



Belmont Community Primary School

Inspection Report

Unique Reference Number 120401
LEA LINCOLNSHIRE LEA
Inspection number 280804
Inspection dates 14 November 2005 to 15 November 2005
Reporting inspector Mr. George Knights LI

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

Type of school	Primary	School address	Harrowby Lane
School category	Community		NG31 9LR
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01476567939
Number on roll	197	Fax number	01476404039
Appropriate authority	The governing body	Chair of governors	Mr. Peter Armstrong
Date of previous inspection	8 January 2001	Headteacher	Mrs. Maxine Purvis

Age group 4 to 11	Inspection dates 14 November 2005 - 15 November 2005	Inspection number 280804
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Belmont is an average sized primary school. Most pupils join the school when they are four years old, though a significant number transfer from other local schools when they are seven. There are roughly the same number of boys and girls. Almost all pupils are of white British heritage who speak English as their first language, though a small but increasing number of pupils are from Portuguese families. The proportion having special educational needs is broadly average. Pupils come from a wide range of socio-economic backgrounds and a below average proportion are eligible for free school meals. When pupils join the school their attainment is below average, with a considerable number of pupils whose language skills are not well developed.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is an improving school that provides all its pupils with a sound education. Quality and standards in the Foundation Stage are satisfactory, enabling pupils to make a successful start to their time in the school. Although test results have shown some under-achievement in recent years, especially at the end of Year 6, improving teaching means that the achievement of pupils currently in the school is satisfactory. The school contributes well to pupils' personal development. Pupils are happy in school and form good relationships with other pupils and members of staff. They enjoy their work, their behaviour is good and they relate well to each other. They feel cared for and supported, and value the fact that their views are sought and acted upon. Members of staff help pupils with special educational needs to make satisfactory progress. A well-structured plan for development, linked to a clear vision for how the school should be, is guiding the many improvements that are being made. Standards need to be raised in mathematics, English and science, and this is especially true for the more able pupils. Although senior managers now evaluate the work of colleagues very accurately, subject leaders have not yet developed these skills. Hence they are not able to provide detailed guidance to their colleagues on how they can improve their teaching and children's learning. Early work has been undertaken to introduce more effective assessment of pupils' work, in order to guide teachers' planning. This needs to be extended to better marking, more detailed tracking of pupils' progress and target-setting for each pupil. Steps are already being taken to bring about these improvements and the capacity for further improvement is good. The school offers satisfactory value for money.

What the school should do to improve further

- Raise standards in English, mathematics and science, particularly for the most able pupils
- Improve the skills of subject leaders in evaluating the quality of teaching and learning
- Improve assessment by better marking, tracking and target-setting.

Achievement and standards

Grade: 3

The achievement of pupils is satisfactory. The achievement of pupils across the Foundation Stage and Years 1 and 2 is satisfactory and it is good in Year 1. Hence standards in national assessments at the end of Year 2 are broadly average. In recent years achievement in Years 3 to 6 has been unsatisfactory, leading to below average results in national tests at the end of Year 6. Improved teaching means that the achievement of pupils currently working in Years 3 to 6 is satisfactory and pupils in Year 6 are now working at broadly average standards. Throughout the school good attention is paid to the needs of pupils with special educational needs and they make similar progress to others. Less attention is paid to the needs of the most able, who are not always challenged to achieve as well as they could. Good work is undertaken to support the increasing number of Portuguese pupils joining the school. They settle

well, are helped to develop their language skills and make satisfactory progress in their learning. The school did not meet its targets for results at the end of Year 6 in 2005. It has set higher, challenging, targets for the coming year and is taking the action necessary to meet these.

Personal development and well-being

Grade: 2

Pupils' good behaviour contributes much to the calm and purposeful working atmosphere in the school. Pupils point out that bullying is not an issue and if it does happen, they know it will be dealt with. Pupils are polite and friendly, with a ready smile for visitors. They have good attitudes to learning and take part enthusiastically in all that the school has to offer. On the occasions when teaching is not exciting or challenging enough, pupils' interest and concentration levels quickly wane. Pupils generally are keen to do well but not enough opportunities are provided for them to carry out independent study and research. Attendance is satisfactory and punctuality is good. Pupils' knowledge of how to stay fit and healthy is good. The school is always looking to promote the importance of following a healthy lifestyle through, for example, eating a balanced diet, exercising regularly and taking part in the school's 'trim trail'. Good account is taken of pupils' views through pupil questionnaires and the school council, as well as in class and assemblies. Importantly, pupils say that their suggestions are acted on to help make the school a better place. The school makes good overall provision for pupils' spiritual, moral, social and cultural development. Spiritual development is enhanced well, in both assemblies and lessons. Pupils have a good understanding of the impact of their actions on others. The school is successful at raising pupils' awareness of different faiths, cultures and traditions. It has identified the need for pupils to contribute more to the life of the wider community and to develop their enterprise skills.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall, but there is too much variability between teachers. This inconsistency is recognised by the school and good steps are being taken, through the professional development of teachers, to improve classroom practice. Teachers establish good relationships with their pupils and create classrooms in which pupils are at ease and want to learn. Sometimes work is well matched to the needs of individuals, with good levels of challenge to make sure that even the most able pupils make good progress. This is not always the case, however. Teachers have not assessed pupils' work in enough detail until very recently. They do not always match tasks and activities to the needs of their pupils and this has slowed learning. Further improvements in assessment are needed in order to track pupils' progress, to guide teachers' planning and to help set targets for individual pupils. The marking of work does not provide pupils with clear guidance on what to do to improve the standard of

their work. Throughout the school the teaching of pupils who have special educational need is sound. Careful planning and the effective work of teaching assistants ensure that these pupils play a full part in all lessons and make satisfactory progress. The same attention has not been paid to the needs of the most able pupils and hence they do not do as well as they should. Sound attention is paid to ensuring that the small number of pupils from minority ethnic backgrounds are able to play a full part in lessons and hence to learn as well as other pupils.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with some good features. All subjects are covered in enough depth, with an emphasis given to the development of pupils' literacy, numeracy and computer skills. However, these skills are not developed or used enough in other subjects. The Foundation Stage curriculum is satisfactory and improving well. The provision made for pupils' personal, social and health education is good. The school has recently acted upon a suggestion made by parents to provide more extra-curricular activities for younger pupils. There is a wide range of clubs on offer before school, at lunchtime and after school and these, together with a good number of visits and visitors, help enrich pupils' learning well. Good provision is made for pupils with learning difficulties and for the small number of pupils from minority ethnic backgrounds. The school has accurately identified the need to make better provision for the higher attaining pupils to help them achieve as well as they can.

Care, guidance and support

Grade: 3

The care, guidance and support for pupils are satisfactory with some strong features. Good procedures are in place to ensure that pupils are safe and secure in school. Pupils know that there are always adults to turn to if they need help. Pupils' pastoral care is given a high priority. The school's learning mentors very successfully support pupils who are experiencing learning, behavioural or emotional difficulties. The school has forged strong links with outside agencies and hence vulnerable pupils are supported well. Health and safety and child protection procedures are very well embedded in school practice and are known and adhered to by all members of staff. The school is good at highlighting the importance of keeping fit and healthy. The weaker aspect is that procedures for guiding and supporting pupils' academic progress have not been in place long enough to help all pupils achieve as well as they could.

Leadership and management

Grade: 3

The headteacher, staff and governors are working very closely together to bring about improvement in the school, following a period during which standards have not been rising as fast as they have nationally. There is now a clear vision, shared by all, of what the school should be doing and effective steps are being taken to make this vision a

reality. Central to this vision is that all pupils should do as well as they can whilst at the school. The recently appointed headteacher provides clear, decisive leadership. She has the confidence and support of all members of the school community in what she is doing. She has ensured that pupils, parents, governors and members of staff are all making a contribution to shaping the future direction of the school. Hence the sense of teamwork in the school is strong. A detailed plan for improvement provides an accurate, and therefore effective, framework for guiding the school towards improvement. Senior managers have used their evaluation skills very effectively to identify where improvement is needed and this has been crucial in pointing the school in the right direction. These skills are not so well developed in subject leaders who are, thus, not yet able to give their colleagues the detailed support and guidance they need. However, good arrangements are in place to improve teachers' skills. Governors are supportive of the school and, as they become better informed, are becoming more effective. They, with the headteacher, have effective arrangements for managing resources. Improvement since the previous inspection has been satisfactory and the capacity for further improvement is good.

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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?	3	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	3	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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	2	NA
The attendance of learners	3	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	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	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?	3	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	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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

I would like to thank you all for making us so welcome when we came to inspect your school recently. We enjoyed coming to your lessons, joining you in assembly and watching you take part in your clubs and activities. Thank you for talking to us about your work and telling us about the things you enjoy doing at school. We believe that there are some good things about your school. You behave well and get on well together. You clearly enjoy your lessons and the other activities provided for you. You told us that you feel safe and well cared for in school and this is because your teachers and helpers care for you and make sure that you get the support and help you need. There are three things that need to happen for you to do even better at school. Your teachers need to make sure that all of you do even better in English, mathematics and science. They need to mark and assess your work in more detail so that they can guide you better on how to improve. Your teachers also need to help and support each other so that all of your lessons are as good as the best ones. Our very best wishes to you. We hope that you all do well in the future.