

Belton All Saints CofE Primary School

High Street, Belton, Doncaster, DN9 1LR

Inspection dates 8-9 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Since the previous inspection the school has improved and now provides a good education for its pupils.
- Pupils achieve well overall. They have good attitudes to learning and work hard. Almost all reach the standards expected of them nationally with an increasing proportion attaining higher levels.
- The quality of teaching is good overall, which supports the good progress made by pupils.
- Pupils behave well in classes and around the school. They play well together and care for each other well.
- Leadership and management are good. The headteacher is an effective leader and she is well supported by the senior leadership team. The school's arrangements for checking the quality of teaching are robust. Senior leaders work successfully as a team to further improve the quality of teaching and learning.
- The governing body supports the school well. It is involved in effective monitoring of the school's work and in planning for its future.

It is not yet an outstanding school because

- Although good overall, some inconsistencies in the quality of teaching mean that work set for pupils, particularly the more able, is not always challenging enough and when this happens it slows their progress.
- The improvements in pupils' progress have yet to show through fully in the school's national test results.

Information about this inspection

- Inspectors observed 10 teachers teaching in 12 lessons.
- They observed pupils in lessons, at play, as they moved around the school and in assemblies.
- Discussions were held with the staff, governors, pupils and a representative of the local authority.
- Inspectors heard pupils read from Year 1, Year 2 and Year 6. They analysed in detail the written work of pupils in Year 2, Year 4 and Year 6.
- Inspectors took account of the 15 responses to the on-line questionnaire (Parent View) and also the results of the school's recent parental questionnaire.

Inspection team

John Foster, Lead inspector

Additional Inspector

David Woodhouse

Additional Inspector

Full report

Information about this school

- This is an averaged sized primary school.
- Almost all pupils are of White British heritage. There is a small proportion of pupils from a range of minority ethnic backgrounds. All pupils speak English as their first language.
- The proportion of pupils supported by school action is below average. The proportion supported by school action plus or with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for the pupil premium is below average.
- The school meets the government's current floor standards that set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise attainment in English and mathematics further by:
 - using the school's data about pupils' progress to identify clearly which pupils are not doing as well as they could
 - making sure that the work planned for these pupils matches their individual needs
 - checking that the work set is successfully bringing about improvements.
- Ensure that the quality of teaching and learning is consistently good or better by:
 - setting work for all pupils, but particularly the more able, that always closely matches their individual needs and abilities
 - improving the quality of marking so that it is consistent in giving pupils a clearer picture of how well they are doing and what they need to do to improve further
 - expecting pupils to take more care and pride in the presentation of their written work.

Inspection judgements

The achievement of pupils is good

- Children start the Early Years Foundation Stage with skills and knowledge which are generally typical for their age. They get off to a good start in this key stage because they are taught well. Their teachers plan a wide range of exciting activities so that the children find great enjoyment in learning.
- Improvements in the quality of teaching and learning since the last inspection result in pupils making good progress from their starting points. The good teaching they receive overall helps them to achieve well throughout their time at the school. The school's own records of pupils' progress and what inspectors saw in lessons and when looking at pupils' work in their books present the same picture of good and improving progress. Whilst this is not yet fully evident in the school's national test results, across the school there is a clear picture of rising attainment.
- In lessons, pupils' work is usually challenging which enables them to make good progress. Occasionally, activities are not challenging enough for some of the more able pupils.
- The school's systems for checking on pupils' progress are improving rapidly. Teachers are beginning to use this information with greater assurance to target support for different groups so that they sustain good progress.
- The small proportion of disabled pupils and those with special educational needs make similarly good progress to other groups of pupils because their needs are identified early and met effectively.
- Reading skills are taught effectively, allowing pupils to make good progress. Most pupils are keen readers and read regularly at home. Phonics (letters and the sounds they make) are taught well, particularly at the end of Key Stage 1.
- Since the previous inspection, pupils' progress in writing has improved significantly because the school has concentrated strongly on making sure that pupils have regular opportunities to write in all subjects.
- The good progress that pupils make and the positive attitudes to learning that they have mean that pupils are well prepared for the next stage of their education.

The quality of teaching is good

- The quality of teaching is good overall. During the inspection, most teaching observed was good or outstanding. This enables pupils to make good progress overall in their learning.
- Good and better teaching plans effectively match activities to pupils' different needs and abilities. In the Reception class, for example, planning ensured a wide variety of activities when children worked on their 'construction site'. Some children mixed sand and water to make mortar, cleared pipes with running water and built walls with bricks. Other children oversaw the work and developed their writing skills by ordering more equipment for the building. Children learned well how to work together to get a task done.
- Where teaching is occasionally less effective, teachers' plans fail to take account of pupils' differing abilities and the same work is given to all groups. This fails to offer enough challenge to some of the more able pupils.
- In most lessons, teachers use questions well to develop pupils' learning. Where this is most effective, teaching encourages pupils to question each other also. This has the effect of stimulating pupils to think about their own work as well as that of their peers.
- In most lessons support staff are used well to support learning. Where teaching is most effective, teachers ensure that support staff know their role in the lesson and are well prepared to help in developing pupils' learning. Relationships are good. Staff and pupils respect each other, so that pupils are confident to ask for help when they need it.

- The quality of marking is inconsistent. Teachers do not always identify clearly enough, in pupils' books, what they are doing well and what they need to do to improve. However, pupils and teachers discuss their work to help pupils to know what they need to do to reach the next level. Pupils use their targets for improvement in their workbooks to help them to develop their skills and knowledge.
- Teachers' expectations of how well pupils can present their work are not always high enough. In some classes, pupils' presentation is spoilt by frequent crossings out and untidy writing.
- Teaching promotes pupils' spiritual, moral, social and cultural development well. Pupils are encouraged to work together in groups and pairs. They do this readily and happily assess each other's work in a constructive way, such as when Year 5 and Year 6 pupils were designing and making maze games as part of their topic on 'The Greeks'. When completed, the games were to be tried out by the younger children in the school to check on how well they work.

The behaviour and safety of pupils are good

- Pupils behave well in class and as they move around the school. They are encouraged to concentrate and work hard. Their positive attitudes to work contribute to the good progress they make.
- Pupils told inspectors that they enjoy school and that they could think of little that would improve it. They say that they feel totally safe in school and there is always someone to talk to if they have a problem.
- When in the playground pupils get on well together. An effective system of 'Buddies' ensures that they always have someone to play with and are well supported by each other. The older pupils care for the younger ones very well.
- Pupils told inspectors that, although there is occasional name calling, they do not consider that there is any bullying in school. They say that should it ever occur, they would tell a member of staff and it would be dealt with effectively and quickly.
- Attendance has improved year-by-year and is now above average. The school's procedures for dealing with absence are very thorough and it is because of this that attendance has improved so well. Pupils enjoy school and they, supported by their parents and carers, recognise that they need to attend regularly if they are to make the best possible progress.

The leadership and management are good

- The headteacher leads the school well and she is supported well by the senior leadership team. They work together well as a team, checking the school's performance and using the information gained to plan effectively for its development. This has resulted in improved teaching and learning to bring about pupils' good progress.
- The staff share the senior leadership team's clear views about how successful the school can be and work well together to bring about improvement.
- The school's own view of its performance is broadly accurate. Staff recognise what is done well and where improvements need to be made. The senior teachers lead their subjects well. They undertake regular and rigorous lesson observations, check on pupils' work and lead the rest of the staff in checking on pupils' progress in meetings arranged for this purpose. It is as a result of these meetings that pupils' needs are identified, leading to effective planning for future learning.
- The school has efficient arrangements for performance management. Many of the staff are long serving members and are already on the higher pay scale. The school's arrangements for future performance management clearly identify what teachers must do to move onto the higher scale.
- The curriculum is good. All aspects of it are taught through the school's topic work. During the inspection, the main focus for the afternoons' work was design and technology. In a Year 3 and 4 class, where pupils were studying the work of the Egyptians, they designed and made

jewellery, such as that found in excavation sites. They designed their necklaces and bangles, and worked as a class to evaluate their designs before making them. This resulted in some pupils changing and improving their designs before starting to make them.

- Pupils have opportunities to learn to play musical instruments and to sing in the choir, when, for example, they participate in the village's Remembrance Day service. Visits and visitors are used well to extend learning opportunities, such as, when pupils from Year 6 undertake an annual residential visit to Whitby. These opportunities help to develop pupils' cultural awareness well and to support their social development effectively.
- The local authority provides appropriate light touch support for this good school to enable it to develop further through raising pupils' attainment in English and mathematics.
- The arrangements for safeguarding pupils and ensuring their safety meet all current requirements.
- **The governance of the school:**
 - Governance is good. Members of the governing body have a secure knowledge of the strengths of the school and recognise where improvements need to be made. The governing body has a clear understanding of the data used by the school and, through a planned series of visits, checks the school's work effectively. Each governor has specific responsibility for an aspect of the school's work and the governing body works effectively to support and challenge the work of the school. Governors have a firm grip on the state of the school's finances and are fully involved in ensuring that resources are used for the benefit of pupils in the most effective way. The funding for pupil premium is used well to support the particular needs of this group of pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	118007
Local authority	North Lincolnshire
Inspection number	401717

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	231
Appropriate authority	The governing body
Chair	John Tindale
Headteacher	Sarah Groves
Date of previous school inspection	22 April 2010
Telephone number	01427 872391
Email address	head.beltonceprimary@northlincs.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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.

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 information 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'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



