

Inspection of Belmont Junior School

Rusper Road, London N22 6RA

Inspection dates: 20 and 21 April 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Outstanding

What is it like to attend this school?

Pupils are happy and are kept safe. There is little bullying. Any incidents that occur are dealt with promptly. Pupils say that if there are problems and you tell a teacher, they stop.

Leaders are ambitious that all pupils will achieve well. This includes those with special educational needs and/or disabilities (SEND). Expectations in lessons reflect this. Subject plans are typically well organised, which helps pupils use their knowledge and learn more.

Pupils behave well and are generally kind to each other. They show high levels of respect during lessons and enjoy learning. However, on occasions, pupils show a lack of respect for each other. This happens when pupils are in the playground. Leaders know this and are working on it, including through teaching about relationships in the personal, social and health education (PSHE) curriculum.

Pupils said that they love their school. They enjoy the wide range of clubs that are on offer and appreciate the support they receive from staff. Pupils said that they can be who they want to be. They said that differences will be respected. They see not having a school uniform as a positive part of their self-expression.

What does the school do well and what does it need to do better?

The learning environment is calm and orderly, and importance is placed on learning. Pupils know that good behaviour is necessary to achieve this, and they rise to this expectation. Pupils are engaged, and focused on learning, in all lessons.

Leaders have high ambition for all. A strong, inclusive culture is the norm. Pupils with SEND receive an individualised offer and families are fully involved in decisions. As a result, these pupils make good progress, with assistance to access the same learning as their peers.

The wider curriculum matches the scope and ambition of the national curriculum. Leaders have carefully selected commercial schemes to support pupils' learning across the school for most subjects. Subject leaders are knowledgeable and well trained. Those new to their role are being coached to develop the same expertise.

Overall, learning is clearly planned and builds sequentially to help pupils know and remember more over time. In history, art and design, mathematics, religious education (RE) and computing, pupils demonstrate strong understanding. Learning is revisited to help pupils make links with new learning. In RE, the commercial scheme of work has been adapted to suit pupils' needs. A bespoke RE offer has been created for Year 6. This is to ensure learning missed due to COVID-19 is covered and pupils are well prepared for the next stage of their education. However, some aspects still need further work. In geography, mapping skills are not taught in sufficient detail. As a result, pupils are not developing the required knowledge. Leaders have not clearly identified what pupils need

to know to be able to read maps. This includes the use and construction of maps, the use of atlases and globes and the development of those geographical skills.

A love of reading is promoted through the careful selection of stories across the curriculum. Pupils talk confidently about favourite books. Leaders are committed to reading catch-up. They work closely with pupils' previous schools so that those who need extra help receive it as soon as they start in Year 3. Gaps in knowledge are quickly identified and a bespoke offer is provided to fill these gaps. Pupils make progress with developing fluency. While the intervention programme achieves this, it is not as consistent within the classroom. Staff have had some training, but more is required for all. This is to achieve uniformity and make sure pupils catch up as quickly as possible.

The school's wider offer provides many opportunities for pupils to develop their social, moral, spiritual and cultural understanding. In RE, the curriculum helps pupils' understanding of the many different faiths and values. Pupils also have opportunities to enjoy the natural world, through raising chickens and growing vegetables in the school garden. They are well prepared for life in modern Britain.

Leaders, including governors, understand their statutory duties. They have an accurate understanding of the school's strengths and the areas they want to develop further. Considerable disruption within leadership staffing has meant additional training and coaching to maintain standards, procedures and practice. As a result, occasionally, oversight has not been rigorous enough.

Staff are overwhelmingly positive regarding the support they receive for their own well-being and workload. They say they feel listened to and valued.

Safeguarding

The arrangements for safeguarding are effective.

A strong safeguarding culture exists in the school. Leaders, including governors, know their responsibilities for safeguarding. Staff receive regular training. This helps them to be vigilant and identify concerns as they arise. A rigorous reporting system ensures nothing is missed. Leaders work well with a range of agencies to get pupils and families the assistance they need.

Leaders are aware of procedures for keeping pupils safe in relation to attendance. Further training is planned for administrative staff, to refresh them on the latest guidance.

Workshops are used to reinforce the PSHE curriculum and pupils' understanding of safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In geography, mapping skills are not taught in sufficient detail. Pupils are not developing this geographical skill well enough. Leaders need to identify clearly what

pupils need to know to be able to read maps. They must ensure this knowledge is sequenced from Years 3 to 6. Leaders should make sure that teaching of this strand enables pupils to acquire a deep and secure understanding of all the essential subject content and key vocabulary.

- Pupils who need support with phonics and early reading are supported well within a bespoke intervention. However, this is not as consistent within the classroom because not all staff have had sufficient training to deliver additional phonics. Therefore, more training is required for all staff to support the delivery of the phonics scheme. This will ensure consistency across all learning and help pupils catch up as quickly as possible.
- Leaders manage the school well. Considerable disruption within leadership staffing over the past few years has added additional challenge. Leaders must ensure that there is sufficient oversight of policy and practice across all areas. This will mitigate any possibility that slippage will occur and ensure procedures and practice remain strong.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102078
Local authority	Haringey
Inspection number	10211843
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	222
Appropriate authority	The governing body
Chair of governing body	David Cohen
Headteacher	Laurence Clarke
Website	www.belmontjunior.org
Date of previous inspection	10 December 2007

Information about this school

- The school is a smaller than average-size school.
- The school runs a breakfast and after-school club.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, the acting deputy headteacher, the acting assistant headteacher and members of staff. They also spoke with a representative of the local authority and met with four governors, including the chair of governors.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, history and art and design. For each deep dive, the inspectors met

with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors also looked at curriculum plans, talked to subject leaders and spoke to pupils about religious education, geography and computing.
- The inspectors looked at a range of documents, including leaders' priorities for improvement.
- The inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with leaders, staff and pupils.
- The views of pupils, parents and staff were gathered through discussions, and Ofsted's surveys were considered.

Inspection team

Samantha Ingram, lead inspector

Her Majesty's Inspector

Jean Thwaites

Her Majesty's Inspector

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