

Pupils enter Reception with broadly average levels of achievement. By the end of Reception they have made outstanding progress towards the early learning goals. They continue to make good progress at Key Stage 1 and reach above-average levels of attainment. In the last few years the progress they have made at Key Stage 2 has been satisfactory due to inconsistency in the quality of teaching, especially in mathematics. Attainment in mathematics was below average, especially at Level 5. As a result of the improved use of assessment to guide teaching and learning, and improvements in the quality of teaching, especially in mathematics, pupils are now making good progress overall. In 2011 attainment in Year 6 is much improved. More pupils reached Level 5 in both English and mathematics than in previous years.

Pupils' learning is good. They are keen to do well, attentive and willing to learn. They are now learning well in mathematics because they are receiving clearer explanations, learning is more active and fun, and they have a better understanding of the steps needed to solve problems. Pupils make good progress and attain well in science. An exceptionally high proportion learn a musical instrument and gain qualifications. This develops pupils' concentration and discipline for learning. Some enjoy French less than other subjects. When teaching is only satisfactory pupils make slower progress.

Pupils feel very safe. Attendance is consistently high. Pupils are positive advocates of healthy lifestyles and their posters in the dining room encourage healthy eating. Pupils are very proud of the school and they are enthusiastic about the responsibilities they take on. They are very open to learning about other cultures. Their great appreciation of music from other countries was demonstrated in an impressive session where they were learning to play and improvise on Indian santors. However, they have limited first-hand experience of meeting children in the neighbouring multi-ethnic towns.

Teaching is good, although a few lessons are satisfactory. On occasion, assessment is not used well enough to plan lessons and teaching methods do not provide sufficient variety of practical activity to ensure good learning. At times, when teaching foundation subjects, there is insufficient focus on the skills to be learnt at different levels. Now and then, teachers spend too much time recapping previous learning rather than presenting new learning.

Although it is a small school, the good curriculum provides a broad range of experiences for pupils. A strong partnership with the local authority music service provides excellent opportunities for pupils to learn instruments, gain qualifications, and to perform.

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Outstanding care and guidance provide very well-targeted support based on a good knowledge of individuals and a clear identification of need.

The headteacher and deputy headteacher form a good team with a clear understanding of the school's strengths and weaknesses and of what needs to be done to ensure good practice throughout the school. They have taken effective action to improve attainment and progress and the school has a good capacity for sustained improvement.

What does the school need to do to improve further?

- Ensure that teaching, learning and assessment are consistently good, and lead to:
 - an above average proportion of pupils consistently gaining Level 5 in English and mathematics
 - good planning in all classes, with challenging and practical activities that quickly introduce new learning
 - a sharper focus on skills in the foundation subjects
 - improved attitudes to learning a foreign language.
- Provide opportunities to meet with children from the neighbouring multi-ethnic towns to extend their first-hand experience of other cultures.

Outcomes for individuals and groups of pupils

2

Attainment at the end of Key Stage 2 was average over the last three years. In 2011 results in English and mathematics improved markedly. All Year 6 pupils attained at least a Level 4 in English. In mathematics over half reached Level 5, which is a significant increase on previous years.

Pupils enjoy working creatively in art, dance, music and drama. The good access to computers enables pupils of all levels of ability, including those with special educational needs and/or disabilities, to work independently and to make good progress. Pupils with special educational needs and/or disabilities receive well-targeted support. Pupils on additional programmes make good progress in particular aspects of their learning.

Pupils are well-behaved and are considerate and supportive of each other. On occasion, when the teaching is weaker, a few lack attention. There is a high take-up of healthy school meals which pupils order on-line from their class computers. Good numbers of boys and girls participate in the mini-tennis and football clubs and some take part in national swimming competitions. They have a good understanding of the risks in a wide range of situations. Pupils are very confident of the support they will receive from adults.

Through the active school council pupils have influenced decisions about aspects of school life and the building. They make decisions about which charities to support and what activities to carry out. All pupils contribute to the annual school production. This develops their confidence in speaking and singing. Some represent the school in sports competitions and in cultural events in the region. Pupils enjoy developing enterprise skills in special challenge events to design and sell a product. They develop good skills using information and communication technology (ICT). Their acquisition of numeracy skills has been variable but they are now showing greater confidence in these skills. Their literacy and

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oracy skills are generally good and those with weaker skills are catching up. They are well prepared for moving on to secondary school.

There are striking examples of pupils' spiritual development. For example, the pen portraits of residents in a hospice, and the art work depicting their memories, show a deep appreciation of people towards the end of their lives. The ethos of the school promotes strong social and moral development. Pupils are able to communicate their opinions well and they respect others. Some have a negative attitude to learning a foreign language.

These are the grades for pupils' outcomes

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

In the best lessons the teacher presents the activity with infectious enthusiasm and a clear challenge. As a result, pupils quickly get involved in the activity. Objectives are focused precisely on what pupils at different levels will learn. Learning resources support a variety of well-designed practical activities which methodically develop skills at the right level for different ages. The sequence of activity leads towards a clearly-defined success. Another good feature of teaching is the use of research and independent learning, including the use of ICT. This gives pupils the scope to make choices, carry out their own research and create their own response. Other adults are used well to support the learning of particular groups of children.

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The use of assessment to plan learning has improved significantly over the last two years. The school has developed a more rigorous and regular system for tracking pupils' progress against more precise learning objectives. As a result, teachers generally plan well to meet the range of ages and needs in the class. This has contributed directly to the improved teaching of mathematics which is now clearly focused on learning specific skills. Marking focuses on specific aspects of learning and provides pupils with constructive guidance. Termly targets provide clear information about they need to improve in the core subjects. Pupils regularly assess themselves against the criteria for specific skills in reading, writing and mathematics.

The curriculum makes good use of external providers, for example in putting on popular dance programmes. Provision for ICT is good and is integrated into the provision for different subjects. A range of additional and catch-up programmes have been successful in accelerating the progress of pupils in English and mathematics, including those with special educational needs and/or disabilities. The take-up of the music, singing, craft and sports clubs that run after school is good. There are good opportunities to participate in sports and arts events and competitions in the region. Gifted and talented pupils have good opportunities to attend courses with pupils from other schools.

Outstanding care, guidance and support provide a flexible range of programmes which are run by teaching assistants according to need. Strategies are adjusted to focus on particular weaknesses in literacy, numeracy and handwriting. Progress is monitored carefully and discussed regularly by teaching and support staff. The school has a strong relationship with local authority services for educational psychology and speech and language therapy. Highly successful work with parents and carers helps pupils to overcome obstacles to learning and to support transition to the next stage. Transition arrangements from Reception to Year 1 are sensitively planned and very well implemented. Induction arrangements for transfer to secondary school are good.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The senior leadership team communicates a clear ambition to raise standards for all pupils. They recognised that some pupils were not making sufficient progress, especially in mathematics. Prompt and effective action was taken. Assessment is more rigorous and analytical and is moderated to ensure its accuracy. The new system for tracking progress is now well established and provides regular information to staff, pupils and parents. Progress is regularly reviewed by staff and there is a shared understanding of what is needed to further raise achievement, especially in English and mathematics. This has led

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to good planning at whole-school level and prompt action to meet particular needs. Additional provision has been effective in accelerating the progress of individuals and its impact has been evaluated well. Professional development has been used effectively to improve the range of teaching methods and use of assessment in mathematics.

Governors have a good range of expertise to support and challenge the school and influence its direction. They know the school well, have an accurate understanding of school improvement priorities and monitor progress regularly. The school regularly canvasses the views of parents and carers and uses their responses to influence provision. Parents and carers provide good support as volunteers in school and on trips. They have frequent opportunities to discuss the progress of their children. The Parent Teacher Association is very active in raising funds.

The excellent partnership with the local authority music service results in outstanding opportunities for pupils to learn an instrument. The good partnerships with primary and secondary schools have extended the range of sports, competitions and music workshops. Good links with the police promote safety. The school adopts recommended good practice in safeguarding. Training and record-keeping is thorough. The school responds to any concerns raised by staff or parents by improving the procedures.

The school has a strong ethos of equal opportunities, demonstrated in its attention to individuals and the rigour of its tracking system. The school is a highly cohesive community. Links with the village community are very strong. The school has developed a good link with a school for the hearing impaired which has extended pupils' understanding of the wider community. The school has intentions to develop links with multi-ethnic schools in the local towns.

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	2
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	2

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Early Years Foundation Stage

Children enter Reception with levels of development similar to those expected for their age. By the end of the year most demonstrate excellent levels of achievement. Some are writing full sentences, including a few with full stops and capital letters. Children are confident in writing for different purposes and in applying their knowledge of the sounds that letters make to reading and writing. Some can subtract numbers up to 50. They are aware of their targets and can talk about them. Children are attentive and cooperative. They persevere with tasks and their learning behaviour is outstanding. They develop a good understanding of how to keep safe.

Induction arrangements for Reception are very thoroughly and carefully managed. The learning environment in the classroom is rich and vibrant. It communicates high expectations of what children will do and achieve. High-quality planning and organisation meet children's needs and make effective use of adult support. Teaching is outstanding and demonstrates expert knowledge and rigorous assessment. A high priority is given to safeguarding. Outdoor provision is underdeveloped but the school is making the most of what is available and improvements are planned.

The leader has high aspirations. She has a clear vision for Reception and a strong focus on improvement. Thorough attention is given to developing safe practices. Detailed tracking and evaluation of progress routinely inform planning. Constructive links have been made with another school in order to further develop the outdoor provision. Indoors, exceptionally good use is made of resources to meet the needs of learners.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Most parents and carers are happy with their child's experience of the school. They are positive about the provision that is made and they believe that the school is well led. A few parents and carers raised concerns about the quality of teaching in one class, which was followed up during the inspection. The views of parents and carers matched the inspection findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Turton Belmont 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 24 completed questionnaires by the end of the on-site inspection. In total, there are 78 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	83	3	13	0	0	0	0
The school keeps my child safe	22	92	2	8	0	0	0	0
My school informs me about my child's progress	11	46	10	42	3	13	0	0
My child is making enough progress at this school	13	54	10	42	0	0	0	0
The teaching is good at this school	15	63	9	38	0	0	0	0
The school helps me to support my child's learning	14	58	8	33	2	8	0	0
The school helps my child to have a healthy lifestyle	14	58	9	38	0	0	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)	13	54	10	42	0	0	0	0
The school meets my child's particular needs	10	42	10	42	2	8	0	0
The school deals effectively with unacceptable behaviour	12	50	7	29	3	13	0	0
The school takes account of my suggestions and concerns	10	42	10	42	2	8	0	0
The school is led and managed effectively	12	50	10	42	0	0	0	0
Overall, I am happy with my child's experience at this school	15	63	9	38	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



7 July 2011

Dear Pupils

Inspection of Turton Belmont Community Primary School, Bolton, BL7 8AH

Thank you for being so welcoming when we came to inspect your school. We enjoyed meeting you very much indeed. Yours is a good school. Almost all of you said that the headteacher and senior staff do a good job, you learn a lot and adults care for you and explain how you can improve.

These were the things we liked most about your school.

- Children make outstanding progress in Reception.
- Pupils are making better progress in mathematics and results have improved in Year 6.
- A lot of you learn to play musical instruments and perform.
- Your attendance is high. You have healthy lifestyles. You are very proud of your school and you enthusiastically take part in many activities.
- Teaching is good and adults take very good care of you.

To help the school to improve, we have said that senior leaders should:

- make sure that the proportion of Year 6 pupils who achieve Level 5 in English and mathematics is higher than average
- make sure that teaching and learning are equally good in all classes and subjects
- help you to enjoy French more
- give you chances to meet children from different ethnic backgrounds in Blackburn or Bolton.

Best wishes for the future.

Yours sincerely

Bernard Campbell

Her Majesty's Inspector

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