

Inspection of a good school: Belton Lane Community Primary School

Green Lane, Grantham, Lincolnshire NG31 9PP

Inspection dates:

28–29 January 2020

Outcome

Belton Lane Community Primary School continues to be a good school.

What is it like to attend this school?

Pupils are polite and welcoming. They were keen to tell me how well they get on with each other and the staff. Staff teach pupils to be kind and considerate to others. They are well mannered and are happy at school. Because all staff expect them to behave well, they do. Pupils say they feel safe at school and that bullying is rare. They trust staff to sort out any worries or problems, should they arise.

Pupils are given chances to help with the running of the school. School councillors told me that they were proud of the school's library areas that they had helped to design. They say that there is a good range of clubs that are well attended.

The headteacher and staff put pupils' needs first. Young children in the Reception Year make a good start to school life. Throughout the school, pupils' learning needs are well provided for. Pupils achieve well in all subjects. Those who struggle with learning, especially in English and mathematics, get timely help. This extra help is given in the lesson or on the same afternoon. This means they are ready for the next lesson.

What does the school do well and what does it need to do better?

Effective training by leaders helps staff adopt consistent approaches when working with pupils. Pupils receive clear guidance on how to learn and how to behave. Senior and subject leaders help all staff understand expectations. Staff say that they value this guidance and enjoy learning from one another.

Senior and subject leaders ensure that learning in each year group builds on what pupils already know. In classes where there have been staff changes, senior leaders ensure that new staff understand the school's methods. This includes how to ensure that pupils behave well. Staff are clear, in each subject, what new knowledge they are teaching to pupils. Throughout the school, pupils are well placed to be able to achieve well in all subjects.

From the start of the Reception Year, the teaching of reading has a high priority. Younger children use their phonics knowledge well to help them read new words. Leaders and staff ensure that pupils build up their skills and knowledge quickly. Pupils told me that they enjoy reading and being read to in class. They read books fluently and understand what they are reading. They use their reading skills to help them learn in other subjects. They like the rewards they receive for reading.

Pupils do well in mathematics. Leaders and staff have ensured that learning, from day to day, week to week and year to year, builds on what pupils already know. A strong feature is pupils' knowledge of basic number and number facts. Leaders know that some teachers need further guidance so that they can teach pupils effectively how to solve problems and to explain their answers. They have begun to give this support to teachers who need it.

In science, the curriculum is effective in developing pupils' scientific knowledge. They are taught to use scientific words such as 'reflect' and 'opaque' accurately when studying light. Sometimes, in science, when teachers' subject knowledge of science is weaker, there is too little emphasis on scientific investigations.

Staff include pupils with special educational needs and/or disabilities (SEND) in all learning and activities. Each pupil with SEND has a plan to guide their development. These pupils do well at school.

In the early years, children settle well. They are thoroughly prepared for Year 1. They are taught to sit and listen well. Writing and pencil grip are carefully taught. Children soon learn to join up their letters and write neatly. Parents and carers of pupils in the Reception class are closely involved with their children's learning at school. Many attended a pre-arranged meeting to see their children learning mathematics at the end of the second day of the inspection. Parents appreciate the regular online communication about their child's learning.

The curriculum gives pupils ample opportunities to take part in sporting activities and competitions. There are a good range of much-enjoyed clubs on offer for them. Pupils can speak confidently about the religions they learn about.

Pupils feel safe in school and act with consideration for others. Relationships are a strength. In classes, they behave well and try hard. Pupils take pride in their work and their books. Each pupil often works with a learning partner and they help each other learn.

The great majority of parents regard the school positively. Most pupils attend regularly but a few pupils are persistently absent from school.

Safeguarding

The arrangements for safeguarding are effective.

Keeping children safe has a high priority. The school's systems of identifying and reporting risks are comprehensive. Staff training is effective and there are well-understood

processes in place to take any action necessary when concerns about a pupil's well-being arise.

Pupils learn how to use the internet safely and are aware of threats and dangers online. Pupils are supervised well and staff work to ensure that the school is safe and calm. Parents say that they are confident that pupils are safe here.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are minor inconsistencies in the way the curriculum is implemented in some classes. Sometimes, this is due to teachers' subject knowledge. In science, this is particularly the case in developing pupils' skills in scientific investigation. In mathematics, in some classes, pupils' reasoning and problem-solving skills are less secure than their ability to undertake calculations. Leaders should continue to give teachers support so that precise and effective curriculum implementation is fully consistent throughout the school.
- A small number of pupils are absent from school too often. This puts them at risk of not achieving as well as they could. Leaders should work to ensure that these pupils attend regularly so that they can achieve as highly as possible in all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 22–23 March 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	120392
Local authority	Lincolnshire
Inspection number	10110144
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	315
Appropriate authority	The governing body
Chair of governing body	Mathew Cooper
Headteacher	Jonathan Mason
Website	www.belton-lane.lincs.sch.uk/
Date of previous inspection	1 March 2016

Information about this school

- There have been no significant changes to the school since the previous inspection.

Information about this inspection

- To check that the quality of education remains good, I did deep dives in reading, mathematics and science. This included speaking with leaders, visiting lessons, looking at pupils' books with leaders, talking with pupils about their work, talking to teachers and hearing pupils read.
- I met with the headteacher, senior leaders and the leader for the provision for pupils with SEND. I also met with the leaders of the early years. I met with groups of teachers, teaching assistants and pupils. I spoke with pupils on the playground, around school and in lessons. I looked at information and policies on the school's website and analysed the most recent published performance data.
- I met with three members of the governing body, including the chair. I spoke by telephone with the local authority's school improvement partner.
- I spoke with 33 parents of 50 children at the start of the second day of the inspection. I took account of the 77 responses to the school's survey of parents' views from

November 2019. I also considered the 44 responses to Ofsted's online survey, Parent View.

- I examined a range of documents, including the school's plans for improvement and its self-evaluation. I looked at minutes of governors' meetings.
- In order to inspect safeguarding, I considered a range of documents relating to safeguarding, including the school's single central record of checks on staff and others who come to the school. I checked that staff have been appropriately trained and looked at samples of records relating to safeguarding.

Inspection team

Roger Sadler, lead inspector

Ofsted Inspector

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