

# Belmont Infant School

## Inspection report

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<b>Unique Reference Number</b>	102079
<b>Local Authority</b>	Haringey
<b>Inspection number</b>	307895
<b>Inspection date</b>	27 September 2007
<b>Reporting inspector</b>	Steven Hill

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Alan Sterenberg
<b>Headteacher</b>	Mrs Louisa Oakley
<b>Date of previous school inspection</b>	28 January 2002
<b>School address</b>	Rusper Road London N22 6RA
<b>Telephone number</b>	020 8888 7140
<b>Fax number</b>	020 8881 3400

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<b>Age group</b>	3-7
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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- pupils' achievement and personal development
- the quality of teaching
- how well the school keeps track of pupils' progress
- leadership and management, particularly in addressing the issues from the last inspection.

Evidence was gathered from observing lessons and break-times; talking to pupils and staff; checking the school's records of pupils' progress and the quality of teaching; the results of questionnaires returned by parents and pupils, and looking at other documentation.

Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is an average sized infant school with a nursery. It has an extremely diverse intake, with pupils coming from a wide range of ethnic backgrounds. It serves an area of high deprivation. A large proportion of pupils are asylum seekers. Almost two thirds of the pupils have a home language other than English, and about a half of these are at the early stages of learning English.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Belmont Infants is an outstanding school. It is a lively, harmonious multi-cultural community, where the excellent provision for the care, guidance and support of pupils underpins its many strengths. Extremely good pastoral care ensures that pupils are happy and involved throughout their time in school. Pupils and their families are valued as individuals, and the staff work very hard to meet their needs.

Pupils thoroughly enjoy their education, form excellent relationships with each other and with staff, and their behaviour is outstanding. They have very positive attitudes to learning, they know a lot about keeping healthy and staying safe, and put this knowledge into practice very well. The consistent, positive approach of all staff, who are excellent role models, helps ensure that pupils' overall personal development is outstanding. Attendance has improved steadily and is now good. The school has worked very hard and effectively to ensure that the variety of cultures represented in the school are valued and celebrated, and this strongly supports pupils' excellent spiritual, moral, social and cultural development. There are exceptionally close links with the local special school, whose staff provide advice and support that enhances the learning of many of the pupils at Belmont. The integration of pupils with learning difficulties or disabilities is exceptionally good, and their parents have praised the school's work in this. These pupils take a full part in the life of the school, join in with their friends and classmates in all aspects, and make excellent progress.

Pupils' personal development is a springboard for their outstanding achievement. Children start in the Foundation Stage with standards that, while variable, are very low. Standards at the end of Year 2 have risen considerably since the last inspection, and are now in line with national averages, representing excellent progress from their starting points. More able pupils now make much better progress than at the last inspection.

Several other factors influence pupils' high achievement. Chief among these is the outstanding quality of teaching, another major improvement over the last few years. Teachers have very good relationships with their pupils, and those in Year 2 agreed that they '...like the teachers because they're fair.' Teachers use the school's very good systems for tracking pupils' progress to ensure that work is matched very closely to individuals' needs. Teachers and support staff work extremely well as teams in class, maximising the amount of individual attention that pupils receive and boosting their progress. Teachers ensure a good pace in lessons, and enthuse and engage pupils through lively explanations, often enhanced by the use of interactive whiteboards. They prepare interesting things for pupils to do, with a good emphasis on practical work, active participation, and opportunities for discussion. All this leads to high levels of concentration and hard work.

The school's curriculum is good, and has particular strengths in personal, social and health education and in the creative arts. In the last two years the school has introduced a highly structured scheme to support pupils' progress in literacy, by concentrating on the links between sounds and letters. This is used imaginatively, is managed very carefully, and has been very effective in raising standards. Weaknesses in religious education (RE) and information and communication technology (ICT) from the last inspection have largely been eliminated. However, the school still does not have enough computer equipment. Consequently, only a few pupils are able to work together at the same time. Teachers work effectively to make the best use of the equipment they do have, so pupils make sound progress. The school's outside environment,

a weakness at the last inspection, now provides exemplary support for pupils' learning. It is used very well by teachers to support the curriculum, and very enthusiastically by pupils at break-times, boosting their fitness and their enjoyment of school. There is a satisfactory range of extra-curricular activities.

The school's many strengths rest on a foundation of excellent leadership and management. The strong direction from the headteacher and senior management team has led to excellent teamwork from all staff. Governors know the school well and provide good support and challenge. The school's self-evaluation is now outstanding, having been satisfactory at the time of the last inspection. Rigorous monitoring of teaching and planning has enabled senior staff to give clear pointers to colleagues about their practice, leading to significant improvements in quality. The results of the very careful tracking of pupils' progress are used extremely well to target a wide variety of programmes to help pupils who have particular needs. These include interventions to help pupils who are new to English and those who are gifted and talented. A large number of different programmes is used to help pupils with different learning difficulties. Their use is flexible and is extremely well managed by the very effective inclusion team, leading to outstanding achievement for these pupils. The inspection evidence confirms the overwhelmingly positive views of parents, typified by the comment, 'I am very happy with the way Belmont School has helped my son develop, not only academically but also socially and; emotionally.'

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

The excellent start that children make in the Foundation Stage gives them a very firm basis for their future education. The provision shares many of the outstanding features of the rest of the school. The classes are very well organised and staff are extremely skilful at settling children happily so they feel at home and enjoy the wide range of exciting activities they are given. During the inspection, when many children had only been in school for a couple of weeks, staff had already formed very positive relationships with them. Children were taking part in activities confidently, and were starting to follow routines well. Children's academic and social progress is monitored thoroughly and their individual needs are catered for carefully. They achieve very well as a result, although many still fall short of the standards expected by the end of the Reception year because of their very low starting points.

### **What the school should do to improve further**

The school has no major weaknesses and has clear plans for a number of things it wishes to improve. The inspector agrees that these form a very good basis for future developments. In addition,

- the school should increase the provision of computers for pupils so they have more chances to practise their skills.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

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

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

<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>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



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

4 October 2007

Dear Children

Inspection of Belmont Infant School, London, N22 6RA

Thank you for your friendly welcome when I visited your school. I really enjoyed seeing you in class and talking to you. A special thank you to the children in Year 2 who came to talk to me in the library - you were a big help. I am writing to say that I think your school is outstanding. There are lots of really good things about it, and these are some of them.

- You enjoy school, get on extremely well with each other and your behaviour is excellent. You know a lot about keeping healthy and staying safe.
- Your teachers and the other staff are excellent at helping you to learn, so you make very good progress in reading, writing and maths.
- All the adults keep a careful eye on how you are getting on, and make sure that you have work that is just right for you. You get a lot of extra help if you need it.
- The school has improved a lot since the last inspection, especially in the wonderful equipment outside and your lovely garden.
- The headteacher and all the other staff organise the school really well and are always trying to make it better.

The adults have lots of plans for things to get even better, and I have agreed that they are a good idea, and they should go ahead with them. I have also suggested that it would be helpful if they could buy some more computers, so you can have more practice in using them.

I am sure your school will carry on getting better and better, and I hope that you carry on enjoying it. You can help by keeping up your excellent behaviour and your hard work in class.

Thanks again for all your help,

Best wishes,

Steve Hill

Lead Inspector