

# Belvoirdale Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	119913
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	358647
<b>Inspection dates</b>	15–16 November 2010
<b>Reporting inspector</b>	David Edwards

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	288
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Aquila
<b>Headteacher</b>	Nicola Lenton
<b>Date of previous school inspection</b>	5 February 2008
<b>School address</b>	Scotlands Road Coalville LE67 3RD
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## Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons and eleven teachers were observed. Inspectors scrutinised policies, analysed pupils' work, checked numerical information on their progress and talked to them about it. The team also analysed school improvement plans, governors' minutes and met parents, carers and governors. Inspectors analysed questionnaires completed by staff and pupils and 70 from parents and carers.

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

- the quality of learning and progress made by different groups of pupils across the school, with particular emphasis on boys, pupils with learning difficulties and higher-attaining pupils
- the quality of teaching and learning in bringing about improvements in pupil outcomes
- the quality of the curriculum in meeting the needs of all groups of pupils
- the effectiveness and security of leadership and management in bringing about the changes necessary to raise standards in Key Stages 1 and 2.

## Information about the school

Belvoirdale Community Primary is larger than most primary schools. The vast majority of pupils are from a White British background. The proportion of pupils from a minority ethnic background is low as is the percentage of pupils for whom English is an additional language. The school has a slightly above average proportion of pupils who have learning difficulties and/or disabilities or a statement of educational needs. The proportion of pupils known to be eligible for a free school meal is lower than that seen nationally. Early Years Foundation Stage provision is provided for pupils in the two Reception classes. The proportion of pupils who join or leave the school part-way through the year is broadly in line with the picture nationally.

There is a breakfast club and after-school club on the school site. This is managed by the governing body of the school. Pupils from the age of four years to 11 years attend the club.

The acting headteacher and acting deputy headteacher took-up their posts in January 2009. In the last 12 months there has been a high turnover of teaching staff. Two consultant headteachers have recently been employed to support the leadership of the school.

**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?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvements.

Pupils make inadequate progress. Although the school is meeting pupils' pastoral needs adequately, they are not achieving well enough. Senior staff and governors have moved to improve teaching with almost half of the teaching staff appointed in the last academic year. While inspectors saw no unsatisfactory teaching during the inspection, there was not enough good teaching to tackle the long-standing weaknesses in pupils' basic skills.

Children's skills and abilities are low on entry to the Early Years Foundation Stage. They make good progress during their time in the Reception classes because the provision is good. By the time children enter Year 1, their attainment is in line with national expectations and, in some areas, is higher. Pupils make inadequate progress in Key Stage 1. Attainment has declined in the last two years to be significantly below average in reading and mathematics. Pupils' attainment in writing is slightly below national average. The progress pupils make from Year 2 to Year 6 has been inadequate for most groups of pupils, and particularly for pupils with special educational needs and/or disabilities. In English, pupils' attainment has been significantly below national expectations since 2008. Their performance in mathematics showed a decline in 2009 and 2010. There has been a lack of challenge for the higher-attaining pupils, which has meant that they are not making the progress, or attaining the standards, of which they are capable.

Teaching is inadequate. It has failed to promote pupils' achievement satisfactorily, resulting in inadequate achievement. Some satisfactory and better teaching was seen during the inspection, and this is beginning to accelerate pupil progress, particularly in Key Stage 1 and in upper Key Stage 2. However, too often, teachers across the school are not using assessment effectively enough to match activities to the needs of all pupils. Time is not used well to promote learning in lessons and teachers' marking does not consistently inform pupils how well they are doing or what they need to do to improve further.

The school provides a caring environment which promotes pupils' well-being successfully. Relationships between staff and pupils are strong. Pupils feel confident about approaching staff if they have a problem and know their concerns will be listened to and acted upon. Safeguarding procedures are good. As a result, pupils feel very secure and demonstrated to inspectors a good understanding of how to keep themselves and others safe. Consequently, they develop positive personal and social skills which produce the good behaviour that was evident, both in and out of lessons. Pupils enjoy their time at school and their attendance is satisfactory. Pupils have a good understanding of how to keep

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themselves fit and healthy and readily participate in the sporting activities available during and outside school hours. Pupils work well in collaboration during lessons. Their inadequate basic skills in English and mathematics mean that they are not well prepared for the next stage of education and beyond.

Governors have provided satisfactory support to the acting headteacher and her leadership team in their efforts to raise pupils' attainment. However, the areas

- for improvement identified at the previous inspection have not been adequately addressed and this has contributed to the significant decline in pupils' attainment. Although the new leadership team has accurately identified the reasons for the school's weaknesses, they have not had time to embed systems and practice to bring about the changes that are needed quickly enough. The school therefore has an inadequate capacity to improve.

### **What does the school need to do to improve further?**

- Raise standards and achievement, particularly in English and mathematics at Key Stages 1 and 2 and ensure that pupils' achievement is commensurate with their capabilities.
- As a matter of some urgency, improve the quality of teaching and learning further so that the large majority is good or better and has a positive impact on pupils' achievement by:
  - using data and other pupil information more effectively to plan activities that meet the needs of all pupils, particularly for higher-attainers and those who find learning difficult
  - ensuring teachers provide both oral and written comments to pupils that will help them to improve their work further
  - helping teachers to use questioning techniques more effectively to challenge pupils' thinking and lead to accelerated pupil progress
  - using time more effectively in lessons to ensure a brisk pace of learning.
- Ensure that school leaders and managers at all levels in Key Stages 1 and 2 improve the school's performance by:
  - rigorously monitoring and evaluating the impact of initiatives to improve pupils' attainment, achievement and progress
  - taking swift and effective actions to address weaknesses.

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

<b>4</b>
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Pupils' achievement at Key Stages 1 and 2, including those with learning difficulties and/or disabilities, is inadequate. Attainment at the end of Key Stage 1 and Key Stage 2 is significantly below national expectations. At the end of Key Stage 2 it has declined markedly since the last inspection. There is clear evidence of under-achievement by more-able pupils. Targets set for pupils at the end of both key stages have been based on inaccurate judgements of pupils' capabilities. They have not been demanding enough, particularly for higher-attainers, and there has been a lack of appropriate challenge in

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many classes. As a result, the work provided in lessons has not been well matched to pupils' needs and this has led to them not making the progress of which they are capable.

Despite this lack of challenge, pupils have maintained good attitudes towards their learning. They are kind and considerate to each other and inspectors observed little inappropriate behaviour. Their social and moral attributes are good, but spirituality and their cultural understanding are only satisfactory. Topic based themed days are enjoyed by pupils and are helping to enhance the curriculum and to broaden their horizons.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Although teaching is inadequate, there have been some recent improvements. There are some good examples of marking in upper Key Stage 2, which is guiding pupils' improvement. In an effective poetry lesson in Year 6, high teacher expectations, good subject knowledge, effective questioning and the clearly differentiated expectations meant that the needs of all learners were met well. As a result, pupils were making good progress. However, this practice is not consistent across the school in bringing about the acceleration in progress necessary to raise standards and achievement quickly enough. Evidence demonstrates that pupils are not progressing quickly enough or working at the levels expected. Despite some recent improvement, the needs of pupils who find learning difficult are not being adequately met. Assessment information is not used well enough to plan work that has the right level of challenge, especially for more-able pupils. In some

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good teaching, teachers used effective questioning to ascertain the quality of pupils' learning, but this practice is not used enough across the school. Marking does not consistently guide pupils to understand the quality of their work and how best to improve it.

Pastoral care is generally effective in supporting the needs of pupils, and care, guidance and support are satisfactory. The breakfast club and after school care add to the care, guidance and support children receive. The satisfactory curriculum meets all statutory requirements. The school has introduced a thematic curriculum in the past year, which is helping to engage boys more in their learning. Although it is too early to see the full impact of this initiative, links between subjects are developing and pupils are beginning to make clear links between subjects and areas of learning. The curriculum is enriched by themed days and a good range of visits and visitors.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

### **How effective are leadership and management?**

Improvement since the last inspection has been inadequate. Standards have fallen in Key Stage 1 and 2, and achievement is inadequate. The acting headteacher, with the satisfactory support of the governing body, has accurately defined the priorities for improvement this year. However, the changes in leadership have not had sufficient time to arrest the decline in pupils' achievement and attainment.

The leadership team has been strengthened; evidenced by the improvements in teaching and learning seen during the inspection. The school is developing a coaching programme to improve the quality of teaching but there has been insufficient time for more rigorous and regular monitoring to take place to evaluate its impact on pupils' attainment and progress. Good assessment and pupil tracking systems are now in place, but have these have not been used effectively enough to set appropriate and challenging targets to raise pupils' achievement. The governing body is supporting the leadership team by employing two experienced consultant assistant headteachers to add capacity and support action to accelerate progress and raise standards.

Governance meets statutory requirements. The governing body's efforts to ensure that staff and pupils at the school are safe contribute to the good safeguarding arrangements. The governing body has played its part in making improvements to the learning environment. Significant building work, for example, has taken place to improve classroom accommodation and this has supported staff in their efforts to provide attractive and stimulating classrooms for pupils. The school's engagement with parents and carers is good. The school does much to create opportunities for parents to be involved in their

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children's learning through homework tasks and family learning events such as maths workshops. Parents' and carers responses to the questionnaire indicate that they have positive views about how the school helps them to support their child and that they are informed about how well the school thinks their child is doing.

Communications between home and school keep parents well informed of events and school matters in general. Satisfactory links with outside agencies ensure that the physical, social and emotional needs of pupils, whose circumstances make them most vulnerable, are met appropriately. While the school is a cohesive community and links well with the local community, there is only limited evidence of its success in promoting pupils' understanding of other faiths and cultures in other areas of Britain and the world. The school achieves inadequate value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

The welcoming environment and atmosphere and the good safeguarding arrangements in the Early Years Foundation Stage classes allow children to feel secure and ready for learning. They have a good understanding of how to keep themselves safe. The good induction arrangements ensure that children have a smooth entry into the Reception classes, where most enter with skills and abilities that are low for children of their age. Good teaching, stimulating activities and good routines lead to the development of independent learning skills. The strong partnership with parents, particularly through the 'Learning Journals', contributes to the good gains in learning that take place. There are high expectations and clearly understood routines which lead to good behaviour. This makes a positive contribution to children's progress in their learning. The good progress is evident in the attainment at the end of the Early Years Foundation Stage where most



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children's attainment is average. They make strong progress in their personal development.

There is a good balance of indoor and outdoor learning and there are good examples of cooperative play, such as children completing a puzzle together. Teachers and teaching assistants use questions effectively to intervene in learning and to accelerate children's progress. Staff work well together and use assessments successfully to plan new learning opportunities for children. However, some opportunities are missed to ensure that the outdoor learning effectively complements the learning that takes place indoors.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

## Views of parents and carers

The response by parents and carers to the inspection questionnaire shows they have a positive view of the school. They are particularly happy with the way in which the school keeps their children safe and the way that they are informed about their child's progress. They also believe their children enjoy school and that they are well supported in their learning. A very small minority of parents felt that unacceptable behaviour was not dealt with effectively. Inspectors looked carefully at this; good behaviour was seen during the inspection. A few parents had concerns about how well the school is managed. Governors have employed two consultant headteachers to support the current leaders and are pursuing their efforts to appoint a substantive headteacher.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Belvoirdale Community 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 70 completed questionnaires by the end of the on-site inspection. In total, there are 288 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	54	27	39	2	3	0	0
The school keeps my child safe	36	51	33	47	0	0	1	1
My school informs me about my child's progress	24	34	44	63	1	1	1	1
My child is making enough progress at this school	23	33	39	56	4	6	1	1
The teaching is good at this school	27	39	39	56	1	1	0	0
The school helps me to support my child's learning	25	36	41	59	4	6	0	0
The school helps my child to have a healthy lifestyle	21	30	42	60	2	3	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)	19	27	42	60	2	3	1	1
The school meets my child's particular needs	23	33	39	56	4	6	1	1
The school deals effectively with unacceptable behaviour	11	16	45	64	9	13	1	1
The school takes account of my suggestions and concerns	10	14	52	74	2	3	1	1
The school is led and managed effectively	17	24	42	60	8	11	2	3
Overall, I am happy with my child's experience at this school	23	33	40	57	7	10	0	0

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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



17 November 2010

Dear Pupils

**Inspection of Belvoirdale Community Primary School, Coalville, LE67 3RD**

Thank you for making us so welcome and being friendly and polite when we inspected your school recently. We enjoyed talking with you. I am writing to tell you what we found out.

You told us that you enjoy school and that you have many good friends. You said that you like your teachers and that they help you if you have problems. It was good to see how you enjoy healthy lunches and how many of you like to take part in exercise at the clubs on offer outside school time. We were also impressed by the way you look after each other. You have a good understanding of how to keep yourselves safe and your enjoyment of school is reflected in your satisfactory attendance.

However, we found that the school is not helping you to learn as well as you could. The school will get extra help to improve so that it provides a better education for all of you and helps you to achieve what you are capable of. Inspectors will make regular checks on how well the school is improving.

We have asked the headteacher, other staff and governors to do a number of things to improve the school. They should:

- help you to achieve higher standards in English and mathematics
- improve teaching so that you receive more challenging work, and check that when teachers mark your work it shows you how to improve
- make sure that school leaders and managers check that the improvements they introduce are helping you to make quicker progress.

You can all help the governors, headteacher and staff by continuing to work hard and by not being afraid to ask your teachers for more challenging work if you think you need it.

Yours sincerely

David Edwards

Lead inspector

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