

Turton Belmont Community Primary School

Ryecroft Lane, Belmont, Bolton, Lancashire, BL7 8AH

Inspection dates 14–15 April 2015

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Leadership and management | | Good | 2 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Quality of teaching | | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Early years provision | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- This is a school where senior leaders, staff and governors know pupils exceptionally well. Together they ensure that pupils achieve well, benefit from a rich curriculum, and are safe and well looked after.
- Pupils behave outstandingly well. They enjoy coming to school to learn with their friends. They feel very safe. Attendance is exceptionally high and they are proud ambassadors for their school.
- Senior leaders have worked tirelessly to ensure that all areas for improvement from the previous inspection have been successfully addressed and have charted a clear course for the school to be outstanding.
- Governors are highly skilled and experienced. They support and hold senior leaders to account in equal measure and bring their considerable experience to the school in order to raise standards for pupils and improve the quality of teaching.
- Pupils, including children in the early years, benefit from an outstanding curriculum which fully engages their interests in music, visual art, gardening and French, and develops them well as 'model citizens'.
- Staff promote pupils' spiritual, moral, social and cultural development outstandingly well through the opportunities they provide for them to work together, and learn about various religions and cultures.
- Teaching is good. Teachers and teaching assistants work exceptionally well together, they assess pupils' skills and abilities well and plan activities which stimulate them, and fire their imagination.
- Phonics is well taught. The proportion of pupils secure in the national phonics screening check (knowledge of letters and the sounds they represent) in 2014 was well above average.
- Pupils' attainment in reading, writing and mathematics has been well above average for the last five years at the end of Key Stage 1.
- The progress of the vast majority of pupils is at least good throughout the school in all subjects.
- The primary school sports funding is exceptionally well spent. It helps to promote partnerships with other schools, and enables pupils' excellent participation in competitive sports.
- Early years provision for children in the Reception class is good. As a result children enjoy school, make good progress and achieve well.

It is not yet an outstanding school because

- Occasionally, pupils are not challenged to achieve to the very best of their ability.
- On occasion, opportunities are missed for pupils to develop their problem solving skills across the curriculum.

Information about this inspection

- The inspector observed a range of lessons in all year groups, as well as the teaching for small groups of pupils, and sessions aimed at helping pupils to learn to read. Two lessons were jointly observed with the headteacher.
- The inspector listened to pupils read and held discussions with pupils from across the school. Pupils' work in books was scrutinised during lessons and separately.
- The inspector considered 21 responses to the on-line questionnaire (Parent View), as well as the school's own surveys of parents' views.
- Responses to a questionnaire completed by 14 members of staff were considered.
- Meetings were held with four governors, including the Chair of the Governing Body, school leaders, and staff responsible for English, mathematics, provision for disabled pupils and those with special educational needs and children in the early years.
- The inspector met with the school's improvement partner and held a telephone conversation with a representative from the local authority.
- The inspector examined a range of documents. These included information about pupils' progress, various records of the school's checks on the quality of teaching, development plans, the school's reviews of its own performance, records of pupils' attendance, behaviour records and safeguarding documentation.

Inspection team

Lenford White, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller than average-sized primary school.
- The proportion of disabled pupils and those with special educational needs is average and increasing.
- The proportion of disadvantaged pupils, those supported by the pupil premium funding, is well below the national average. The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- Almost all pupils are of White British heritage. A small number are from minority ethnic groups and few speak English as an additional language.
- Children in the early years provision attend a Reception class on a full-time basis.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the previous inspection, three new governors have been appointed and three teachers have joined the school staff.

What does the school need to do to improve further?

- Improve the quality of teaching so it is outstanding to raise pupils' achievement further in Key Stage 2, particularly in mathematics, by:
 - ensuring pupils are always challenged to achieve to the very best of their ability
 - making sure every opportunity is taken for pupils to develop their problem solving skills.

Inspection judgements

The leadership and management are good

- Senior leaders, teaching staff and governors work together exceptionally well to provide a good education for pupils. They have successfully address all areas for improvement identified from the previous inspection, and have taken a systematic approach to ensure that the quality of teaching and pupils' learning are well on their way to becoming outstanding.
- The work of the coordinators for English and mathematics is very effective. They have instantly responded to rectify the weaknesses identified in pupils' achievement in Key Stage 2 national tests in 2014. Inspection evidence shows that rapid improvements are taking place in these areas, and pupils are back on track to reach the well above average standards they attained for the three years leading up to 2014.
- Systems for monitoring the quality of teaching are good. Teachers are set challenging targets which are clearly linked to the school's improvement plans, and closely checked by senior leaders and shared with the governors. The good quality professional development teachers receive is helping to continually improving their practice.
- Very few pupils are eligible for support through the pupil premium, and there were none at the end of either Key Stages 1 or 2 in 2014. However, senior leaders are careful to monitor the performance of each pupil and ensure they participate in all aspects of school life. School data show eligible pupils are currently making at least good progress in all subjects in-line with their peers.
- The school's fully implemented outstanding curriculum is very effective in engaging pupils' interest, and is effective in developing their reading, writing and mathematical skills, particularly in Key Stage 1. Work to promote problem solving across the curriculum in Key Stage 2 is not quite as good. However, senior leaders are fully aware of this, and are making significant improvements.
- The school's work to develop pupils' spiritual, moral, social and cultural development is outstanding. Pupils are considerate, courteous and highly respectful towards each other and staff. Pupils in Key Stage 2 have visited various places of worship, including a mosque and a Hindu temple. Their appreciation of music, and opportunities to play various brass, string, woodwind and percussion instruments, is exemplary, as is their appreciation of, and participation in, visual and performing arts activities.
- Pupils are acutely aware of British values, and understand that 'Britishness' extends beyond the bounds of the local village and covers people from many different cultures and communities. The school council is active and proud of its recent work to design the new layout and marking on the playground. Pupils are well aware of their rights, but understand that with these come responsibilities.
- The school promotes a strong relationship with parents and the community, as shown through their highly positive response to Parent View. All parents are of the opinion that their children are safe and well looked after, and all recommend the school. The school has an active Parent Teacher Association which is very proactive in raising funds.
- Senior leaders and governors ensure the primary school sports funding is well spent. This has an outstanding impact on developing teachers' skills, through their work alongside professional coaches and instructors, and in encouraging participation in sports, such as sailing, dodge ball, cricket, football and swimming. The funding has also enabled the school to join forces with other small schools to form local sports networks and to promote participation in competitive sports.
- The school's work to challenge discrimination and promote equality of opportunity is excellent. Inspection evidence shows all groups of pupils make good progress and the outstanding specialist support provided for pupils with disabilities or special educational needs ensures their full involvement in all aspects of school life
- The local authority has provided light-touch supported to the school. This includes recruitment and selection of staff and monitoring the quality of teaching. More recently, the school has worked with the independent school improvement partner who has worked to develop the skills of governors in data analysis, and brokered links with other schools to enable staff to share good teaching practice.
- The school takes care to ensure it has very effective arrangements in place for safeguarding pupils, including children in the early years. All members of staff have the complete confidence of pupils, and know exactly what to do if any raise concerns about their safety, health or welfare.
- **The governance of the school:**
 - Governors know the school exceptionally well. They challenge and support senior leaders in equal measure, and are fully aware of the effectiveness with which the school's initiatives to improve writing and mathematics are improving pupils' achievement.
 - Governors are highly skilled and very knowledgeable. They ensure that they are up to date with their training, regularly spend time in school, and play a direct role in improving standards by, for example,

running a mathematics club, and working with staff responsible for the provision for pupils with special educational needs.

- Governors know the quality of teaching is good and it has improved since the previous inspection. This is because they receive regular reports from senior leaders and effectively analyse data on pupils' performance. In addition to this, they spend time in classrooms looking at pupils' work, and talking to pupils about their learning.
- Governors are fully aware of the systems in place to tackle any underperformance. They are prepared to reward teachers for their good work, but only if they are satisfied that they have reached their targets.
- Governors know that the support through the pupil premium is making a difference for disadvantaged pupils. They monitor the effectiveness of the one-one support that some eligible pupils receive and ensure that no pupil is excluded from any aspect of school life.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of pupils is outstanding.
- Pupils, including children in the early years, are of the opinion that behaviour is almost always good and that bullying 'never happens'. The school keeps records of any behaviour, however minor, that contravenes the rules. There are very few such incidents recorded. All staff, and all parents who completed the online survey Parent View, are of the opinion that behaviour is good. Inspection evidence, including discussions with pupils, governors and staff confirms behaviour is typically outstanding.
- Pupils, including children in the early years, are very appreciative of the small and friendly nature of their harmonious school. They say that the best thing about their school is learning with friends, finding out exciting things and being cared for by adults.
- Pupils are exceptionally considerate, caring and respectful to their teachers, each other and visitors. They are excited by what they learn, and enjoy talking about the spring onion, potatoes, radish, beetroot and carrots seedlings that they planted earlier this year, and about the stages of development of the frogs and tadpoles in the pond.
- Pupils' behaviour is exemplary in class and when they are moving around the school. They are sensible during lunch time and during play. Older pupils make sure that their younger school friends are well looked after and ensure that they are never without a playmate during break times.
- Pupils have a very mature outlook and enjoy taking on responsibilities as door monitors, members of the school council and reading buddies. They run various clubs, including the gardening and eco clubs, harvest vegetables and serve drinks during lunch times.
- Pupils enjoy coming together for assemblies to celebrate each other's achievements. This was the case when they listened in absolute silence to the outstanding clarinet and piano recitals given by their classmates.
- Pupils enjoy sharing their views. This was demonstrated when they came together to discuss the questions they could ask of members of an inter-faith network due to visit the school. They showed tremendous insight and knowledge as the teacher noted down questions such as, 'what clothes and symbols are associated with your religion?', and, 'how often do you pray?'

Safety

- The school's work to keep pupils safe and secure is outstanding.
- School systems to ensure pupils are kept safe are exemplary. Staff assess risk at every juncture and have procedures in place to cover all eventualities. Pupils say they feel very safe. They know they can go to any adult with any concerns, and are confident they will always be taken seriously.
- Pupils have a well-developed understanding of e-safety, discrimination and prejudice-based bullying. Older pupils have delivered anti-bullying and internet safety assemblies to their peers.
- Pupils know how to stay safe while online and know never to click on 'pop-ups', or give passwords, and to always consult an adult if they are not sure of the safety of a website.
- Pupils are well aware of cyber-bullying and know this can happen on mobile phones and hand-held games and computers.
- Various visitors who come to school help to develop pupils' outstanding knowledge and understanding of safe and unsafe situations. This includes when near water. This is particularly important given pupils' nearness to several reservoirs and their involvement in sailing.

- Pupils know how to protect themselves against smoke inhalation and know to 'stop, drop and roll' if they are ever caught in a fire. Older pupils know the basics of resuscitation, and have successfully raised funds for the provision of defibrillators for both the school and the village.

The quality of teaching

is good

- Teaching is good and has improved since the previous inspection. Teachers and teaching assistants work well together to ensure pupils find learning stimulating and engaging. They are supportive of senior leaders in their work to make the school outstanding. They are well trained in recent developments in all areas of the curriculum and take full advantage of all opportunities to continually improve their practice.
- Teachers ensure pupils have a good understanding of what they need to do to improve their learning and encourage them to pursue their interests. This is evident in the outstanding quality of pupils' homework and in their willingness to investigate topics in great detail. It is also shown in their artwork in the style of the artist Friedensreich Hundertwasser, research into the lives and works of twentieth century leaders, their history studies of Viking life and Mayan culture, and their projects on healthy eating.
- The quality of teachers' feedback including marking is good. Teachers give clear advice to pupils on what they need to do to improve their learning and allow them time to check their comments and improve their work as a result. Teachers effectively develop and maintain pupils' interest in class and develop pupils' writing skills and ability to interpret information well. This was exemplified in a lower Key Stage 2 class where pupils were asked to look at a simplified version of the United Nations Convention on The Rights of the Child. Pupils skilfully set about the task of matching these rights with children's responsibilities, and agreed that, for example, the right to friendship should be matched by the responsibility to look after your friends, and the right to life should be matched by the responsibility to look after yourself.
- Teachers develop pupils' love of books, and their reading and writing skills well. This was demonstrated as pupils listened intently and joined in with the chorus lines in the story of The Enormous Turnip, before preparing to write and perform their own story.
- Pupils' mathematical skills are developed well, and are regularly applied to real-life situations. This was the case in an upper Key Stage 2 mathematics class where pupils were engaged in activities relating to calculating distance and working out fuel costs. While one group worked out how to convert miles to kilometres another worked out how far a car could travel with £45 of fuel in its tank. A third group took great delight in planning various journeys to familiar destinations in England and Europe. However, at times tasks and activities planned for the most able pupils are not quite challenging enough and they do not always progress as well as they should.
- Teachers are careful to emphasise to pupils the importance of mathematics in a range of situations, such as measuring out ingredients for the cakes they recently baked for a coffee morning to raise funds for a cancer support charity. However, occasionally opportunities are missed for pupils to apply their problem-solving skills across subjects other than mathematics.

The achievement of pupils

is good

- In 2014 at the end of Year 6, pupils' attainment in mathematics and grammar, punctuation and spelling was below average, broadly average in writing and just above average in reading. Their progress in reading and writing was below average, and above average in mathematics.
- Inspection evidence, including school data and work in pupils' books, show that currently Year 6 pupils are attaining well above expected standards for their age, which is in-line with the performance of Year 6 pupils in 2011-2014. Pupils' overall attainment has been well above average at the end of Key Stage 1 for at least the last five years.
- The proportion of pupils who were identified as secure in their phonic skills in the national phonics screening check at the end of Year 1 in 2014, was above average. Pupils love to read, and do so whenever they can. Some of those who read for the inspector were avid readers and regularly read books from a variety of authors with different writing styles. The less able readers used a variety of strategies to sound out and read unfamiliar words and showed a steely determination to persevere, even with very challenging texts.
- Pupils' progress in writing in most year groups in 2014 was good. Pupils are encouraged to write about their regular visits to places of interest, and have many opportunities to write extensively in their homework tasks. Teachers' unified approach to correcting pupils' spelling and reinforcing good grammar and punctuation is helping to ensure pupils are currently making rapid progress in these areas.
- A very small minority of pupils attained Level 5 in mathematics in 2014; this is at great variance with

previous years. Senior leaders have closely assessed pupils' performance in national tests and have made developing pupils' problem-solving skills a priority. Teachers are providing opportunities for pupils to apply these skills across the curriculum. The school's own data and inspection evidence show pupils in most year groups made good progress in this subject last year, and progress so far this year is rapidly improving.

- Disabled pupils and those with special educational are supported exceptionally well by caring and highly skilled staff. Their progress, often from very low starting points, is good in all subjects and they benefit from the same outstanding curriculum as their peers.
- In 2014, there were no disadvantaged pupils at the end of either Key Stages 1 and 2, however, all pupils in this group make the same good progress as their peers across the school because their performance is closely tracked and they are very well supported. Numbers are so small that no meaningful comparison can be made between the attainment of disadvantaged pupils and non-disadvantaged pupils in the school or nationally.
- The school's work with the most able pupils is continually improving. Various initiatives and activities including the 'maths challenge' after-school club, regular participation in modern foreign language classes, music festivals and singing and drama clubs, are all helping them to make good progress and attain well. For the first time the school has targeted a small number of pupils for higher Level 6 work in reading, writing and mathematics.

The early years provision

is good

- The leadership and management of all aspects of the early years provision are good. The Reception teacher and teaching assistant work very well together to ensure children's early learning is memorable and engaging. Children are well looked after, acquire skills quickly and develop very well alongside their peers. Staff have a good understanding of children's needs and plan different stimulating activities to ensure that they make good progress.
- Most children start the Reception Year with skills and abilities which are typical for their age in most areas of learning.
- In 2013, the skills of some children were weaker in some areas of learning, such as personal and social development, than in others, such as speaking and counting, which were strong. Children soon settle into the Reception class and make good progress in all areas of learning from their different starting points. In 2014, the majority entered Year 1 with the breadth of knowledge and level of skills necessary for the next phase of their learning.
- Teaching is good, including in phonics (letters and the sounds they make). This was demonstrated in an effective phonics session where the teacher skilfully encourage the most able children to sound out and read words such as 'night' and 'light', while the teaching assistant worked with a smaller group of pupils and supported them in writing words such as 'shop'.
- Reception staff ensure children benefit from an outstanding curriculum, which includes robot, puppet and lantern making. They visit local churches, celebrate various cultural events, including Chinese New Year, and regularly go out on nature trips around the village with the local ranger, and participate in bird watching activities.
- Staff ensure children get the best out of the space inside the school, including the hall, and take full advantage of all outdoor learning spaces, including those immediately outside the classroom. Children's work is celebrated and displayed thoughtfully. Different areas and displays for counting money, reading and writing are clearly identified, as is the class theme of 'people who help us' shown through an exciting hospital role play area.
- Children enjoy learning and playing outside and are familiar with the routine of preparing for wet play and putting hard hats on for construction work. They are very communicative and cooperative and enjoy working together, painting, playing musical instruments and drama.
- Children are orderly and follow instructions well. This was demonstrated during a physical education session, where after seeing their teacher demonstrating a series of 'slalom' movements between several cones, they joined teams and competed in their own slalom race.
- Staff ensure children are kept safe. Safeguarding procedures have been carefully adapted to cover all aspects of the early years, including outdoor provision.
- Staff regularly check on how well children are performing, and document well their progress through their creative curriculum and 'marvellous me' books. Good systems are in place to regularly monitor children's progress and share information with parents.
- Parents are very complimentary about all aspects of the early years provision and are happy their children

are kept safe and are cared for well.

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

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| Unique reference number | 119201 |
| Local authority | Blackburn with Darwen |
| Inspection number | 461745 |

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

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|--------------------------------------------|---------------------------------------|
| 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 | Claire Ramwell |
| Headteacher | Judith Peel |
| Date of previous school inspection | 5 July 2011 |
| Telephone number | 01204 811226 |
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