

Belmont School

Inspection report

Unique reference number	102189
Local authority	Harrow
Inspection number	368236
Inspection dates	23–24 May 2012
Lead inspector	Kekshan Salaria HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	497
Appropriate authority	The governing body
Chair	Mrs Karima Khan
Headteacher	Mrs Heather Harris
Date of previous school inspection	17 May 2006
School address	Hibbert Road Harrow Weald Harrow HA3 7JT
Telephone number	020 8427 0903
Fax number	020 8427 4738
Email address	office@belmont.harrow.sch.uk

Age group	3–11
Inspection date(s)	23–24 May 2012
Inspection number	368236



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Kekshan Salaria

Her Majesty's Inspector

Mrs Lynne Bradbury

Additional Inspector

Mr John Worgan

Additional Inspector

This inspection was carried out with two days' notice. The inspection team observed 20 lessons taught by 18 teachers. They held meetings with the Chair of the Governing Body, the local authority, staff and groups of pupils, and met informally with parents and carers. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at strategic and curriculum planning, records of pupils' progress, school documentation, and monitoring records of teaching and learning. Inspectors analysed 402 parents' and carers' questionnaire returns, as well as 44 from staff and 100 from pupils.

Information about the school

This is larger than the average-sized primary school, which opened in September 2009 through the amalgamation of Belmont First and Middle School. The pupils come from a wide range of cultural heritages, the largest group being from Indian and other Asian backgrounds. The vast majority of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is below the national average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The school holds the Healthy Schools award, Sustainable Travel award 2009 to 2011, the Diana Award for anti bullying 2010 and 2011, the Rights Respecting School award Level 1 and has been awarded an Activemark.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- This is an outstanding school. Pupils throughout the school learn exceptionally well and make rapid progress. The school promotes pupils' social, moral, spiritual, and cultural development exceptionally well and, as a result, pupils develop into supportive, reflective and articulate young people.
- The quality of teaching is outstanding. Parents and carers agree. As one parent commented, 'My child's progress is largely due to the teachers.' Good pace and challenge, varied and practical activities, excellent use of assessment and animated teaching are characteristics of lessons.
- The curriculum is outstanding, providing pupils with stimulating experiences and opportunities to learn about the world. Behaviour is excellent and attendance is above average. High expectations and a consistent approach to managing behaviour mean the school is a very happy place to be. Parents and carers fully support the view that the school keeps their children safe.
- The success of the school is largely due to the leadership provided by the headteacher, which is very strong and reflects dedication and commitment. She has very effectively built a highly committed staff team. Senior leaders have successfully integrated pupils from two schools and formed exceptionally positive links with parents and carers. As a result, morale is very high and belief in the school's success permeates all levels of the school. There are good systems in place for monitoring the performance of teachers. Staff say how much they value the support they receive and how their planned professional development and opportunities to review this help them address the school's priorities. The governing body shows a high level of commitment to the school, as demonstrated by its members' regular visits and the active support they provide. However, due to changes in membership, it is at the early stages of evaluating the work of the school.

What does the school need to do to improve further?

- Strengthen the ways that governors evaluate the school's work and hold staff to account for its performance.

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

Main report

Achievement of pupils

Pupils show a keenness to work hard in lessons and show pride in their achievements, particularly when they have accomplished a task or met a target. They work purposefully on their own, in pairs and in small groups, often engaging in informal, spontaneous conversations to share their progress and ideas, or to help one another. Pupils are clear about what they are learning and they make very good use of the resources available to support them. There is an industrious atmosphere in lessons and the pupils' very positive attitudes to learning make a strong contribution to this. Parents and carers rightly indicate a very high level of satisfaction with the progress their children make.

Children start in the Nursery with skills, knowledge and understanding that are well below those expected for their age. Assessment information and observation by the inspection team show that all groups of children make good progress in the Early Years Foundation Stage. The proportion of children reaching the expected goals for learning at the end of the Reception Year, while still lower than that expected, is increasing steadily. Pupils make good and often outstanding progress throughout Key Stage 1 and 2, so that they reach average levels of attainment in reading, writing, and mathematics by the time they reach the end of Years 2 and 6, although this is rising.

Early reading is developed well by highly structured and effective phonic programmes (the linking of letters and the sounds they make), an emphasis on books and successful partnership work with parents. Visits by theatre groups and storytellers are effectively used throughout the school to engage the pupils in reading. New joiners, including those who are at the early stages of learning English, are very carefully monitored and the school provides highly effective support. Pupils from different ethnic backgrounds and those who are eligible for free school meals make just as good progress as their peers. Disabled pupils and those with special educational needs make excellent progress because their provision is carefully thought out and small group work is specifically tailored to meet their needs.

Quality of teaching

Children settle quickly and happily into the safe environment of the Early Years Foundation Stage classes, helped by the good induction arrangements and excellent welfare provision. There is a good focus upon developing children's language skills through drama and role play, especially those in the first stages of English acquisition. For example, inspectors observed children animated and excited by their observations of butterflies 'popping out' of cocoons. Children's learning is exceptionally well recorded and this information is used effectively to inform the next stages in their learning.

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

Lessons throughout the school ensure a strong focus on key vocabulary, explaining terminology and providing visual props and prompts. Teachers actively encourage pupils to answer questions using full sentences. This was particularly the case during a guided reading session when Year 3 pupils were responding orally to questions, based on their group reading book, with confidence and clarity. Most lessons provide a variety of tasks so pupils remain attentive and involved in their work. Teachers have a good rapport with their classes so pupils feel confident and at ease with their learning. They engage pupils fully in active learning and tailor the work carefully to meet pupils' particular needs. Teachers use 'coaching stops' to recap on learning and make good links to the next phase of the lesson. They are able to do this because they keep track of how well pupils have understood each stage of learning. Pupils agree that they learn a lot in their lessons. The input of other teachers and teaching assistants to pupils' learning, whether in class or group work, makes an important contribution to the outstanding progress made by disabled pupils and those with special educational needs or who speak English as an additional language. The very large majority of parents and carers who returned the inspection questionnaire considered that their children were very well taught. Inspection evidence supports this view.

Behaviour and safety of pupils

Pupils enjoy attending the school. This is apparent in the manner in which they join in all activities and in their enthusiasm for learning. They work hard in lessons, persevere with difficult tasks and cooperate well with each other. Pupils know the school's expectations through the 'Belmont Goals and Beliefs' and they know the reward systems and are keen to earn them. They are polite, courteous and say that they feel safe and very well supported. The school helps pupils develop their self-belief and confidence as learners. The extremely positive promotion of pupils' spiritual, moral, social and cultural development is a key factor in pupils' above average attendance and exemplary behaviour. No incidents of bullying are evident however pupils are keen to explain how they would deal with a range of types of bullying and know exactly who to turn to for help if they need it. Parents and carers praise the approach of teaching staff and additional adults alike; one commented, 'Belmont School has great communication between the school and parents. They offer a wide range of activities and have a good moral code, helping to shape children into intelligent, caring individuals. My child is doing really well and is always encouraged, promoting confidence and ability.'

The extent to which pupils take part in the daily life of the school is excellent and has enabled the school to be awarded the Rights Respecting School Level 1, which champions the expectation of the right to learn and be safe. The school council plays an important role in the life of the school. Pupils' use of the election process, which involves them in selecting class representatives, gives them an early understanding of how democracy works. Additionally, Year 6 peer mediators undergo a recruitment process and are trained to look out for pupils having problems with each other on the playground at lunchtime. They work with the pupils, under the supervision of an

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

adult, to find a solution together. The school council and the Rights Respecting School Ambassadors lead an assembly during the summer term and attend the final governing body meeting every year to give a summary report on their work.

Leadership and management

The headteacher and senior leaders have successfully built up a self-critical community of caring professionals who work extremely hard for the benefit of the pupils. The headteacher is wholly committed to doing the very best for the pupils, and all members of staff share her aspiration for pupils to enjoy their learning and to achieve their potential. The vast majority of parents and carers agree; as one parent noted, 'The headteacher plays an excellent role in leadership.' Senior and middle leaders play a key role in leading aspects of improvement. They are actively involved in monitoring, reviewing and planning for improvement. The governing body is knowledgeable and well informed, although at the early stages of acting as a critical friend. Procedures to ensure the safety of pupils meet government guidelines. There are, for example, good procedures for ensuring the safeguarding of pupils through the checks made on all adults who work in the school, and risk assessments are routinely carried out. The school does not tolerate any form of discrimination and monitoring of this is an important part of the school's outstanding practices. The drive and determination of the school leadership demonstrates clear evidence of a strong capacity to improve.

The school promotes pupils' spiritual, moral, social and cultural development extremely effectively. Numerous opportunities for pupils to reflect on their work, relationships and behaviour are seamlessly woven into learning. Pupils' awareness of the needs of others and respect for diversity, other faiths and cultures are encouraged through curriculum experiences and first-hand links with a school in Missindi, Uganda. Staff share their good practice when, for example, members of staff from both the partner school in Missindi and Belmont staff visited each others' schools, and worked on a project together.

The curriculum has a rigorous focus on literacy and numeracy skills. Pupils have very good opportunities to write in a range of contexts and to carry out investigations in mathematics and information and communication technology. There are strong links with the music service in Harrow, enabling pupils from Years 2 to 6 to have peripatetic music lessons and also to take part in the many Harrow schools music service festivals and opportunities in the wider community. Additionally, the learning environment throughout the school is enhanced by excellent quality artwork. For example, local artists have worked with pupils to produce a mural of life-size figures depicting some of the United Nations Convention on the Rights of the Child (UNCRC) linked to the school's 'Rights Respecting' work.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



25 May 2012

Dear Pupils

Inspection of Belmont School, Harrow HA3 7JT

Thank you very much for welcoming us into your school. My colleagues and I really enjoyed meeting so many of you, sharing lunch and watching you work and play. We could see how much you love coming to school and how proud you are of your school.

Your school gives you an outstanding education. You enjoy working hard and are keen to achieve great things. You get excellent guidance from your teachers, which helps you to make very good progress in your lessons. You are very responsible, friendly, and extremely kind to each other and your behaviour is excellent. You tell us that you feel very safe in the school and that bullying is very rare, and you know exactly who can help you if it does happen. All those who lead and manage your school work extremely hard to give you the best possible education and look after you very well.

Although yours is an outstanding school, we have asked your governing body to strengthen the ways that they monitor the school's work.

All of you can help too by continuing to work hard, attending regularly and supporting each other.

Thank you again for your help with the inspection.

Yours sincerely

Kekshan Salaria
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**