

# Belton Lane Community Primary School

## Inspection report

---

<b>Unique Reference Number</b>	120392
<b>Local Authority</b>	LINCOLNSHIRE LA
<b>Inspection number</b>	291713
<b>Inspection dates</b>	25–26 June 2007
<b>Reporting inspector</b>	Krishan Sharma

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	182
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Lovell
<b>Headteacher</b>	Mr Jonathan Mason
<b>Date of previous school inspection</b>	10 June 2002
<b>School address</b>	Green Lane Grantham NG31 9PP
<b>Telephone number</b>	01476 400520
<b>Fax number</b>	01476 404884

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	25–26 June 2007
<b>Inspection number</b>	291713

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average size school in which pupil numbers have shown a sharp decline since the last inspection. Almost all pupils come from White British backgrounds with very few pupils whose first language is known to be other than English. Attainment on entry to the Nursery varies year-on-year but that of the Reception class is currently broadly average. The proportion of pupils with learning difficulties or disabilities is high. The school has been going through challenging times due to the long absence of the previous headteacher and the deputy headteacher, and a high turnover of teaching staff. The current headteacher joined the school only seven weeks before the inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The school is not currently effective enough and it requires special measures because the leadership and management over time has failed to tackle the inadequate teaching that has been at the core of the pupils' persistent underperformance in recent years. Due to prolonged staff absences, the leadership has been unable to assign middle management roles and responsibilities and it suffers from a serious lack of the skills needed for self-evaluation. The new headteacher, together with the new chairman of the governing body, has recognised the enormous challenges facing the school and quickly set about the task of turning the tide of underachievement. It is too soon to measure the impact of the changes, but it is clear that the school does not have sufficient capacity to improve without significant further help.

Achievement is inadequate because pupils are not taught well enough and the progress they make is unsatisfactory. Standards are exceptionally low in English and mathematics at the end of both key stages and have been for many years. The Foundation Stage is the exception, where children reach the goals expected for their age by the end of the Reception year and make satisfactory progress overall. Staff in the Foundation Stage plan carefully and their on-going assessment of children's work ensures that they make steady progress. Pupils with learning difficulties or disabilities make inadequate progress, however. This is because, until recently, their individual education plans have not identified precisely how they should be supported and how their progress will be measured. The more able pupils are not performing as well as they should because the work given does not challenge them enough. Teaching is inadequate, particularly in Key Stage 2. Often, teachers do not plan tasks that sufficiently enthuse pupils and engage them with their learning. As a result, pupils lose interest, become restless and sometimes disrupt others.

The curriculum is inadequate because it does not meet the needs of most pupils, nor does it capture their interest. The provision for extending pupils' writing and the use of information and communication technology (ICT) across the curriculum is unsatisfactory and does not contribute to raising standards. The provision for extra-curricular activities is limited.

The care, guidance and support are inadequate. The school's safeguarding systems and procedures do not fully meet requirements. The school has begun to track pupils' progress. However, it has yet to ensure the accuracy of teachers' assessments and the effective use of the information it collects for bringing about improvement in learning. Pupils' personal development is satisfactory in the Foundation Stage, but it is inadequate in the rest of the school. Opportunities for pupils to take responsibility are too limited and their readiness for the world of work is minimised due to low standards in literacy, numeracy and ICT skills.

### What the school should do to improve further

- Raise pupils' achievement and standards considerably by the end of Years 2 and 6 in English and mathematics by improving significantly the quality of teaching, enabling all pupils to make the progress of which they are capable.

- Strengthen governance, senior and middle management by adopting a robust approach to self-evaluation, delegating roles and responsibilities and building the skills necessary for effective leadership.
- Ensure assessment is accurate and always used to inform planning.
- Involve pupils in assessing their own work so that they know how well they are doing and what they need to do to improve.
- Improve the curriculum to ensure that pupils encounter stimulating activities to sustain their interest and make sure that their developing needs are met through well planned progression of knowledge and skills in all subjects.

## **Achievement and standards**

### **Grade: 4**

Achievement and standards are inadequate overall. Though pupils make steady progress and achieve the standards expected for their age in the Foundation Stage, standards are exceptionally low at the end of Key Stage 1 and 2 and have been for some time. Achievement is inadequate in English, mathematics and science because too many pupils make insufficient progress throughout the school. Often, this is due to inadequate teaching. The school has made insufficient use of the assessment data it collects to identify underachievement, which means that the latter has gone unnoticed overtime and not been dealt with effectively. Very few pupils have gained the higher levels in the national assessments. Writing is a particular weakness and pupils have too few opportunities to write at length or extend their literacy skills. Pupils with learning difficulties or disabilities make unsatisfactory progress because often their individual needs are not precisely identified.

## **Personal development and well-being**

### **Grade: 4**

Pupils' personal development, including their spiritual, moral, social and cultural development, is inadequate. In the Foundation Stage pupils settle happily and develop adequate personal and social skills. However, in Key Stages 1 and 2, pupils' behaviour is unacceptable, except in lessons which capture their attention. Many pupils, particularly the older ones, become easily distracted, show a lack of commitment and disrupt the learning of others. When managed properly, pupils work reasonably well together. Some pupils and parents expressed concerns about bullying which they felt has not been tackled effectively. However, indications are that such incidents are taken seriously by the school and appropriate actions are taken to protect pupils to keep them safe. Efforts to improve attendance have met with some success and, although still low, it is now approaching the national average.

In the Foundation Stage and in Key Stage 1, pupils understand how to keep themselves safe and healthy, but this is not the case in the rest of the school. Older pupils would welcome more opportunities to contribute to the school and the wider community as there are only limited possibilities at present. The school council is a recent initiative and pupils are looking forward to seeing its benefits. Poor personal and basic academic skills mean that pupils are not well equipped for their future.

## Quality of provision

### Teaching and learning

#### Grade: 4

Teaching and learning are inadequate overall. As a result, pupils do not make as much progress as they should in relation to their starting points. The exception is in the Foundation Stage where teaching and learning are satisfactory. In Years 1 to 6, the teaching sometimes matches work to the needs of pupils' adequately, adopts an appropriate pace and pupils are questioned effectively to evaluate their level of understanding. However, too many lessons fail to excite pupils because of weaknesses in planning and teaching methods. The pace of some lessons is too slow and pupils lose concentration. Poor behaviour management, the unproductive use of teaching assistants and insecure subject knowledge, particularly in the teaching of writing, were unsatisfactory features seen in lessons. The quality of marking is inadequate because it is inconsistent and does not clearly guide pupils' next steps. Pupils' skills in assessing their own work are weak because they have not been taught how to carry out this task.

### Curriculum and other activities

#### Grade: 4

The curriculum is inadequate overall. It is satisfactory in the Foundation Stage where a range of appropriate activities are provided. However, the curriculum offered in Key Stages 1 and 2 fails to meet pupils' needs and interests. The provision for basic skills is inconsistent and use of ICT does not feature strongly across the curriculum. The current planning does not ensure the progression of pupils' knowledge, skills and understanding. Pupils recently enjoyed a memorable curriculum week that focused on science; however, enrichment opportunities such as this are limited. Provision for personal, social and health education is inadequate: it is too patchy and there is no coherent programme to ensure pupils' personal development. The range of out-of-school activities and educational visits is too limited.

### Care, guidance and support

#### Grade: 4

Care, guidance and support are inadequate. The school's procedures for safeguarding learners do not meet current government requirements. Overall, there is insufficient care of pupils' pastoral and emotional needs, particularly for those with learning difficulties and disabilities. Inconsistencies in the school's assessment systems have led to weaknesses in the academic guidance teachers are expected to provide. The arrangements for recording and tracking pupils' progress are inconsistent and the interpretation and use of this information is inadequate. Too many pupils do not know how well they are performing and what they have to do to achieve the next steps in their learning. They do not have individual targets, and this limits the progress they make. Group targets are in place but many pupils do not know or understand them well enough to benefit from them.

## Leadership and management

#### Grade: 4

The new headteacher has produced a satisfactory development plan which identifies many of the key priorities and the new chair of the governing body has taken steps to enhance the work

of governors. However, it is too early to measure the impact of these actions. Senior managers have been ineffective in securing the necessary improvements since the last inspection. Low standards and inadequate progress have been a constant feature in the school over many years; leadership and management are inadequate.

Parents are concerned about the high turnover of teaching staff and many other aspects of the school's work, including pupils' poor behaviour and bullying and ineffective leadership of the school. The procedures for checking on how well the school is doing are inadequate. At present, teachers have little involvement in whole-school self-evaluation, which means that they do not know precisely the nature and extent of the school's weaknesses. Procedures to monitor and evaluate all aspects of provision are being revised; however, they are neither robust nor sufficiently embedded, and it is too soon for them to have had a measurable impact on school improvement.

The governing body is ineffective because it has not held the school to account for its weak performance over a long period.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

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

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4
How well does the school work in partnership with others to promote learners' well-being?	4
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	No

### Achievement and standards

<b>How well do learners achieve?</b>	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	4
The extent of learners' spiritual, moral, social and cultural development	4
The behaviour of learners	4
The attendance of learners	3
How well learners enjoy their education	4
The extent to which learners adopt safe practices	4
The extent to which learners adopt healthy lifestyles	4
The extent to which learners make a positive contribution to the community	4
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	4
<b>How well are learners cared for, guided and supported?</b>	4

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

27 June 2007

Dear Pupils

Inspection of Belton Lane Community Primary School, Grantham, NG31 9PP

We enjoyed meeting you when we visited your school. Thank you for the way you made us feel welcome and for talking to us about the work you were doing and your school. I am writing to tell you what we found out. While your school is doing some things well, there are many things it is not doing well enough and these are affecting your learning. We have asked the school to make a special effort and improve things for you. An inspector will be visiting your school regularly to check on how well it is doing.

Here are some of good things about the school:

- Younger children in the Nursery and Reception classes are well looked after.
- Most of you attend regularly.
- Mr Mason, the new headteacher and Mr Lovell, the new chairman of the governors have a good idea of what they need to do to improve things.

Here is what the school must do better:

- Improve the teaching so that all of you can make faster progress and reach higher standards in English and mathematics.
- Improve the way the school is led and managed, and check more often on what needs to be done.
- Check your work more carefully and explain to you what you have done well and where you need to improve, and take into account all of this information when planning lessons.
- Help you to check your own work to make it better.
- Provide interesting activities in lessons that help you to keep on improving your skills, particularly in reading, writing and mathematics.

Yours sincerely

Krishan Sharma

Lead Inspector