

Inspection of Belmont Primary School

Belmont Street, Swadlincote, Derbyshire DE11 8JZ

Inspection dates: 16 and 17 November 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Leaders and staff are ambitious for all pupils to achieve well. Pupils get the help they need when they need it, particularly those with special educational needs and/or disabilities (SEND) and those who are disadvantaged. Individual needs for these pupils are identified. This means adults provide focused and timely support. It is an inclusive school. Leaders focus on removing any possible barriers that may hinder learning.

Pupils enjoy coming to school and behave well. They talk about the strength they feel in the 'Belmont family'. One pupil stated, 'The Belmont family is about love and simply being you.' The review of the school values of respect, kindness, resilience and excellence has made this sense of family even stronger. Pupils say these values are shared and have helped to further improve behaviour. One pupil said, 'We are not punished for our behaviour but learn how to make it better.'

Pupils feel safe. They learn how to recognise bullying and respond to it should it occur. One parent said, 'My children love going to Belmont Primary School. They feel safe and secure there.' Pupils are respectful of each other and of difference. There are a range of opportunities for pupils to take responsibility. The school's pupil parliament makes decisions to improve the school.

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

Determined leaders make sure that every pupil learns to read fluently. The approach to teaching phonics provides pupils with the resources they need to practise reading to develop their skills. Staff have the skills and knowledge to support pupils, particularly if they fall behind. There is a sharp focus on developing pupils' vocabulary both in spoken and written form. Pupils learn that being able to read well can lead to greater opportunities in school and life. They develop a love of reading. Carefully chosen books support the curriculum and excite learners. A dance specialist has worked with the school to develop dances based around their class novel. Pupils enjoy it when teachers bring books to life in story time.

There is a well-planned curriculum in place. It draws upon the local area to provide pupils with a sound understanding of their community. For instance, in Year 5, pupils are learning about the 'Bevan Boys' and making a mosaic about them in the local park. Teachers present lessons in a thoughtful and engaging way. Carefully identified key knowledge ensures that pupils make strong connections across their learning. However, in some subjects, the essential knowledge pupils need to know and remember could be more explicit.

Children quickly settle in the early years foundation Stage. Children get on well with each other and collaborate to solve problems. Teachers encourage them to be independent in their learning by modelling what they should do. Well-designed activities engage children and have a clear learning focus. Adults support and

challenge effectively. They guide children's learning and check what they have learned through precise questioning.

All staff are ambitious for all pupils to achieve well, in particular those with SEND. Pupils with SEND are set clear and specific targets. Teachers use these as a basis to provide the support they need. Where necessary, leaders seek external help to enhance that support. One parent said, 'My child has complex SEND needs. They are incredibly well supported academically, socially and emotionally.' Learning mentors support pupils and their families where necessary. They are equally as determined for all pupils to achieve well.

Pupils behave well throughout the school. It is a calm and orderly environment. A new approach to promoting positive behaviour ensures that pupils are clear about the expectations of them. They learn that they are in control of their actions. Anti-bullying ambassadors teach other pupils about bullying and lead assemblies. They are also there to help should bullying occur. Despite the impact of the three national lockdowns on pupils' attendance, leaders' expectations have remained high; the focus on attendance is laser-like.

The school prepares pupils well for life in modern Britain. Pupils learn about the importance of difference and to be respectful and tolerant of others' views and opinions. All pupils have the opportunity to learn to play an instrument, and some have played with an orchestra. In one class, 'value captains' take responsibility for each of the four values. They look for pupils displaying these, and reward them with 'marvellous me' badges.

All leaders focus on making sure pupils do well. While they are ambitious in what they want to achieve, not all subject leaders have yet made the necessary checks to ensure that the curriculum is implemented as intended.

Governors know the school well. They check that leaders do a good job. Staff have the knowledge and expertise to help improve the school because leaders make sure they are well trained.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are tenacious in ensuring pupils are safe. They have clear systems to help them. All staff, irrespective of their role, are well trained in safeguarding. They use these systems effectively by sharing relevant information. Where needed, leaders seek support from outside agencies to get the help pupils and families require. Where risks are identified, leaders act quickly to control them. Leaders make sure only appropriate adults work within the school.

Pupils feel safe. They learn about road safety and how to make the right choices when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- All curriculum subjects are well planned and sequenced. However, in some subjects, the essential knowledge pupils need to know and remember should be more explicit. As a consequence, teachers are not making strong connections between what is being taught now to what pupils have learned in the past. Therefore, some pupils cannot remember some of the knowledge they have been taught before. Leaders should ensure that the vital knowledge pupils need to know is explicitly identified. This will enable teachers to spot any gaps in essential knowledge and address them.
- Recently, leaders have introduced a new curriculum. While they are ambitious in what they want to achieve, in a few areas, subject leaders have not yet made the necessary checks to ensure they are implemented consistently and having the desired impact. Senior leaders need to ensure subject leaders have the necessary time to check their expectations are being achieved and are having the desired impact on pupils' outcomes.

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.

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	112974
Local authority	Derbyshire
Inspection number	10241640
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	397
Appropriate authority	Local authority
Chair of governing body	Andrea Free
Headteacher	Julie Fern Wright
Website	www.belmont.derbyshire.sch.uk
Date of previous inspection	30 March 2017, under section 8 of the Education Act 2005

Information about this school

- This school uses one registered alternative provider.

Information about this inspection

The inspectors carried out this graded 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 school leaders.
- Inspectors held meetings with the senior leaders, including the special educational needs coordinator, curriculum leaders and the pastoral team.
- Inspectors carried out deep dives in five subjects: reading, mathematics, computing, history and physical education. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils.

- The lead inspector met with representatives of the governing body and the local authority.
- Inspectors took account of the responses to the Ofsted Parent View survey, the pupil survey and the staff survey, along with written comments from parents. Inspectors spoke informally to parents outside the school.
- Attendance, behaviour logs and safeguarding records were scrutinised. This included the school's single central record. The inspector also conducted meetings with leaders to discuss the safeguarding of pupils.
- The inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.

Inspection team

Mark Anderson, lead inspector	His Majesty's Inspector
Adrian O'Malley	Ofsted Inspector
Ian Toon	Ofsted Inspector

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