

# Inspection of Belton All Saints CofE Primary School

High Street, Belton, Doncaster, South Yorkshire DN9 1LR

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Inspection dates: 19 and 20 September 2023

**Overall effectiveness** **Good**

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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?**

Pupils at Belton All Saints C of E Primary feel safe and well cared for by the adults in school. The school prides itself on the positive and warm relationships between pupils and staff. Pupils talk about having a trusted adult and a trusted friend who they can go to with any worries or concerns. Parents agree that their children are happy and settled. One parent commented, 'My child has flourished during her time at the school.'

Leaders set high expectations for the behaviour of pupils. Pupils are polite and respectful to one another. There is a calm and purposeful atmosphere in classrooms. As a result, pupils can get on with their learning with very little distraction. Leaders are continuing to ensure that pupils attend school on time and every day. Their rigorous approach is starting to have a positive impact on pupils and families.

The school's provision for the personal development of pupils is a strength. Staff ensure that pupils take part in a range of opportunities that teach them about people and places outside of their local community. Pupils value these experiences. They talk about attending the variety of clubs on offer such as badminton, chess, street dance and the 'phizzy' healthy eating club.

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

Children thrive in the school's early years provision. They settle into routines quickly. They enjoy the calm and nurturing relationships that they have with adults. Children confidently follow the strong routines that are in place. This allows them to develop their independence skills. For example, the youngest children in nursery put on their own coats and tidy away their own activities. Adults skilfully work alongside children to develop their language skills. Children listen attentively to stories and join in with songs. Adults support children to share and take turns. Children play alongside each other happily, talking about their ideas. They ask each other for help, for example when cutting the string that they need for their kites.

The school has taken rapid action to improve the curriculum for pupils. In most subjects, the curriculum develops pupils' knowledge over time. In subjects such as art, consideration is given to the knowledge that pupils learn in each year group. This has been designed to build on, and reinforce, previous learning. In these subjects, pupils are confident to talk about their learning and they remember the important knowledge that they need. This is not yet embedded in all foundation curriculum subjects. In some wider curriculum subjects, the knowledge that is planned for pupils to learn does not build on their prior learning. Children are not able to make connections between different aspects of their learning. As a result, they do not always build well on what they already know.

Pupils' love of reading starts in the early years, where they are immersed in stories, songs and rhymes. This enjoyment of reading continues through school. Pupils have access to a wide range of books. Adults read to them every day. Pupils value this time.

Staff choose books that are ambitious and support pupils' vocabulary development. The teaching of phonics, which starts in Reception, gets pupils off to a good start. In key stage 2, pupils take part in carefully planned reading lessons. Teachers ensure that all pupils, including those with special educational needs and/or disabilities (SEND), are involved in reading challenging texts. Staff carry out regular checks on pupils' reading ability. Those at risk of falling behind are quickly identified and take part in additional reading group sessions which support them to catch up.

Teachers have good subject knowledge. As a result, they deliver lessons well. Teachers put in place adaptations for pupils who need them. This ensures that pupils with SEND meet their targets while working alongside their peers in lessons. Subject leaders make sure that their own knowledge remains up to date so that they can continue to support others effectively.

Pupils are active members of their school community. They talk about the opportunities that they have to take on roles such as worship leaders, school councillors and cyber mentors. They speak confidently about how they learn to keep safe when using the internet. Pupils are active when it comes to fundraising for their local community. They organise and take part in events as well as enterprise projects.

The local governing body is an established part of the school community. Governors share the vision of the school. However, governors do not ensure that they have an accurate view of the school. They do not make regular checks to assure themselves about what is happening, what the school is doing well and what further developments are required. Therefore, they are unable to effectively hold leaders to account.

Staff say that they are proud to work at Belton All Saints. Leaders care for staff and their well-being. Staff report high levels of support. Leaders are active in ensuring that staff continue with their own professional development and support them to manage their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- Governors do not carry out regular and rigorous checks to find out what is happening in the school. Therefore, they do not have an accurate overview of the school's strengths and areas for development. They are unable to support leaders effectively and hold them to account. Governors should conduct more thorough monitoring to assure themselves that they have an accurate view of the school.
- In some subjects, the essential knowledge that pupils should learn is not clearly identified. In these subjects, pupils do not build on what they already know as well

as they could. Leaders should ensure that the knowledge they want pupils to learn is clearly identified in all subjects to support pupils to learn and remember more.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	118007
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	10255667
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	211
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Thaleia Ashley
<b>Executive Headteacher</b>	Naz Goulthorpe
<b>Website</b>	<a href="http://www.beltonceprimary.co.uk">www.beltonceprimary.co.uk</a>
<b>Date of previous inspection</b>	30 November 2017, under section 8 of the Education Act 2005

## Information about this school

- Belton All Saints is a Church of England School. The last section 48 inspection took place in December 2019.
- The school forms part of the Belton-Wroot Primary School Federation with Wroot Travis Charity C of E Primary School.
- The school does not use any alternative provision.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the executive headteacher, senior leaders and members of the local governing body.
- Inspectors carried out deep dives in early reading, mathematics, art and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke with senior staff about the curriculum in some other subjects.
- To inspect safeguarding, inspectors scrutinised the single central register and spoke with the headteacher, who is also the designated safeguarding lead. The inspection team held discussions with pupils and staff to evaluate the culture of safeguarding in the school.
- Inspectors took into account the responses to Ofsted's online survey for parents, Ofsted Parent View.

### **Inspection team**

Sarah Gordon, lead inspector

His Majesty's Inspector

Emily McCullagh

Ofsted Inspector

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