

# Belbroughton CofE Primary School

Bradford Lane, Belbroughton, Stourbridge, West Midlands DY9 9TF

**Inspection dates** 19–20 November 2015

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher shows clear ambition for the school. Aply supported by the deputy headteacher, she has ensured that teaching and outcomes have improved since the last inspection. Both are now good and continue to improve.
- Pupils make good progress whatever their circumstances or ability. This includes disabled pupils and those who have special educational needs and those who are disadvantaged.
- Positive relationships, between pupils themselves and with staff, mean that pupils enjoy their learning and get on well with each other.
- The school's values are well understood and practised by the pupils. This effectively supports pupils in their spiritual, moral, social and cultural development.
- Children learn well in Reception and are well prepared for Year 1.
- Staff have developed a curriculum which motivates the pupils. It ensures that pupils understand British values.
- Leaders ensure pupils are very well cared for by checking that their work supports their personal development and welfare effectively.
- Effective systems, clearly understood by all staff, ensure that pupils are kept very safe. Behaviour is good and pupils are keen to work hard.
- Governors have played a full part in improving the school since the last inspection. They support and challenge school leaders effectively.

### It is not yet an outstanding school because

- There are too few opportunities for pupils to develop their mathematical reasoning skills.
- Teachers do not always insist that pupils respond immediately to specific grammar and punctuation improvement points in their writing.

## Full report

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

- Improve teaching, and accelerate pupils' progress in writing and mathematics, by ensuring that all teachers:
  - provide more regular opportunities for pupils to develop their mathematical reasoning skills
  - insist that pupils respond immediately to specific grammar and punctuation improvement points in their writing.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher demonstrates a strong ambition for all pupils at Belbroughton to achieve as well as they can. Leaders work effectively as a team and have created a positive and welcoming atmosphere where pupils can learn and thrive. As a result, pupils achieve well and enjoy school.
- School leaders have made effective use of systems to track pupils' progress. This helps staff quickly spot any pupils not making sufficient progress and subsequently make changes to enable these pupils to get back on track. This contributes to the school's good provision of equal opportunities for all pupils.
- Leaders have fully implemented the recent changes to the National Curriculum. Subject leaders work in teams, which ensures that key skills are taught in the relevant year groups. Leaders are now working closely with other schools to revise their assessment arrangements so that they reflect the new national requirements.
- The headteacher and deputy headteacher oversee the quality of teaching and manage teachers' performance well. All teachers are set clear targets based on the progress of pupils in their own classes. Targets are appropriately linked to pay so that only good performance is rewarded.
- Teachers value leaders' support in identifying their own training needs. They have taken opportunities to develop their own leadership skills. Subsequent improvements are seen in school, for example in the development of the mathematics curriculum.
- Leaders and staff ensure that the curriculum places a firm emphasis on pupils' spiritual, moral, social and cultural development. Good provision in the early years ensures children develop strong values from young ages. Here they learn to treat each other with respect and value diversity. Throughout the school staff do not tolerate discrimination of any kind. Pupils understand British values, including democracy and the rule of law, which prepares them well for life in modern Britain.
- The school uses its small amount of pupil premium funding well to ensure that eligible pupils do as well as their classmates academically. The progress of this group of pupils is monitored closely, including in the Reception class, where the early years leader ensures they receive the support they need.
- Primary school sport funding has been used to ensure that the aims of broadening the range of activities on offer and increasing competitive opportunities have been met. Pupils appreciate the wider range of extra-curricular activities now on offer.
- The headteacher and deputy headteacher are rigorous in checking that all pupils, especially those who are most vulnerable, receive the support they need to ensure they feel valued in school. As a result, pupils are loyal to their school and show a determination to achieve as well as they can.
- As a result of effective leadership, disabled pupils and those who have special educational needs make good progress. The school leader ensures that teachers and teaching assistants know what individual pupils need to do to make better progress and carries out regular reviews to check how well they are progressing. If pupils are not making the desired progress then changes are made to the programmes of support.
- The arrangements for safeguarding are effective. School leaders ensure that arrangements are comprehensive, meet statutory requirements and ensure pupils are kept safe at all times.
- The local authority provides good support to the school. Its representative visits the school at least every term to meet with the headteacher and governors to monitor and evaluate the school's performance. This work has helped leaders make the improvements identified at the previous inspection.
- Parents recognise the improvements made over the past two years. They value the opportunities to discuss their views, for example the open invitation to attend parents' forum meetings. School leaders appreciate that information could be shared more quickly with parents, such as giving reasons for the delay in solving a classroom ceiling repair.
- **The governance of the school**
  - The governing body has played an important role in improving the school since the last inspection. Governors have challenged and supported the headteacher effectively and have ensured that other staff have developed strong leadership skills. For example, the deputy headteacher is highly effective in improving the school's performance.
  - Governors gain a good understanding about pupils' performance by visiting the school regularly and checking out how well pupils are being challenged. They use this information to check that pupils' progress in every year group is good. Governors ensure that the pupil premium is being used

effectively to raise the attainment of disadvantaged pupils.

- Individual governors have clear roles, including those relating to finances and safeguarding. They are kept well informed about how well teachers are performing and only reward good teaching with increases in salary. In recent years governors have tackled underperformance effectively, resulting in good teaching in every class currently.
- The Chair of the Governing Body has a clear understanding of the skills and experiences across the board. Such knowledge is used well to inform the appointment and induction of new members. This ensures that the governing body holds the school to account effectively.
- The arrangements for all statutory duties are effective.

## **Quality of teaching, learning and assessment is good**

- Teachers and teaching assistants work well together to ensure that all pupils receive the support they need during lessons. Staff have secure subject knowledge and use this to ask questions skilfully in order to check pupils' understanding.
- Teachers ensure that pupils enjoy the interesting activities they set. For example, children in the early years showed high levels of concentration when writing letters about Arctic expeditions. This was because they knew that staff expected them to develop their ideas in full.
- Teachers select tasks which are usually well suited to pupils of different abilities. Pupils respond by presenting their work consistently well. Marking of pupils' work and feedback from staff is effective as it confirms how well pupils have done and identifies how they can make further improvements. Pupils know their role in the marking process, showing how they can make their own changes to their work.
- Lessons are orderly, with all adults managing pupils' behaviour well. Routines are well established and positive relationships are seen throughout the school. Consequently, pupils get on sensibly and enjoy their learning. Teachers treat pupils with care and fairness, which means that pupils, in turn, like and respect their teachers. They are keen to please them by working hard and behaving well.
- Reading is taught well. Teachers and teaching assistants have strong subject knowledge and, as a result, they teach reading effectively. Children in Reception are quick to secure their understanding of letters and the sounds they make (phonics) and good practice is maintained through Key Stages 1 and 2. Teachers are skilled in modelling how words fit together in sentences, with pupils then remembering what to focus on when they read and write for themselves.
- Pupils say that homework has improved over the last two years. This is because teachers make it clear what is expected. Pupils regularly complete homework tasks and parents engage well in this process, especially in supporting their children with their reading.
- Pupils' writing has improved strongly since the last inspection. Innovations, which are designed to help pupils improve their own writing, have shown a positive impact in pupils' literacy books and across other subjects. Marking is effective as pupils are made aware of how they can make further improvements to their work. Better progress is seen when pupils use grammar and punctuation skills in their next pieces of writing as this enables them to practise and embed new skills quickly.
- In all classes pupils develop their mathematical skills well due to good teaching. Calculation strategies are taught well and pupils are clear in how to work through calculations. Pupils are not always given sufficient opportunities to practice their reasoning skills. This means that pupils do not show a deeper understanding of their mathematics, which is important in the new National Curriculum.
- Teaching assistants support pupils' learning effectively. They plan with teachers and leaders and so understand what is expected from their roles. They are particularly effective in supporting the good progress made by disabled pupils and those who have special educational needs.

## **Personal development, behaviour and welfare is good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding. Leaders ensure that all staff attend regular training related to pupils' welfare, and then check that staff follow agreed processes. This has led to the development of a school environment in which pupils feel safe and can thrive.

- Leaders, including governors, recognise the importance of children’s welfare by ensuring that all policies are reviewed and kept up to date. Such policies include those relating to child protection. All staff working with pupils are checked to ensure they are suitable to carry out their roles.
- Parents and pupils agree that bullying is very rare and when it does occur staff deal with it quickly and effectively. Pupils have a very good understanding of bullying and how it can take different forms, such as cyber bullying. Staff are extremely vigilant both in classrooms and around school, which helps ensure that discrimination does not occur.
- Pupils display very positive attitudes to their learning. This is because they are challenged with work that is well matched to their ability. Such challenge motivates all groups of pupils and this contributes greatly to their spiritual, moral, social and cultural development.
- Pupils’ eagerness to learn and ask questions begins in the early years and continues through every year group. This is because the experiences they receive motivate them well.
- Parents agree that their children are safe, valuing the support they receive from the school about issues such as how to say safe when working and playing online.

### **Behaviour**

- The behaviour of pupils is good. Pupils move carefully in the school building and play well with each other on the playground. Pupils and parents hold positive views about the behaviour in the school and value the strong relationships that exist between their children and staff.
- Pupils’ conduct is good. Pupils report occasional disagreements between each other but are reassured in the knowledge that they often resolve such issues themselves. School records show very rare occurrences of poor behaviour. Staff are vigilant in ensuring that incidents are followed through and reach a satisfactory conclusion.
- Pupils are courteous, friendly and supportive of their classmates. They collaborate well, showing consideration and respect for people’s different views. They demonstrate a good knowledge of different cultures and faiths.
- Attendance improved last year, resulting in the overall rate being above the national average. School leaders challenge parents rigorously when absence becomes a concern. Leaders recognise that this challenge needs to be maintained in order for attendance to improve further.

### **Outcomes for pupils**

**are good**

- Most children start in Reception with skills and understanding that are broadly typical, or slightly better, for their age. They make good progress, with almost all children in 2015 joining Year 1 having reached a good level of development across all areas of learning. This is an improvement on last year, where the proportion reaching a good level of development was above national levels.
- Pupils currently make good progress through Key Stages 1 and 2. This leads to above-average attainment at the end of every year, which means that pupils are well prepared for the challenges in the next academic year.
- By the end of Year 6 pupils attain above average in reading, writing and mathematics. They leave school well prepared for their secondary education.
- Disadvantaged pupils make similarly good progress to their classmates. There were too few disadvantaged pupils in Year 6 in 2015 to compare their attainment with that of their classmates, or with pupils nationally, without the risk of identifying individuals.
- School records show that disabled pupils and those who have special educational needs make good progress relative to their starting points. These pupils are supported well in classrooms as staff are skilled in finding out how they can best work with them. Leaders and staff evaluate how well this is working at regular intervals through the year and make changes when it is appropriate to do so.
- In every year group pupils make good progress in reading. Last year almost all pupils achieved the expected standard in the Year 1 phonics screening check, with pupils this year making similar rates of progress. Pupils enjoy their reading and are well motivated in every year group.
- Progress in writing is good across the school, with all groups of pupils making similar progress. Pupils gain confidence in their writing as they are expected to think about how they can make improvements themselves. This, coupled with teachers’ secure subject knowledge, sustains writing improvement in a variety of subjects. Specific grammar and punctuation improvement points are made regularly in pupils’ books, with pupils making better progress when they practise these skills straight away.

- Pupils' attainment in mathematics is above average and improving. Teachers question pupils effectively then set tasks which challenge them at an appropriate level. Marking is purposeful as it states specifically what needs to be worked on by the pupils. Where this is most effective teachers' comments challenge pupils to show their reasoning, for example to articulate why a particular fraction cannot be an answer to a problem.
- The most-able pupils make good progress in reading, writing and mathematics throughout the school. This group does not make more accelerated progress in writing and mathematics as they are not always challenged as effectively as they could be.

## Early years provision

is good

- The early years is well led and managed. The leader is clear in her vision for further improvement. The teacher, ably supported by the teaching assistant, quickly and accurately assesses the children's skills and understanding when they arrive in Reception. They closely check children's ongoing progress and adapt planning accordingly. All aspects of learning are well taught.
- The indoor and outdoor areas are clearly laid out. This enables children to better develop their understanding in each area of learning. Staff are skilled in probing children's understanding. An example was seen in the outdoor area where children were well supported in investigating why ice melts.
- As a result of good teaching, children of all abilities make good progress through the Reception Year in all areas of learning, and are well prepared for Year 1. Children enjoy their learning as they are encouraged to explore activities which interest them.
- The leader knows that the next step is to ensure that teaching encourages children to become more independent earlier in the year.
- Staff support children's spiritual, moral, social and cultural development well in the Reception Year. They encourage children to express their opinions and choices freely. Staff accurately identify the children's interests and subsequently develop them well.
- Children behave well and know how to stay safe. They understand adults' expectations and make sure they live up to them. Parents talk about how their children are happy in school, valuing the opportunities they have to share knowledge of their child's learning and play in the home.

## School details

<b>Unique reference number</b>	116782
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10002454

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	133
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Travis Latham
<b>Headteacher</b>	Clare Bishop
<b>Telephone number</b>	01562 730208
<b>Website</b>	<a href="http://www.belbroughtonprimary.co.uk">www.belbroughtonprimary.co.uk</a>
<b>Email address</b>	<a href="mailto:head@belbroughton.worcs.sch.uk">head@belbroughton.worcs.sch.uk</a>
<b>Date of previous inspection</b>	10 October 2013

## Information about this school

- Belbroughton is smaller than the average-sized primary school.
- Children in the early years are taught in one full-time Reception class. This class includes Year 1 pupils. All other pupils are taught in classes with single year groups.
- A very large majority of pupils are White British.
- The proportion of disadvantaged pupils supported by the pupil premium is well below the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

## Information about this inspection

- The inspector visited six lessons, four of which were observed with either the headteacher or deputy headteacher.
- The inspector held meetings with pupils, the Chair of the Governing Body and other governors, staff and a local authority adviser.
- The inspector took into account the 54 responses to the online Parent View questionnaire. The inspector also spoke with parents.
- The inspector considered the views of six members of staff who responded to an inspection survey.
- The inspector observed the work of the school, looking at a range of documentation. This included an examination of work in pupils' books.
- The inspector talked to pupils about their reading and listened to them read.
- The school's child protection and safeguarding procedures were scrutinised.

## Inspection team

Jeremy Bird, lead inspector      Ofsted inspector



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