

Belton All Saints CofE Primary School

Inspection report

Unique Reference Number	118007
Local Authority	North Lincolnshire
Inspection number	339122
Inspection dates	22–23 April 2010
Reporting inspector	David Matthews

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	246
Appropriate authority	The governing body
Chair	Mr John Tindale
Headteacher	Mrs Sarah Groves
Date of previous school inspection	13 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and observed 11 teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at documents relating to safeguarding, the monitoring of teaching and learning, and the tracking of pupils' progress. They analysed 115 questionnaires received from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the rigour and clarity of the school's self-evaluation
- the effectiveness of challenge for the more able pupils
- the accuracy of the school's judgement on the effectiveness of its curriculum
- the school's care and support to promote learning.

Information about the school

Most pupils attending this average sized primary school are from White British backgrounds. The proportion of pupils entitled to free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is below average. A higher than average proportion has a statement of special educational needs. The school holds the Healthy Schools Status, the Sports Activemark, Arts Mark Gold and Level 1 of the Global Awareness Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Belton All Saints CofE Primary is a satisfactory school. Its strengths lie in the high priority it gives to safeguarding pupils and in the pastoral care, guidance and support that it provides. Most pupils feel safe and say that the school helps them to be healthy. Behaviour is mainly good, and pupils contribute well to the school and wider community. Their moral and social development is good. Children do well in the Early Years Foundation Stage where provision is good.

While teaching is satisfactory overall, inconsistencies prevent learning from being consistently good. The most significant inconsistencies include the pace of lessons and the clarity of focus on precisely which skills pupils will improve on or learn in each lesson. Most pupils make satisfactory progress for most of the time, but the lack of consistent challenge for the more able pupils means that not enough of them reach the higher Level 5 in English and mathematics by the end of Year 6. This limits pupils' attainment at the end of Key Stage 2 to broadly average overall.

Since the last inspection the school has introduced a new system for tracking pupils' progress. The ample information this provides is used well to monitor the progress of individuals. This is used, in turn, to hold teachers increasingly to account for the progress of pupils in their class. Nevertheless, the focus on the progress of the more able pupils is not rigorous enough to enable leaders and governors to regularly and accurately evaluate their progress in class and across the school. Some subject leaders' limited involvement in the analysis of this data, and restricted opportunities for some of them to observe teaching and learning, constrains their overall contribution to the driving of improvement and raising attainment.

Although the school's self-evaluation is largely accurate some evaluation is over-generous, especially the impact of the curriculum on pupils' basic skills and how well it meets the needs of pupils of differing abilities. The new arrangements for tracking pupils' progress are beginning to have an impact on raising pupils' achievement. Improvements since the last inspection include raised standards at the end of Key Stage 1 and improved provision in the Early Years Foundation Stage. Despite a few remaining weaknesses, the school's broadly accurate self-evaluation and the leaders' and managers' satisfactory drive and ambition provide the school with satisfactory capacity to improve.

What does the school need to do to improve further?

- Raise attainment in English and mathematics by the end of Key Stage 2 and improve the progress made by the more able pupils by making better use of the

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information from tracking pupils' progress in class and across the school.

- Improve the quality of teaching by:
 - ensuring that lesson plans are consistently specific about the essential skills that pupils will acquire and/or develop
 - making sure that the more able pupils are consistently well challenged in all lessons
 - making consistently good use of teaching assistants in all parts of each lesson
 - ensuring that all lessons move along at a brisk pace.
- Enable subject leaders, particularly in mathematics, to have a more effective role in monitoring provision and in driving improvement.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

In lessons pupils behave well and most show that they want to learn. They are thoughtful and conscientious workers. In the best lessons, pupils listen well and demonstrate a keenness to answer questions and a determination to undertake mental mathematics calculations quickly and accurately. Where teaching is less effective, behaviour is satisfactory rather than good and pupils complete tasks perfunctorily rather than enthusiastically. As a result, pupils do not always make the best progress that they can. Pupils' learning in lessons, including those with special educational needs and/or disabilities, is largely satisfactory although it slows for some of the more able pupils when they are insufficiently challenged. Year 6 pupils attain broadly average standards but limited numbers reach the higher levels. Pupils achieve satisfactorily.

Pupils have a good understanding of issues related to safety, notably road safety, and most say they feel safe. They are very clear that they can seek support from the school staff should they have a concern. Pupils are welcoming and polite to one another and to adults. Most manage their own behaviour well. Pupils are well informed about how to be healthy. They willingly take on responsibilities in the school and have a strong developing awareness of environmental issues including ecology, recycling and sustainability. Links with the church are strong. Attendance is average, as is the pupils' acquisition of the skills needed for their future economic well-being, especially those of numeracy and literacy. Pupils acquire good personal skills, including their ability to get on with others. This contributes to their good social and moral development.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The overall satisfactory quality of teaching includes some examples of good practice, with a small element of inadequate teaching. In the best lessons teachers carefully assess pupils' learning through questions that are skilfully pitched to challenge the more able pupils and extend their learning. Such lessons move at a purposeful pace and teachers ensure pupils have a clear understanding of what they are expected to learn and which skills they are expected to develop. In the less effective lessons, teachers' expectations of the more able pupils are not demanding enough, pace is sluggish and teachers do not always make clear to pupils which skills they are expected to learn and/or develop. As a result progress is not always as good as it should be.

The curriculum effectively helps pupils make healthy lifestyle choices and enables them to gain a good understanding of how to stay safe. Visitors effectively enrich aspects of the curriculum including art, sport and music, and pupils appreciate the two annual residential visits. The curriculum satisfactorily supports pupils' acquisition of basic numeracy and literacy skills and meets the needs of pupils of differing abilities appropriately. The care, guidance and support for pupils are good, mainly because the school successfully creates a caring and supportive environment where all pupils feel secure. Pastoral care, especially the effective support for vulnerable pupils is strong. The care and support to promote learning is satisfactory. Where teaching assistants are effectively deployed to support learning, as in lesson introductions led by the teacher, they make a good contribution to learning. This good practice is not consistent in all lessons.

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These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior leadership team and governors are appropriately focused on seeking improvement and in raising attainment and have suitable arrangements in place to do so. The monitoring of pupils' well-being is good and arrangements for checking on teaching satisfactory. The monitoring of pupils' progress gives the school a clear picture of the learning of individuals, of those with special educational needs and/or disabilities and of average ability pupils. It is less effective in tracking the progress of the more able pupils, and therefore does not give a sufficiently clear picture of the school's effectiveness. Some subject leaders, notably in mathematics, are not involved enough, or with enough rigour, in analysing the information from tracking progress and in directly observing teaching. As a result, their contribution to the school's drive to raise standards is not as effective as it should be.

There is no evidence of discrimination and the school carefully identifies pupils who might be vulnerable or at risk. It has identified that further improvements can be made to overcome remaining variations in performance, notably in the inconsistent progress of some of the more able pupils, and has suitable strategies to tackle the variations.

Governors have a strong commitment to ensuring that the school is a safe and secure place, and carefully monitor the work of the school in regard to anti-bullying and health education. The school effectively integrates issues about safety into the curriculum, including the awareness of drugs and internet safety.

The school is a cohesive community where pupils from different backgrounds get on noticeably well with each other, and it is a strong part of the local church community. Although there are links with schools in China and Jamaica, engagement with a range of community groups beyond the immediate community is limited and the school has yet to evaluate its effectiveness in contributing to community cohesion.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills that are broadly typical for their age. Very effective induction arrangements and liaison with parents and pre-school settings ensure that children settle very well both in the Nursery and Reception classes. The quality of provision is good. Children really enjoy their learning. This is because the environment is stimulating and exciting. There is a good balance of activities which are led by adults and those where children make choices. Children quickly gain confidence and interact well with one another and with adults. Very good use is made of the extensive outdoor area in all weathers to extend children's experiences in all areas of learning. Leadership and management are good. Regular observations of children's activities accurately inform the next stage in learning. Staff fully inform parents about their children's performance. Parents are very confident that their children are well looked after and appreciate daily opportunities to have a word with staff when the need arises. The new leader is developing systems so as to check regularly the effectiveness of teaching and learning in the Early Years Foundation Stage. Children make good progress in all classes. By the beginning of Year 1 almost all children reach the levels typically found, and more recently a greater proportion of children exceed them in all areas of learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

Parents and carers are largely supportive of the school in their questionnaire responses, particularly about the extent to which the school keeps their child safe and the help it provides for their child to have a healthy lifestyle. A few parents and carers feel that the school does not take sufficient account of their suggestions and concerns. A small minority feel that their child is not making enough progress. Inspectors found that some more able pupils are not making the good progress of which they are capable.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Belton All Saints CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 115 completed questionnaires by the end of the on-site inspection. In total, there are 246 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	50	51	44	5	4	2	2
The school keeps my child safe	65	57	47	41	1	1	0	0
The school informs me about my child's progress	38	33	63	55	11	10	0	0
My child is making enough progress at this school	41	36	55	48	12	10	5	4
The teaching is good at this school	46	40	59	51	7	6	0	0
The school helps me to support my child's learning	40	35	62	54	10	9	0	0
The school helps my child to have a healthy lifestyle	49	43	65	57	0	0	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	30	68	59	5	4	0	0
The school meets my child's particular needs	38	33	60	52	13	11	1	1
The school deals effectively with unacceptable behaviour	38	33	59	51	14	12	1	1
The school takes account of my suggestions and concerns	32	28	56	49	16	14	5	4
The school is led and managed effectively	37	32	54	47	16	14	3	3
Overall, I am happy with my child's experience at this school	50	43	51	44	10	9	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



26 April 2010

Dear Pupils

Inspection of Belton All Saints CofE Primary School, Doncaster, DN9 1LR

Thank you for welcoming us to your school. We enjoyed talking to you and watching you learn in your lessons. I am writing to tell you that Belton All Saints CofE Primary is a satisfactory school. Some of the good things include the way the grown ups keep you safe, the way they look after you, and the encouragement the school gives you to live healthy lives. Most of you behave well for most of the time and you are keen to play a full part in helping the school to run smoothly and to be a welcoming place where you are polite to grown ups and to other children. Those of you in the Nursery and Reception classes enjoy your learning because it is fun and you are doing well.

The inspectors have suggested ways for your school to be even better. These are to:

- help you to get to the highest level you can in English and mathematics by the end of Year 6
- tell you at the start of each lesson exactly which skill you are going to learn or improve
- make sure that those of you who learn quickly are given exactly the right level of work for you to make good progress
- make sure all lessons are lively and move along quickly
- closely check the progress of the quick learners to see if it is good enough
- make sure teachers who check subjects, especially mathematics, are more involved in checking how well you are doing.

You can help by continuing to try hard with your learning and coming to school regularly. The inspectors wish you well.

Yours sincerely

David Matthews

Lead inspector

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