

# Belgrave St Peter's CofE Primary School

Thurcaston Road, Leicester, LE4 5PG

**Inspection dates** 27–28 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although there have been improvements to pupils' achievement since the last inspection, their progress in English and mathematics in Key Stage 2 is not consistently good.
- At Key Stage 2, teachers do not always expect enough of their pupils.
- Although teachers mark work regularly, they do not always make sure that pupils follow the guidance they are given.
- Some opportunities are missed for pupils to practise and improve their literacy and numeracy skills in other subjects.
- The plans to move the school forward do not provide specific and clear enough guidance to aid leaders and the governing body in ensuring the best rate of improvement.
- Key stage and subject leaders do not always check on the quality of teaching and learning rigorously enough to ensure that areas for improvement are always promptly addressed.
- The governing body are not yet well enough informed to hold leaders fully to account.

### The school has the following strengths

- Children make a good start to their education in the Early Years Foundation Stage and are well prepared for Year 1.
- Pupils' good progress continues through Key Stage 1 in response to the effective teaching they receive.
- The school is a warm and friendly place where pupils of all abilities from many ethnic backgrounds work and play in harmony. Pupils' behaviour is good.
- Pupils have interesting opportunities to find out about the world around them and participate in a range of after-school clubs. These contribute well to pupils' spiritual, moral, social and cultural development.

## Information about this inspection

- Inspectors observed 12 lessons including four joint observations with the headteacher and the deputy headteacher. The inspectors also made a number of shorter visits to classrooms.
- Discussions were held with a group of pupils, three members of the Governing Body including the Chair of the Governing Body, a representative of the local authority and the diocesan education authority, and members of staff including senior and subject leaders. The inspectors also heard pupils read.
- Inspectors took account of the 11 responses to the online questionnaire (Parent View) and outcomes from the school's consultations with parents. They also spoke to a number of parents during the inspection.
- Inspectors observed the school's work and looked at a range of documents, including data on pupils' current and previous progress, the school development plan, performance management documentation and records relating to pupils' behaviour and safety.

## Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Marian Marks

Additional Inspector

## Full report

### Information about this school

- The school is smaller than an average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is well above average.
- The proportion of pupils whose first language is not English is average.
- The proportion of pupils who are known to be eligible for the pupil premium is above average. The pupil premium is additional government funding allocated to the school for pupils known to be eligible for free school meals, those looked after by the local authority and pupils with a parent in the armed forces.
- The proportion of pupils supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Over a third of the teaching staff are new to the school since the last inspection.

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

- Increase the proportion of good and outstanding teaching, particularly in Key Stage 2, in order to further improve rates of pupils' progress by ensuring that:
  - teachers make full use of accurate assessments to fully challenge all groups of pupils
  - pupils follow up on the guidance teachers provide in marking and feedback, and that errors in writing are addressed in all subjects
  - pupils are given the opportunity to use and apply their literacy and numeracy skills in subjects other than English and mathematics.
- Further strengthen leadership and management by ensuring that:
  - the school development plan sets out precisely the steps that need to be taken to achieve the school's challenging targets
  - key stage and subject leaders rigorously check the quality of teaching and learning in their areas of responsibility and promptly act upon issues raised
  - the governing body is more effective in checking the outcomes of school priorities and holding leaders to account.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' achievement requires improvement because their progress is not yet good from Years 3 to Year 6. However, there have been improvements to the progress pupils make from starting school to Year 2 since the last inspection.
- Pupils' achievement from Years 3 to 6 is not as good because too few pupils make better than expected progress. Consequently, they leave school in Year 6 with broadly average standards and are not yet consistently building on the rising levels at which they leave Year 2.
- Pupils' progress in writing is inconsistent. They make a good start because of the attention given to basic skills such as the formation of written letters, spelling and grammatical structure. However, older pupils do not write at length enough to fully extend these skills. They do not always pay close enough attention to the accuracy of their spelling and handwriting, especially in subjects other than English. Consequently, their overall progress is not as good as it could be.
- Pupils' initial progress in reading is good. They understand the links between letters and the sounds they make well and use this knowledge to read new and unfamiliar words. Most pupils are enthusiastic about books and read fluently. However, some opportunities for pupils to read more widely and broaden their skills through different subjects are missed, especially in Years 3 to 6.
- The focus on basic reading skills helps pupils who speak English as an additional language make progress which is at least as good as their peers.
- There is a positive concentration on developing pupils' mathematical calculation skills and achievement is particularly good when pupils use their skills to solve problems independently. In other lessons, progress is limited because pupils have too few opportunities to use their skills in real-life situations.
- Pupils known to be eligible for free school meals, for whom the school receives pupil premium funding, make progress which is at least as good as their peers. They sometimes make better progress overall than their peers. As a result, they also reach average standards. This is achieved because their progress is very closely tracked and additional support is provided which boosts their learning of basic skills. This also applies to pupils who have special educational needs, who respond well to the caring and supportive ethos through the school.
- Children start in the Early Years Foundation Stage with skills and understanding which are typically below expected levels, especially in language and personal and social skills. They make a good start in their early reading, writing and number skills. They learn to persist with tasks for long periods and take a pride in their work.
- Pupils continue to make good progress through Years 1 and 2. They increasingly reaching at least average levels by the end of Year 2.

### The quality of teaching

### requires improvement

- Work is not always set at the right level for pupils. Sometimes, teachers do not make good enough use of their knowledge of pupils' previous achievement to set work which provides the right level of challenge. It is sometimes too easy for some, especially the more able, and, occasionally, too hard for others. This is particularly the case in writing and mathematics in Years 3 to 6.

- Too many opportunities are missed for older pupils to extend their learning through links with other subjects, to solve meaningful mathematical problems in science, for example, or to write at length in historical or other topics.
- Teachers mark work and provide regular positive feedback to pupils. However, they do not routinely ensure that pupils reflect and act upon the guidance they are given and, consequently, some mistakes are repeated. Teachers do not always ensure that errors in written work in subjects other than English are addressed effectively.
- There has been good improvement since the last inspection to the quality of teaching in the Early Years Foundation Stage and Years 1 and 2. This is largely because of intensive support and training.
- In the Early Years Foundation Stage, activities are well planned to build children's enthusiasm and interest in learning through attractively resourced activities that they select for themselves. Early reading, writing and number skills are introduced systematically through rhymes, songs and games, often linked to overarching themes such as the topic on growing.
- Throughout the school, teachers teach reading, writing and number skills systematically. This particularly supports the progress made by disabled pupils and those who have special educational needs, and those for whom the school receives pupil premium funding.
- The best lessons, throughout the school, engage pupils from the start in contributing to and participating in lively and motivating activities. In these lessons, teachers set a brisk pace and involve pupils in giving their views on how well they understand their work and using this as a springboard to help them move on to increasingly challenging work.
- A significant strength of all lessons is the good management of pupils' behaviour and the calm and friendly working environment.
- Teachers generally question pupils well to deepen their understanding and help them retain facts and information.
- Teaching assistants and other adults provide good support, especially for specific pupils such as disabled pupils and those who have special educational needs, and pupils who speak English as an additional language.

### **The behaviour and safety of pupils** are good

- Pupils behave well in classrooms and around school. The school is calm and orderly, and relationships between pupils and adults are good.
- Pupils treat each other with respect and consideration. Older pupils work and play well with younger ones and take good care of them, especially in the playground. The school works closely with parents in ensuring that pupils are punctual. Attendance is now average.
- Pupils take responsibilities and make a contribution to a safe environment through their roles on the school council and as house captains. They are often involved in charitable work and fundraising activities and are proud of this.

- The school works effectively with parents to support pupils with emotional and social difficulties and to help them manage their own behaviour. Consequently, poor behaviour is rare.
- Pupils have a good understanding of different types of bullying and feel that there is very little of this. They have a particularly good understanding of the potential dangers of the internet through their work on safe use of computers. They are proud that pupils from many different backgrounds work well together without fear of harassment or prejudice.
- The pupils respond well to the strong moral and social guidance they receive. They develop positive attitudes to life and learning through the teaching of common values and a sense of wellbeing.
- Occasionally, when work is not challenging enough, pupils lose concentration. This limits their progress.

### **The leadership and management** requires improvement

- The areas for improvement identified in the school's raising achievement plan are not always precise, measurable and challenging enough to make certain that the quality of teaching and learning improves strongly. This means that some of the initiatives undertaken do not have the maximum impact they could on pupils' learning, especially for Years 3 to 6.
- Key stage and subject leaders are not rigorous enough in checking pupils' work and the quality of teaching through lessons observations, for example, to make certain that the best practice is always being followed and that pupils' achievement improves quickly. This is particularly the case in Key Stage 2.
- Overall, however, staff are held accountable for the progress their pupils make. The headteacher and governing body ensures that they fulfil appropriately stringent criteria before they can achieve the next salary level.
- The school tackles any issues of discrimination well and this contributes to the harmony in the community.
- The school takes good care of its pupils. Procedures to ensure pupils' safety are thorough and meet legal requirements. The school has strong links with education welfare and other support agencies to meet the pupils' emotional and behavioural needs well.
- The local authority and the diocese provide generally good support to the school. The local authority has provided training for individual staff through its 'reducing the gap' and advanced skills teaching programmes. This has contributed to the improvements in teaching and outcomes in the Early Years Foundation Stage and Years 1 and 2.
- **The governance of the school:**
  - The governing body has introduced a range of procedures since the last inspection to gather first-hand evidence of the quality of the school's work. For example, the Chair of the Governing Body attends pupil progress meetings with the headteacher and members of staff. However, these steps do not yet involve a sufficient proportion of governors systematically to ensure that the governing body is not over-reliant on data provided by the school. Governors have, however, a clear picture of the school's main strengths and weaknesses and the impact, for instance, of the use of pupil premium funding. They ensure that safeguarding arrangements meet current regulatory requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	120186
<b>Local authority</b>	Leicester
<b>Inspection number</b>	405915

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

<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>	211
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sheila Burnage
<b>Headteacher</b>	Beth Miller
<b>Date of previous school inspection</b>	24 May 2011
<b>Telephone number</b>	0116 2665790
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