

# Belgrave St Peter's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	120186
<b>Local Authority</b>	Leicester
<b>Inspection number</b>	358715
<b>Inspection dates</b>	24–25 May 2011
<b>Reporting inspector</b>	Joanne Harvey HMI

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>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	226
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Stephen Burham
<b>Headteacher</b>	Elizabeth Miller
<b>Date of previous school inspection</b>	25 January 2010
<b>School address</b>	Thurcaston Road Leicester LE4 5PG
<b>Telephone number</b>	0116 2665790
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Fourteen lessons were observed and 10 teachers seen. Inspectors held meetings with members of the governing body, groups of pupils, leaders at all levels, the special educational needs coordinator and the Early Years Foundation Stage leaders. Inspectors observed the school's work and looked at the school development plan, assessment information, school and local authority monitoring information, lesson plans and school policies. They analysed 38 questionnaires from parents and carers, together with questionnaires from staff and a representative sample from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Has pupils' progress quickened sufficiently to ensure that attainment is at least average for all pupils in mathematics and English and that pupils are reaching the highest grade of which they are capable?
- Are all teachers using accurate assessment to plan and deliver lessons which interest and challenge all pupils to make at least satisfactory progress?
- Are school leaders at all levels, including members the governing body, playing an effective part in driving improvements which are resulting in better outcomes for pupils at the school?

## Information about the school

This is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is higher than in most schools. The proportion drawn from a wide range of ethnic minority groups is above average, although the proportion who speak English as an additional language is similar to that found in most schools. A larger proportion of pupils than in most schools have special educational needs and/or disabilities, including those with a statement of special educational needs. A new management structure has been in place since September 2010. There have been many staffing changes and some temporary leadership and teaching arrangements remain in place. The special educational needs coordinator was appointed in March 2011 and an appointment for a deputy headteacher is currently being made.

A breakfast club operates on the school site managed by the school governing body and reference to this provision is included in this report. Among other accreditation, the school has gained the National Healthy Schools and Activemark awards.

Following its inspection in January 2010, the school was given a notice to improve.

**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

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The school has successfully addressed the issues raised at the last inspection and its overall effectiveness is now satisfactory.

Success has been achieved, despite a period of staffing turbulence, because the headteacher has been determined to drive improvements in the quality of teaching and learning and in leadership and management. As a result, attainment is broadly average in English and mathematics when pupils leave the school. This represents satisfactory progress, including that of those pupils with special educational needs and/or disabilities. Pupils' progress sometimes slows in writing because, for example, they do not have enough opportunities to write at length or practise their skills to a high standard in a range of contexts. In mathematics, they are not always given enough opportunities to use their skills to solve problems. This also means that not enough pupils are reaching the highest grade of which they are capable.

Teaching is much improved. It is mostly satisfactory, but the proportion of good teaching has increased. There is not yet enough of this good practice to secure consistently good progress for all pupils. For example, inconsistencies remain in how well teachers plan to meet the needs of pupils of different ability, tackle misconceptions and give pupils feedback which helps them to improve. The inadequate progress seen in Years 1 and 2 at the time of the last inspection has been tackled decisively so that pupils now progress at least satisfactorily, and there are signs that attainment is beginning to rise. Similarly, in the Early Years Foundation Stage, in a short time, the new staff team has transformed provision, which is now good. Staffing uncertainty in Year 3 has contributed to a legacy of relatively lower attainment and slower progress for these pupils. Evidence in school confirms that leaders are addressing this successfully with good-quality teaching and the provision of additional targeted support so that these pupils do not fall behind.

Leaders' evaluation of the school's strengths and areas for development is accurate. Systems for monitoring and evaluating the school's work have more rigour and resulting action plans for improvement are detailed but still lack sufficient focus on pupils' learning, and outcomes that are measurable against clear benchmarks. Previously judged to be inadequate, the governing body now carries out its responsibilities satisfactorily. The headteacher continues to face the challenge of uniting all staff behind the drive for school improvement, though the majority now give willing support. Participation in strategic planning and self-evaluation has yet to be fully devolved to ensure leaders and managers at all levels play their full part in driving school improvement. Partnerships with parents and carers are satisfactory, but they are not encouraged enough to get involved in the work of the school. Communication with parents and carers does not give them an

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accurate understanding of the quality of the school's work or convince them of the importance of not taking their children out of school in term time. Nevertheless, improvements in provision and pupils' outcomes since the last inspection demonstrate that the school provides satisfactory value for money and has a satisfactory capacity to continue to improve.

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.

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

- Quicken pupils' progress and raise attainment in writing and mathematics by:
  - providing more opportunities for pupils to practise their writing skills in a range of contexts and to write at length
  - displaying and celebrating examples of excellent writing
  - giving pupils more opportunities to use and apply their skills to solve problems.
- Bring consistency to make the quality of teaching and learning and the rate at which pupils make progress to at least good by:
  - ensuring that assessments are always accurate
  - matching work to pupils' needs so all are suitably challenged
  - ensuring teachers do not talk for too long, giving pupils more time to apply their learning in a range of contexts
  - ensuring that teachers check pupils' understanding during lessons and modify tasks if they are too easy or too hard
  - asking questions to assess understanding and further challenge thinking
  - ensuring that additional adults are well prepared and deployed
  - rigorously applying the marking policy.
- Strengthen the impact of leadership and management by:
  - ensuring that improvement planning identifies clear measurable outcomes for pupils' learning and interim benchmarks for monitoring success
  - further devolving leadership and management so that everyone plays their full part in driving forward school improvement
  - rigorously applying policies and procedures to convince parents and carers of the importance of their children's regular attendance at school
  - improving communication and engagement with parents and carers.

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

Pupils were seen to be making satisfactory progress in the majority of lessons. For example, in a literacy lesson in Year 2, pupils made satisfactory progress in their ability to use their knowledge of the alphabet to order a list of glossary terms. While the task built logically on the prior learning of pupils of average ability, and some individuals were

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supported to make good progress by the class teacher and an additional adult, opportunities were missed to tailor more challenging questions or writing tasks to those who found the task easy. Also, the misconceptions were not addressed of some pupils who did not fully understand what they had been asked to do. In contrast, in a Year 5 lesson, learning about angles and measures moved on at a good pace. Initial tasks were provided to meet the needs of four different levels of ability. These were then supplemented further by carefully differentiated questioning to check individuals' understanding and provide support and additional challenge. Evidence of the improved leadership and management of provision for those with special educational needs and/or disabilities was seen in the impact of revised and well-focused intervention programmes. Where previous underachievement was identified, these pupils now learn successfully and make satisfactory and, sometimes, good progress. Where gaps have been identified in the performance of groups, or within basic skills, these are narrowing - for example, through more rigorous teaching of the sounds that letters make and for those groups receiving special support for reading and number-counting. Those pupils from the wide range of minority ethnic groups or those who speak English as an additional language progress at a similar rate to their peers and enjoy access to all that the curriculum has to offer.

Pupils' enjoyment of learning is seen in the way they respond to teachers' directions and maintain interest in activities. They talk convincingly about some aspects of keeping safe, for example road safety and how to keep safe on the internet. They understand how to lead a healthy lifestyle but say they don't always make the right choices. They are enthusiastic about sports. They take on responsibilities, such as membership of the school council. Pupils' spiritual, moral, social and cultural development is satisfactory. They are able to reflect and show consideration for others - for example, in raising money for charity and to buy playground equipment. While examples of good and, occasionally, exemplary behaviour and manners were seen around school, a very few pupils cannot maintain the high expectations held of their behaviour without the guidance of adults. The school works hard, in partnership with other agencies, to ensure such behaviour does not impact on the learning of others. Pupils' ability to apply their satisfactory basic and personal skills ensures they are prepared suitably for the next stage of their education and lives.

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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>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</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' expectations of what pupils can achieve have risen. Teachers are successfully promoting pupils' greater independence in learning across the school. Lesson planning is conscientiously done, but does not always identify some aspects clearly enough, for example, key vocabulary, questions and everyone's role in the lesson. Consequently, the deployment and impact of additional adults are not maximised. Lesson planning is usually linked to accurate assessments of pupils' learning needs and work is usually, but not always, adapted to meet the needs of different abilities. For example, the more able occasionally complete the same tasks as others before going on to complete a more challenging task; those who find learning difficult are also given the same task but with additional adult support. In a Year 6 lesson, the class teacher was seen to modify his plans to seize an opportunity to challenge more-able pupils to develop their higher-order thinking and problem-solving skills. However, not all teachers check pupils' understanding often enough during lessons so that they can clear up any misunderstandings or challenge pupils further through well-formulated questions and problem-solving activities. Some talk for too long so that pupils do not have time to apply their learning. Excellent examples of the successful application of the new marking policy were seen in Year 6, but good practice is not applied consistently throughout the school so pupils are not always clear about what they have to do to improve.

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Teachers are beginning to devise more cross-curricular topics which pupils enjoy. There are not enough of these opportunities to practise writing and higher-order skills in mathematics in different contexts across the curriculum. The school does not celebrate and display enough excellent examples of this work to which pupils can refer and aspire. Expectations for presentation of work are too low. There is a suitable range of enrichment and extra-curricular activities, including in the creative arts and sports - as shown by the school's Activemark award. First-hand experiences are offered through memorable educational visits and visitors to school. For example, pupils met magistrates to discuss the judicial system and conducted a mock trial.

Care, guidance and support are satisfactorily promoted and parents and carers say they are particularly appreciative of the way that the individual needs of their children are met. There is a focus on ensuring the needs of the potentially vulnerable are met and any social and emotional barriers to learning are addressed. Learning and behaviour-support mentors work in partnership with representatives from other agencies and with parents and carers, with increasing success to meet the needs of those who find it particularly difficult to maintain appropriate behaviour independently. To this end, a nurture group is being developed but is in its infancy. The majority of pupils say they feel well cared for and safe. Some have concerns about the behaviour of a very few but say that incidents are promptly dealt with. A child counsellor visits to discuss concerns with individuals and the majority of pupils say there is always someone to turn to with any worries or concerns. Children make a positive start to the day in the friendly and welcoming breakfast club where they play harmoniously and their needs are met satisfactorily.

*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>3</b>

## How effective are leadership and management?

The school has been through a period of instability of staffing. The new leadership structure is established, but significant permanent appointments have still to be made to senior leadership positions. However, expectations have risen because there is more rigour to the collection and analysis of information about how well pupils are doing, though occasionally, the accuracy of teacher's assessments cannot be relied upon. Leaders have ensured that the quality of teaching has improved but have still to ensure it is consistently good or better. They have a much clearer picture of where teaching is less effective, where to focus additional interventions and where to set more challenging targets for pupils' attainment. They are now more secure in assessing the performance of different groups of pupils and ensure that where there is potential underperformance, it is addressed promptly to ensure equal opportunity for all.



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Because systems of self-evaluation have strengthened, the governing body have a more accurate picture of the school's strengths and weaknesses. This better understanding enables governors to be more meaningfully involved in setting the strategic direction of the school and ensuring statutory responsibilities, including safeguarding, are met suitably. There is still work to be done. For example, action planning for improvement does not make clear enough the intended outcomes for pupils in a way which can be measured and monitored easily and regularly. Some leadership systems are new and have still to embed. Some middle leaders are new in post or newly trained and have yet to make an impact on provision and outcomes. Leadership has yet to be devolved sufficiently so that leaders and managers at all levels can play their full part in driving forward school improvement.

Partnerships to promote learning and well-being are satisfactory, overall, but promoted particularly well through the local authority and local partnership schools and agencies in support of school improvement and the development of the care, guidance and support of pupils. School leaders have carried out the necessary audit and action planning as part of the school's ambition to achieve accreditation for its work to promote community cohesion. They have rightly identified that not enough has been done to strengthen the engagement of a greater number of parents and carers so that all feel their views are listened to. The school has not yet responded to the small minority of parents and carers who think that the school does not deal effectively with unacceptable behaviour.

*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>3</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**

Children are well cared for in the happy and safe environment. They enter the setting with a range of levels of attainment but, overall, they attain levels broadly similar to those typical for their age in most areas of learning. They make satisfactory and, more recently, sometimes better progress. Consequently, they at least attain in line with expectations in

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most areas of learning by the time they enter Year 1. The development of children's problem-solving, reasoning and number skills is becoming a strength of the setting and, similarly, children's knowledge and ability to explain what is happening in the world around them are improving. This is because they are being given more opportunities to explore and solve problems for themselves and encouraged, more successfully, to increase their vocabulary and have the confidence to use it accurately. The ability to understand the sounds that letters make and early writing skills are being taught systematically and the impact is reflected in their earlier development of basic literacy skills. Provision has improved considerably and is actively taking learning forward.

Progress is at its best when children are working at tasks closely planned and directed by adults who intervene appropriately and encourage them to think and then stand back and let them solve problems for themselves. It occasionally slows when children initiate and get on with their own activities and adults miss opportunities to check that children are meaningfully engaged or to intervene and prompt to move learning on. Detailed information is conscientiously collected about how well children are achieving. Planning for learning based on this information is detailed. Children are encouraged to be active and have lots of practical hands-on opportunities. Exciting topic themes ensure that they have lots of opportunities to revisit learning through a range of stimulating activities both indoors and outdoors. However, opportunities are missed outdoors to present activities on a much larger scale. Independence is promoted well. Children behave suitably, cooperate, make friends and take care of resources.

Leadership of the setting is currently being determined, and there is no clear responsibility for driving monitoring, self-evaluation and improvement activities. However, during this period of uncertainty, staff in the setting have done remarkably well to improve provision, extending the opportunities for children to investigate and explore. They ensure children's needs are routinely met, as are safeguarding requirements.

*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	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Considerably fewer parents and carers than is usual responded to the questionnaire. The very large majority are happy with their children's experience of school. The vast majority are happy that the school meets their children's particular needs and helps them to develop a healthy lifestyle. Though the large majority think that the school deals effectively with unacceptable behaviour, takes account of their questions and concerns and is well led and managed, a small minority do not agree with these statements. Inspectors examined these concerns closely and found the school's management of poor

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behaviour is effective and improving. They found that leadership and management is satisfactory and has strengthened since the last inspection. Inspectors endorse the view that there is insufficient encouragement and engagement of parents and carers in the school's work. The school does not clearly communicate the outcomes of its improvement work.

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

Ofsted invited all the registered parents and carers of pupils registered at Belgrave St Peter's 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 38 completed questionnaires by the end of the on-site inspection. In total, there are 226 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	24	23	61	5	13	1	3
The school keeps my child safe	15	39	18	47	5	13	0	0
My school informs me about my child's progress	12	32	19	50	6	16	0	0
My child is making enough progress at this school	9	24	21	55	7	18	1	3
The teaching is good at this school	8	21	25	66	4	11	1	3
The school helps me to support my child's learning	7	18	25	66	4	11	1	3
The school helps my child to have a healthy lifestyle	8	21	29	76	0	0	1	3
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)	8	21	23	61	3	8	1	3
The school meets my child's particular needs	6	16	31	82	0	0	0	0
The school deals effectively with unacceptable behaviour	6	16	21	55	3	8	8	21
The school takes account of my suggestions and concerns	6	16	21	55	7	18	1	3
The school is led and managed effectively	6	16	22	58	9	24	1	3
Overall, I am happy with my child's experience at this school	10	26	22	58	4	11	2	5

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.**



26 May 2011

Dear Pupils

**Inspection of Belgrave St Peter's CofE Primary School, Leicester LE4 5PG**

Thank you for the warm welcome you gave us when we came to inspect your school recently. I also wish to thank those of you who took time to talk with us and tell us about your school. Thanks also to those of you who completed the questionnaire.

These are some of the things we found out about your school.

Your school is satisfactory. You make satisfactory progress and reach average standards.

There are many things planned for you to do which make your learning more interesting and that you say are fun.

Most of you behave well in school, say you feel safe and know how to stay healthy.

The teaching you receive and the way your school is led and managed are both satisfactory.

We are asking your headteacher, staff and governing body to do three things.

We want them to help you to improve your writing and mathematics. You can help yourselves by writing longer pieces. We also want you to have more opportunities to solve problems in mathematics.

Our second challenge for your school is for teaching to help you to make better progress. We want all of you to be challenged to work at your highest standard through careful planning of set work and through well-pitched questions that make you think. You can help by doing the thinking needed to take your learning forward. Marking should always tell you what to do next to improve, and if it does not, you can always ask your teacher for more advice.

We want all the school's leaders to quicken your rate of learning and progress and to communicate more with your parents and carers. This will help the few of you who do not attend regularly enough to do so to make the progress you should.

Yours sincerely

Joanne Harvey

Her Majesty's Inspector

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