

# Inspection of a good school: Belton Church of England Primary School

Sadlers Wells, Belton, Loughborough, Leicestershire LE12 9TS

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Inspection date:

3 October 2023

## Outcome

Belton Church of England Primary School continues to be a good school.

## What is it like to attend this school?

This is a welcoming school. Pupils said that they are happy. They attend well. They enjoy learning across a broad range of subjects. Pupils are well prepared for their next steps in education.

Pupils feel safe at school. They know whom to talk to if they have any worries. They know how to share a concern, for example through the 'whisper' text programme. Pupils know that adults will help them sort out any difficulties they may have. Pupils learn how to keep themselves safe. The e-safety ambassadors enjoy the responsibility of supporting their peers with any online problems.

Pupils know and understand the high expectations that teachers have of their conduct. Pupils behave well. They are respectful towards their peers and adults. Incidents of bullying are rare. Staff deal with concerns quickly.

Staff have high expectations of what pupils can achieve. However, some pupils do not gain the knowledge they should across the curriculum. Some subjects are not as well planned as others.

Parents and carers are very positive about the school. One parent spoke for many when they described the school as one that 'celebrates each unique child and cultivates a love of learning'.

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

The curriculum matches the requirements of the national curriculum. However, the curriculum in some of the foundation subjects is relatively new. In these subjects, the knowledge that pupils should acquire is not always clear. The curriculum does not ensure that children routinely build on what they have learned in Reception.

Teachers check what pupils have learned and remembered. In some subjects, they use this information to identify gaps in pupils' knowledge and to address misconceptions. These checks are not as well developed in some of the foundation subjects.

Reading is prioritised. Staff have received phonics training. They demonstrate high levels of expertise. Children begin to learn phonics as soon as they start in Reception. Teachers regularly check on pupils' progress. They quickly identify those who need extra help.

The school ensures that pupils develop a love of reading. Staff encourage pupils to practise their reading at home. Teachers read to pupils regularly. Pupils read books that match the sounds that they know. They show confidence. They learn to read with fluency.

The mathematics curriculum builds pupils' learning effectively over time. Teachers have strong subject knowledge. The systematic approach to mathematics learning begins in early years. Children in Reception quickly develop their mathematical vocabulary. They join in with physical activities to make the learning real. Pupils develop good mathematical knowledge and skills over time.

Pupils with special educational needs and/or disabilities are supported to learn alongside their peers. In many subjects, teachers adapt the curriculum effectively to meet these pupils' needs. For example, teachers ensure that pupils know the key subject vocabulary. Support staff are effective. They help pupils to overcome challenges and develop their confidence and independence.

Pupils gain from a wide range of enrichment activities, including sports such as football and dodgeball. They speak enthusiastically about trips and visits. Pupils learn about the protected characteristics. They understand the importance of respect. However, pupils do not have a deep enough understanding of different faiths and cultures. They are not as well prepared for some aspects of life in modern Britain as they could be.

Staff are positive about being part of a happy and supportive school. They appreciate the efforts that leaders make to help them manage their workload and well-being. Many parents and carers said that their children are happy and feel safe at school.

Those responsible for governance are well informed and understand their role.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some foundation subjects, curriculum planning is in its infancy. Planning is not sufficiently focused on the key knowledge that pupils should know and remember. This leads to some pupils not learning the curriculum as well as they should. The school should ensure that the curriculum in all subjects is well planned and sequenced, that

teachers are clear about the knowledge that pupils must acquire, and that teachers deliver the intended curriculum so that pupils achieve well in all the subjects that they study.

- Teachers regularly check what pupils know in some subjects. However, systems for checking what pupils know and remember in some foundation subjects are not as effective as is needed. This means that some pupils' misconceptions are not addressed. Errors are not identified quickly enough. The school must ensure that teachers use assessment information effectively across all subjects, enabling pupils to know more and remember more of the intended curriculum.
- The curriculum for personal development does not provide pupils with enough opportunities to deepen their understanding of different faiths and cultures. This means that pupils are not as well prepared for some aspects of life in modern Britain. The school must ensure that the curriculum enables pupils to develop a more secure understanding of British values and different faiths and cultures.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2013.

## 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>	120114
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10298407
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	98
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jo Lee
<b>Headteacher</b>	Joanna Scott
<b>Website</b>	<a href="http://www.belton.leics.sch.uk">www.belton.leics.sch.uk</a>
<b>Date of previous inspection</b>	22 May 2018, under section 8 of the Education Act 2005

## Information about this school

- The school is a Church of England school. Its most recent section 48 inspection for schools of a religious character took place in March 2019.
- The headteacher took up her post in September 2019.
- The school does not make use of any alternative provision.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had 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.
- The inspectors met with the headteacher, subject leaders and members of staff. The inspectors met with governors and a local authority representative.
- The inspectors carried out deep dives in reading, mathematics and geography. For each of these subjects, the inspectors held discussions with subject leaders, visited

lessons, spoke with teachers and pupils and looked at pupils' work. The inspectors listened to pupils reading.

- The inspectors reviewed a range of documents, including the school improvement plan, the school's self-evaluation documents, various policies and documents on curriculum planning.
- The inspectors observed breaktimes and lunchtime. They spoke to a range of staff and pupils.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors spoke with parents and considered the responses to Ofsted Parent View, including the free-text comments. Inspectors considered the feedback from pupils and staff to their respective Ofsted surveys.

### **Inspection team**

Donna Chambers, lead inspector

Ofsted Inspector

Anna Coney

Ofsted Inspector

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