



Belton Church of England Primary School

Inspection Report

Unique Reference Number 120114
LEA Leicestershire
Inspection number 280736
Inspection dates 1 February 2006 to 1 February 2006
Reporting inspector Mike Capper AI

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

Type of school	Primary	School address	Sadlers Wells
School category	Voluntary controlled		Loughborough
Age range of pupils	4 to 10		Leicestershire LE12 9TS
Gender of pupils	Mixed	Telephone number	01530 222304
Number on roll	64	Fax number	01530 222304
Appropriate authority	The governing body	Chair of governors	Mrs Jane Rowland
Date of previous inspection	31 January 2000	Headteacher	Mr Robert McDermott

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small rural primary school takes pupils from the local village as well as surrounding areas. The proportion of pupils eligible for free school meals is below average and there are an average number of pupils identified as having learning difficulties or disabilities. There are no pupils for whom English is an additional language. Pupils' attainment on entry to the Reception class varies from year-to-year but is broadly average overall. Pupils transfer to other schools at the end of Year 5.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school that provides good value for money. Good teaching throughout the school helps pupils to achieve well from their starting points. Provision in the Foundation Stage is good and by the end of the Reception Year, standards are above nationally expected levels. By the end of Year 5, standards are well above average overall, with reading and mathematics particularly strong. Pupils consistently make outstanding progress in reading, responding very well to the high expectations of teachers. In the last few years, test results in writing, although above average, have consistently lagged behind those for other subjects. There are missed opportunities in lessons for more able pupils to improve their writing by taking greater responsibility for their own work.

Pupils are well cared for and their personal development is good. As a result, pupils are confident, articulate and sociable. Their behaviour is excellent and they enjoy the many interesting activities, especially in sport, that the school provides outside lessons. However, pupils have only a limited awareness of cultures other than their own. The school is well led and managed. Rigorous systems for monitoring the work of the school mean that senior managers and governors have an accurate understanding of its overall effectiveness that agrees with inspection findings. There is a very strong sense of teamwork. Parents are very supportive and help to make the school successful. All members of staff share the headteacher's vision for school development and standards have improved since the last inspection. As a result, the school is well placed to improve further.

What the school should do to improve further

- Raise attainment in writing, especially for more able pupils, by ensuring that teachers encourage them to edit and redraft their writing and to take greater responsibility for their own work.
- Give pupils more opportunities to learn about cultures other than their own.

Achievement and standards

Grade: 2

Pupils' standards and their achievement are good. Pupils make good progress in the Reception class from their different starting points and, by the end of the Reception year, their attainment is above that found nationally. Pupils make especially good progress in personal, social and emotional development and reading, because of the exceptionally high expectations of the teacher in these areas of learning. They develop good levels of independence and quickly become confident about reading new words.

In Years 1 to 5, all pupils, including those with learning difficulties or disabilities, continue to make good progress. By the end of Year 5, standards are well above the national average in English and mathematics. In recent years, national test results have been exceptionally high in reading, reflecting the outstanding progress that pupils

make in this subject throughout the school. In writing, where attainment is above average, pupils make satisfactory progress, but too few pupils achieve the higher levels of attainment when compared to other subjects. Pupils' very good spoken vocabulary is not always reflected in their written work, which sometimes also lacks depth.

The school makes good use of information about how well pupils are doing to set challenging targets for test results at the end of each academic year. These were met in 2005.

Personal development and well-being

Grade: 2

The well developed personal and social skills of pupils are an important factor in their good achievement. Pupils' behaviour is excellent. They are very polite and courteous and they get on very well together. Pupils' attitudes to work are good and they come to school happily, eagerly looking forward to their lessons. Attendance is good and pupils are keen to do well.

Pupils' spiritual, moral, social and cultural development is good, although pupils lack an awareness of cultures other than their own. Pupils enjoy taking responsibility. For example, the school council plays an important role in school life and recently helped to design a play area for younger pupils. Through fund-raising, pupils show good concern for those less fortunate than themselves. Pupils contribute positively to the community; for example, during the inspection the school won a prize for its success in recycling old telephone books.

Pupils have a good understanding of the importance of healthy lifestyles and know how to stay safe. They know which foods are good for them, and enjoy the many sports offered by the school. Pupils' good basic skills and their high levels of confidence prepare them well for the next stage of their education and eventually for the world of work.

Quality of provision

Teaching and learning

Grade: 2

The good quality of teaching is a key factor in the good progress made by pupils. In the Reception class, the teacher and nursery nurses work together very successfully to make learning exciting. Expectations of what pupils should achieve are consistently high, resulting in a good pace to learning, especially in personal, social and emotional development and reading.

In Years 1 to 5, teachers make learning fun by planning well-resourced and exciting work, resulting in high levels of enjoyment in lessons. Purposeful activities, such as work in science lessons on what is meant by a healthy lifestyle, help to make learning interesting and relevant. There are very good levels of challenge in numeracy lessons, with pupils being grouped by ability for many activities. This helps to ensure that

differing needs are being met fully. In literacy lessons, teachers have good expectations of what most pupils should achieve but do not always give the most able pupils in the class the opportunity to take greater responsibility for their written work, for example by editing or redrafting their writing. This slows the pace at which their writing skills improve.

Well-trained and hard-working teaching assistants give good support to different groups of pupils, including those with learning difficulties or disabilities.

Curriculum and other activities

Grade: 2

The curriculum is good. In the Reception Year, there is a good balance between teacher-led and child-initiated activities and pupils quickly learn to 'have a go'. In Years 1 to 5, the good basic curriculum is enhanced by the teaching of French. There are good opportunities for pupils to learn about their own culture but not enough is done to develop an awareness of other cultures.

The school goes to great lengths to make the curriculum interesting. Teachers make good use of the local area to support learning and help pupils to contribute to the community. There are a large number of visits and visitors that bring subjects alive and contribute significantly to pupils' academic and personal development. There is an excellent range of out-of-school activities, especially in sport. A very high number of pupils take part in these activities and they help to make school fun.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good. This is a happy school with a welcoming atmosphere where pupils feel secure and happy. The school works well with parents and outside agencies to safeguard pupils' well-being. Procedures for child protection are robust and the school takes health and safety issues seriously.

There are good procedures for introducing new pupils into the Reception class, helping to ensure that they settle quickly. The school successfully promotes healthy and safe lifestyles, for example by encouraging pupils to eat fruit at playtimes.

Teachers provide good academic support. Assessments procedures are well established. Teachers use this information to plan work and to set targets that help pupils understand how to improve their work. However, some targets are too general and, to be wholly effective, need further refining in order to cater for the wide variation in the capability of pupils in each class.

The guidance and support given to pupils with learning difficulties or disabilities are very good. Individual education plans for these pupils are detailed and support learning well.

Leadership and management

Grade: 2

Leadership and management are good. Senior managers and governors have a very clear understanding of the school's strengths and weaknesses that is based on rigorous systems for evaluating school effectiveness. For example, good use is made of information on pupils' progress by the headteacher, subject leaders and special educational needs coordinator to identify where additional support is needed. For example, a teaching assistant is working with a small group of pupils to improve their coordination because monitoring identified a specific problem that was affecting their learning.

The monitoring of teaching and learning is thorough and this has helped to identify the correct priorities for improvement. The school has rightly identified the need to address the comparative weakness in writing and has already begun to address this issue, for example by providing more specific additional support for the most able pupils in Years 4 and 5.

Parents and pupils are given satisfactory opportunities to contribute to the school's procedures for monitoring its effectiveness.

For example, the school recently extended the range of after-school clubs following a request from parents. Parents are very positive about the school, with several commenting that it 'feels more like a family'.

The very strong caring atmosphere in school reflects the headteacher's leadership.

Members of staff work together well as a team and have a very clear vision for the school. Weaknesses from the last inspection have been successfully addressed and the school is in a good position to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and for showing us your work. You were very polite and friendly.

What we liked most about your school

•You work hard and achieve well, especially in reading and mathematics. •We are very pleased that you behave so well and enjoy school and all the clubs that you are able to attend. •The school is good at teaching you about the importance of staying safe and healthy. •You are taught well. Your teachers are very kind and caring and they make school fun. •We are pleased that you have a well-organised school council which lets you contribute to school life. •Your headteacher, teachers and governors are working hard to make the school even better. •Your parents and carers are very pleased that you come to this school.

What we have asked your school to do now

•We have asked the school to help you to learn even more quickly in writing. •We feel that the school should do more to help you learn about different cultures and traditions.

We thoroughly enjoyed talking to you about your work and watching you learn and we wish you all well for the future.