

# Belvidere Primary School

## Inspection report

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<b>Unique Reference Number</b>	123437
<b>Local Authority</b>	Shropshire
<b>Inspection number</b>	359435
<b>Inspection dates</b>	25–26 January 2011
<b>Reporting inspector</b>	Gerald Griffin

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>	222
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roger Holyland
<b>Headteacher</b>	Andrew Davies
<b>Date of previous school inspection</b>	14 November 2007
<b>School address</b>	Tenbury Drive Telford Estate, Shrewsbury SY2 5YB
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 21 lessons taught by 9 teachers. They observed assemblies, break times and held meetings with members of the governing body, staff and groups of pupils. Inspectors spoke to parents and carers informally at the school gate. They observed the school's work, and looked at progress records, teachers' lesson plans, pupils' work, school improvement plans, policies and reports. They analysed completed questionnaires returned by 116 students, 20 staff and 52 parents and carers.

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

- How well do pupils progress in writing across the school?
- Is girls' progress across the school good enough?
- Does teaching provide pupils with sufficient challenge?
- Do improvement plans have enough rigour to accelerate progress for all children and pupils?

## Information about the school

Belvidere is an average-sized primary school. Nearly all pupils come from White British families. The remainder come from a wide range of minority ethnic heritages. The proportion of pupils with special educational needs and/or disabilities is below average. Most of these have specific learning difficulties. The Early Years Foundation Stage provision comprises a Reception class. The school has recently gained a number of awards including Healthy Schools status. The new headteacher was appointed in September 2010. The on site Jays Nursery at Belvidere is privately managed and inspected separately.

**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

This is a satisfactory school which is improving. It provides a safe, stimulating and happy atmosphere in which pupils grow into mature and articulate young people. Pupils enjoy school and behave well. They are well cared for because adults use their detailed knowledge of each child skilfully to provide them with a good standard of personal support. Parents and carers are very pleased with the standards of education provided by the school. One told an inspector, 'My daughter is looked after very well and loves coming to school. The teachers are very approachable and quickly deal with any concerns I have about her learning.'

Recently, pupils' progress had slowed, especially for girls and in writing. This was because teaching was not consistently providing pupils with sufficient challenge in lessons. Under the determined leadership of the new headteacher, effective plans have successfully tackled this shortcoming and teaching is now satisfactory. Pupils' progress has accelerated strongly so that it is satisfactory for all groups of pupils and in all subjects. Attainment is average and rising. Since the last inspection the school has sustained pupils' broadly good personal development. The school continues to provide its pupils with a good level of care, guidance and support. Other aspects of the school, while satisfactory, are improving strongly. The leaders' unrelenting drive to make the school better is clearly articulated and enthusiastically embraced by staff and the school has a satisfactory capacity to improve further. Leaders monitor rigorously most aspects of the school's performance and this provides them with largely secure and accurate information for self-evaluation. The school analyses data in relation to attendance, behaviour and levels of attainment rigorously. Middle leaders are working hard to improve the school but their use of data and other checks to evaluate the quality of learning in their areas of responsibility is not always sharp enough to pinpoint precisely where further improvements can be made.

Relationships in lessons are positive and pupils find the work they are given enjoyable. Teaching is not yet good because it does not sustain a rapid pace to learning throughout lessons, usually because introductions last too long. When this happens learning becomes passive and pupils are not fully stretched.

Aspects of writing, such as spelling, punctuation and grammar, have improved strongly this year. Pupils' ability to express their ideas in longer pieces of work and to write in different styles for specific audiences using a variety of media, while improving strongly, remain a relative weakness. This is because the curriculum does not yet provide enough opportunities for pupils to improve these aspects of their work, a matter the school is addressing. Pupils are pleased with the recent expansion of music, out of school clubs and educational visits. These broaden their horizons and add to their enjoyment of school.

Up to 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.

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

- Secure good progress by maintaining a fast pace to learning in lessons by ensuring introductions do not last too long.
  - Improve attainment and progress in writing by providing sufficient curriculum time for pupils to practice writing
  - their ideas in longer pieces of work
  - in different styles
  - for a variety of audiences
  - using a variety of media.
  - Ensure middle leaders make good use of progress data and other checks to:
    - accurately judge progress in their areas of responsibility
    - identify where further improvements can be made.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils' attainment on entry to the school is broadly average. All groups of pupils, including those with special educational needs and/or disabilities, enjoy learning, and their achievement is satisfactory. The learning observed in lessons was at least satisfactory and sometimes good. Pupils were keen to learn, try their best and take pride in their work. They were curious and enjoyed answering teachers' questions, which is promoting their self-confidence, communication skills and understanding. Pupils concentrate well, even when they find the work hard. Their proficiency as independent learners was less evident in lessons and many are too reliant on the teacher to guide their ideas and understanding and to make decisions about the direction of their investigations.

The outcomes for girls are showing clear signs of improvement. This is because they are relishing the new challenge of writing longer pieces of work, especially using different media. Progress in literacy at Key Stage 1 is strongly improving because teachers are providing more opportunities for pupils to link letters to the sounds they make. This is accelerating their reading skills and strongly improving spelling in written work. Progress in mathematics is improving too and this is evident in their ability to accurately solve mathematical problems.

Pupils enjoy school and this is reflected in their improving attendance. Pupils feel very safe in school and are confident that any bullying, which is extremely rare, would be dealt with immediately. Pupils are committed to eating a healthy diet and taking plenty of exercise, which is reflected in the school's national awards. They are keen to take responsibility, for example as buddies for younger pupils and as monitors in the dining room. Their contribution to the wider community is satisfactory. Average attainment and positive attitudes mean that pupils' preparation for secondary school is satisfactory. A strong moral code underpins their good behaviour. Pupils cooperate well in groups and readily share resources. Their spiritual development and their understanding of the diversity of British culture are less well developed and are satisfactory.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<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>3</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?

Teachers make good use of resources such as interactive white boards to engage and promote learning. Pupils behave well in lessons but occasionally lose concentration when the pace of the learning is too slow. Teachers make better use of progress data to plan work that matches closely the needs of the class. The quality of marking and other feedback to pupils is satisfactory. Older pupils say they are given valuable advice about how to make their work better. However, because they are not sure about their targets, they find it difficult to take some measure of responsibility for their own progress. Teaching assistants provide valuable learning support, especially for those pupils with special educational needs and/or disabilities. For example, they ensure pupils who find it hard to concentrate stay on task and they make notes about pupils' progress and pass these to the teacher.

The curriculum supports aspects of personal development well. For example, lessons provide pupils with clear information about healthy diets and the dangers of smoking and drug abuse. Music is a focus of the school and many pupils are learning to play a musical instrument. This is promoting their self confidence well and contributing to their enjoyment of school. The school is aware that there are not yet enough opportunities for pupils to practice some aspects of writing to ensure progress in this subject is good.

Pupils feel confident approaching a member of staff with a problem because they know that their worries will be resolved. Pupils with special educational needs and/or disabilities

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are provided with sensitive support. The school works closely with outside agencies to assess specific needs and learning programmes closely match them. The school's support for pupils has also had marked success in improving attendance, which last year was average. This year attendance is improving strongly and is above average, but it is too early to judge whether improvements are being sustained. The school's targeted support for pupils whose circumstances have the potential to make them vulnerable is very effective.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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>2</b>

## How effective are leadership and management?

Leaders articulate clearly to staff the school's challenging targets and their plans to make the school better. Teaching and learning have improved because leaders have accurately identified needs. Supported by productive partnerships with the local authority, leaders have provided successful training that has sharpened teachers' skills; for example, in planning lessons in which pupils learn to link letters to the sounds they make. Leaders' checks on pupils' progress towards their challenging targets are effective. This means any slowing of progress is quickly spotted and remedied. Middle leaders make an effective contribution to this process. In its quest to be better, the school is correctly working hard to fine tune their checks on the quality of learning in their area of responsibility to strengthen their judgements on where further improvements can be made. The governing body works hard on behalf of the school. Its understanding of data means that it is starting to challenge the school robustly over its effectiveness.

Safety and safeguarding are given a high priority. Child protection procedures are robust, regularly updated and fully meet current safeguarding requirements. The checks that the school makes on the suitability of adults to work with pupils are rigorous. Lessons on safety and safeguarding provide pupils with a strong understanding of how to keep themselves safe. The school's commitment to equal opportunities and the success of its plans to remedy previous differences in the progress of girls show that its policies are beginning to have a positive impact. The school is a happy and harmonious community in which pupils from all backgrounds integrate well. It is starting to promote wider community cohesion by developing links with local churches. The school is also developing links with a school in Qatar to support pupils' understanding of diversity.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Progress in the Reception classes is at least satisfactory in all areas of learning. It is improving, especially in children's personal development, which is good. Children behave well, readily share apparatus and help each other. Progress in writing, which has been slow in the past, is now broadly satisfactory. This is because the school now provides children with more opportunities to make marks and to write. Children are well cared for, very safe and enjoy school. Parents are pleased with arrangements that ensure children settle quickly and happily into the routines of school and the advice they are given so that they can support their child's learning at home.

Teachers plan work that children find interesting and relevant. For example, children were thoroughly engrossed in their Dinosaur topic and, in a lesson seen, they were excitedly investigating the size of the animals' footprints. Teaching makes satisfactory use of the indoor resources to engage and promote learning but those outdoors are underused to widen children's experiences. Children make better progress when adults lead activities. Teachers are correctly aware that there are not enough opportunities for children to choose activities that interest them, to also promote their gaining of independence.

Leaders are successfully improving the early learning skills of adults in the setting, which is improving children's progress. The school's plans to make better use of data to strengthen its evaluation of progress, and to identify where further improvements can be made, are appropriate.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

An average proportion of parents and carers returned a questionnaire. Their comments say that their children are very safe, enjoy school and are very well cared for. Several made positive comments about the improvements made by the new headteacher. They specifically mentioned the wider range of clubs on offer and the way parents and carers are invited to join in celebrations of festivals and good work. A few parents thought that their child's progress was not good enough. The inspection found that there has been some slow progress in the past but that it is now satisfactory. Several parents wrote that they were unhappy with the way the school manages behaviour. During the inspection, behaviour was good and any inappropriate behaviour was effectively dealt with.

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

Ofsted invited all the registered parents and carers of pupils registered at Belvidere 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 222 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	56	22	42	1	2	0	0
The school keeps my child safe	35	67	16	31	0	0	0	0
My school informs me about my child's progress	23	44	25	48	2	4	0	0
My child is making enough progress at this school	23	44	21	40	4	8	0	0
The teaching is good at this school	25	48	27	52	0	0	0	0
The school helps me to support my child's learning	29	56	21	40	1	2	0	0
The school helps my child to have a healthy lifestyle	30	58	22	42	0	0	0	0
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)	23	44	25	48	1	2	0	0
The school meets my child's particular needs	24	46	26	50	0	0	0	0
The school deals effectively with unacceptable behaviour	28	54	18	35	0	0	3	6
The school takes account of my suggestions and concerns	24	46	20	38	2	4	2	4
The school is led and managed effectively	29	56	15	29	2	4	1	2
Overall, I am happy with my child's experience at this school	34	65	16	31	0	0	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



27 January 2011

Dear Pupils

**Inspection of Belvidere Primary School, Shrewsbury, SY2 5YB**

Thank you for being so polite and friendly when we visited your school recently. We enjoyed our visit and having the opportunity to talk to some of you and to see you in lessons and at play. I especially enjoyed listening to Year 5 play their brass instruments in assembly. You are rightly proud of the school's happy atmosphere in which you all get on so well together. Belvidere is a satisfactory school and it is improving. Here are some of the things we found out:

You make a happy start in Reception.

You told us you enjoy school and feel very safe and secure.

Your behaviour is good.

You readily accept responsibility.

You have good relationships with your teachers and you try hard for them.

The curriculum provides you with plenty of music and exciting clubs and visits, which you enjoy.

Adults look after you well and are always ready to help you.

The headteacher and staff are working together to make the school get better.

We have asked the school to do three things to help you do even better in your learning.

Improve your progress in lessons by making sure introductions do not last too long.

Give you more opportunities to write longer pieces of work in different styles, for different audiences using a variety of media.

Use information about your progress to check how well you are learning in different subjects and to pinpoint where further improvements are required.

All of you can help the school by continuing to try your best in lessons, behaving well and attending regularly. We wish you all the best in the future.

Yours sincerely

Gerald Griffin

Lead inspector

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