

Belton Lane Community Primary School

Inspection report

| | |
|--------------------------------|------------------|
| Unique Reference Number | 120392 |
| Local Authority | Lincolnshire |
| Inspection number | 332313 |
| Inspection dates | 3–4 March 2009 |
| Reporting inspector | Martin Cragg HMI |

This inspection was carried out under section 8 of the Education Act 2005; it was also deemed a section 5 inspection under the same Act.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

| | |
|--|------------------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 151 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Mr John Lovell |
| Headteacher | Mr Jonathan Mason |
| Date of previous school inspection | 26 June 2007 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Green Lane Grantham NG31 9PP |
| Telephone number | 01476 400520 |

| | |
|--------------------------|----------------|
| Age group | 3–11 |
| Inspection dates | 3–4 March 2009 |
| Inspection number | 332313 |

Fax number

01476 404884

| | |
|--------------------------|----------------|
| Age group | 3-11 |
| Inspection dates | 3-4 March 2009 |
| Inspection number | 332313 |

© Crown copyright 2009

Website: 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 one of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

The school is smaller than average. The proportion of pupils who are eligible for free school meals is above average. There are few pupils from minority ethnic backgrounds or who speak English as an additional language. The proportion of pupils with learning difficulties and/ or disabilities is broadly average but it is above average for those with a statement of special educational need. The school has achieved the Investors in People standard and Active Mark. There is childcare provision on the site, managed by the Children's Centre. At its last inspection in June 2007, the school was deemed to require special measures.

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 and rapidly improving school. The key issues from its last inspection have been successfully resolved and pupils now make good progress in their learning. In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Teaching is good. Well-planned lessons with lively content and activities ensure that pupils are interested in their work and have very positive attitudes to their learning. Teachers use assessment information well to set challenging but achievable targets for pupils and they match work to their attainment and needs. As a result, achievement in all years is now good and standards in Year 6 at the end of 2008 were broadly average. The curriculum is relevant and practical. Pupils respond well to the good range of visits, drama and media activities which enrich their experience.

Pupils behave well and enjoy coming to school. They show respect for each other and work together effectively. Although pupils' attendance is satisfactory, the school does not sufficiently promote and celebrate the importance of high attendance. Pupils take pride in raising funds for a number of charities, but overall, there are not enough opportunities for them to take on responsibility and show leadership. Their social and moral development is good and they have a good range of contacts with local churches and the community. However, they have less understanding of other faiths and cultures in modern Britain. Teachers support pupils effectively and care is a strong theme across the school. Effective support and focused group work ensures that pupils with learning difficulties and disabilities make good progress. Pupils know their learning targets and understand how to improve their work.

The headteacher sets a very clear direction for the school and has increased staff confidence and morale considerably. There is a rigorous system of monitoring and evaluation, shared by all staff working in teams, which identifies key priorities for improvement and leads to effective action plans. The school has made significant improvement since the last inspection in pupils' standards, achievement, and the quality of teaching, assessment, the curriculum and leadership. The school provides good value for money and has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make good progress because learning is exciting and very responsive to their needs and interests. For example, staff encouraged children to continue with their house building project and one child made huge development in his language as he explained to staff what he was doing. There is a strong emphasis on using the outside area for play and learning. Staff employ interesting ways to encourage children, especially boys, to write. These work well, as in the bicycle repair shop where children have to list the repairs needed. Children settle in well and they develop confidence and good social skills because of effective support from staff. The provision is led effectively and links with teachers in Key Stage 1 are good.

What the school should do to improve further

- Develop further opportunities for pupils to take on responsibility and show leadership.
- Develop strategies to promote and celebrate good attendance.

- Ensure that pupils have a thorough understanding of other faiths and cultures, especially those beyond the local community.

Achievement and standards

Grade: 2

Pupils' achievement is good. Pupils join the Early Years Foundation Stage with knowledge, understanding and skills which are well below national expectations. By the end of Year 2, in 2008, pupils made satisfactory progress but standards were still well below average. However, the school's current assessment information for pupils in Years 1 and 2 indicate that they are making good progress and that most are working at the nationally expected standards. By the end of Year 6, in 2008, pupils made good progress to reach standards that were broadly average in mathematics and science and just below average in English. School assessment information for current Key Stage 2 pupils confirms that they are making good progress towards the challenging targets set for them. Those pupils who have learning difficulties and/or disabilities also make good progress.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school and love their lessons. Their behaviour is good and they strive to please. They have grown in confidence and are motivated by the teaching they receive. As a result, their desire to do well has increased. This is because of the strong moral and social threads running through every aspect of school life. However, pupils' multicultural understanding is not so well developed. Their attendance is satisfactory overall. Pupils take a good amount of exercise although their understanding and intake of healthy and nutritious foods is less strong. Most pupils enjoy carrying out a range of classroom jobs and they are enthusiastic fundraisers, especially for the Red Cross. However, their contribution to the school and local community, in terms of helping to make a real difference as leaders and organisers is not as well developed. They are satisfactorily prepared for the next stage of their education, gaining a sound grasp of basic skills and working well collaboratively.

Quality of provision

Teaching and learning

Grade: 2

Teachers have good subject knowledge and use assessment information well to plan lessons which are accurately matched to pupils' attainment and needs. They use a range of effective activities with good emphasis on practical tasks and discussion, supported by very successful use of classroom display, so that pupils consolidate their skills and make good progress. Pupils enjoy their lessons and have positive attitudes to learning because teaching grabs and sustains their interest. There is appropriate guidance and support for those with learning difficulties and the small number of pupils who speak English as an additional language. Teachers assess pupils' work carefully and identify clearly the areas where improvement is necessary. They set relevant targets for individual pupils and encourage them to assess their own work to help them understand how to make it better. As yet, the very best of individual teachers' practice is not routinely shared to ensure that all teachers have a flexible range of skills and approaches.

Curriculum and other activities

Grade: 2

The curriculum is motivating, exciting and very responsive to pupils' particular needs. It is a very 'hands-on' curriculum. For example, pupils visited a car showroom, developed a video presentation and then used this in their literacy, information and communication technology and history work. Basic skills are taught well in all subject areas. Drama and role play improve pupils' speaking and listening skills. Educational visits make a significant difference to pupils' levels of engagement, both in their work and in their respect for their local environment. The school's guardianship role with the local stately home, Belton House, has been fundamental in providing opportunities for cultural and social experiences. Personal, social and health education is a strong element running thorough many facets of school life. Teachers monitor and evaluate the curriculum meticulously to ensure it is delivering what is required. There are a growing numbers of sports, clubs and residential visits. The school acknowledges that curriculum provision is not yet consistent across all years.

Care, guidance and support

Grade: 2

Pupils are supported successfully so that any problems they may have do not prevent their learning. This support is provided through individual and group work, continued into class through the caring relationships that pupils have with all adults. It is a main reason why their behaviour is good and why they want to learn. Procedures to keep pupils safe and secure are firmly in place. Pupils have a clear understanding of what they are learning and what they need to improve to reach their targets. They are especially helped by some outstanding classroom displays which offer useful guidance to help them in their work. The school provides good support to those families where there are severe attendance problems. However, there is a lack of systems, rewards and encouragement to help improve general attendance beyond satisfactory.

Leadership and management

Grade: 2

The headteacher sets a very clear vision for improvement, based firmly on raising standards, which staff and governors share. The school has improved dramatically, especially in the last year, and pupils now make good progress. There is a rigorous system for monitoring and evaluating performance, soundly based on careful tracking of pupils' achievement. Senior and middle leaders work effectively in teams and take accountability for provision in their areas of responsibility. There is good awareness of the school's strengths and areas for development leading to self-evaluation which is accurate. There are effective links with parents, local schools, cultural organisations, churches and specialist support services which add to the curriculum and extend pupils' understanding of their community. However, pupils' understanding of other faiths and cultures in modern Britain are less developed. Governors have a good knowledge of the school and hold senior staff to account, often reviewing the school's performance through focused visits to track particular initiatives.

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.

Annex A

Inspection judgements

| | |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

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 |
| 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? | 2 |
| The capacity to make any necessary improvements | 2 |

Effectiveness of the Early Years Foundation Stage

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 2 |
| How well do children in the EYFS achieve? | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop? | 2 |
| How effectively is the welfare of children in the EYFS promoted? | 2 |
| How effectively is provision in the EYFS led and managed? | 2 |

Achievement and standards

| | |
|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and/or disabilities make progress | 2 |

¹Grade 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.

Personal development and well-being

| | |
|---|---|
| How good are the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The extent to which learners adopt healthy lifestyles | 3 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners enjoy their education | 2 |
| The attendance of learners | 3 |
| The behaviour of learners | 2 |
| The extent to which learners make a positive contribution to the community | 3 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |

The quality of provision

| | |
|--|---|
| How effective are teaching and learning in meeting the full range of learners' needs? | 2 |
| 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? | 2 |

Leadership and management

| | |
|--|-----|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 |
| How effectively leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination eliminated | 2 |
| How well does the school contribute to community cohesion? | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 |
| 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 |

Annex B**Text from letter to pupils explaining the findings of the inspection**

5 March 2009

Dear Pupils

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

Thank you for the friendly welcome you gave to Mrs Taylor and me when we visited your school. We enjoyed talking to many of you in your lessons, in meetings and around the school. You helped us to form a clear picture of your school. This letter is to tell you what we found in our inspection.

Your school has improved considerably over the last year and it is now good. This matches what you told us about how much you enjoy lessons and like your teachers. We were impressed with the way you behave in lessons and treat each other. You now make good progress in your learning and most of you are well on the way to reaching your targets. You receive good teaching and enjoy the practical work you do in lessons. Last year, Year 6 pupils reached standards that were in line with the national average. It was the first time for several years that the school has reached this level. You enjoy a lively curriculum with a good range of visits and visitors to help you learn. You know your targets and teachers help you to understand what you need to do to improve your work. Mr Mason and your teachers have put in place a range of new approaches which have made the school better and your parents generally agree with this in their responses to questionnaires.

Although your school is good, there are some areas where it could be better. Many of you take on jobs in class and at playtimes but we felt that the school could offer you more opportunities to show responsibility and take on leadership roles to help you develop skills you will need later in life. We also found that, although you know about your local community, the school could help you to understand more about people who have other faiths and cultures elsewhere in England. Your attendance at school is broadly in line with the average but we felt that the school could do more to promote and celebrate the very highest attendance to encourage you to be at school as much as you can to improve your learning further.

I am sure that your school will continue to be a happy and safe place for you to learn. Thank you again for helping me to find out about your school. I wish you success in the future.

Yours sincerely

Martin Cragg HMI