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Mrs Vikki Tasker
Headteacher
Belgrave St Peter's CofE Primary School
Thurcaston Road
Leicester
LE4 5PG

Dear Mrs Tasker

Requires improvement: monitoring inspection visit to Belgrave St Peter's CofE Primary School

Following my visit to your school on 22 May 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in February 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and the interim executive board (IEB) are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

Evidence

During the visit, meetings were held with you and two subject leaders. A telephone conversation was held with the Chair of the Interim Executive Board and a further telephone conversation was held with a representative of the local authority to discuss the action taken since the last inspection. I visited every class, spoke informally with pupils, and looked at their work. I also scrutinised additional school information. The school improvement plan and the interim executive board improvement plan were evaluated. The single central record was checked.

Context

Since the last inspection, the acting headteacher has been appointed as the substantive headteacher. A new deputy headteacher has been appointed to begin work in September 2014. The Early Years Foundation Stage leader has returned

from maternity leave. Two teachers have resigned and will be leaving at the end of the school year.

Main findings

In the short time you have been headteacher you have acted quickly to address the issues raised in the section 5 inspection. The school improvement plan has clear, measureable targets for improving teaching and learning. The interim executive board's role in checking the quality of your work is clear within the plan.

You have begun to improve the quality of teaching through targeted training and support for individual teachers. You are rigorous in checking the quality of their work and set clear, measureable targets for improvement. As a result, teaching in the majority of classes is improving rapidly. Teachers plan work that more precisely meets the needs of their pupils, particularly the most-able pupils. As a result, the progress pupils make in mathematics, reading and, writing is rising. However, this is not consistent across the school and teachers' assessment of pupils' learning is not as accurate as it needs to be to secure more rapid progress.

As a result of the changes you have made to the leadership within the school, the mathematics and English subject leaders have a better understanding of their roles to improve the quality of teaching in their subjects. They know how well different groups of pupils are doing and work with you to support those pupils who are falling behind their targets. Consequently, the drive for improvement is shared more widely and the pace of improvement is increasing.

The interim executive board is fully committed to drive through the necessary improvements quickly. It has developed its own improvement plan with focused actions for rapid change. Along with the headteacher, it has developed a leadership structure with clearly defined roles for senior leaders in order to take the school forward. As a result, the school has a clear strategic direction for the next stage in its development. The interim executive board regularly checks the progress of pupils through visits to school and by looking closely at the pupils' progress data provided by school leaders.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority and diocese have provided effective support to help the interim executive board appoint the new headteacher and the new deputy headteacher. The local authority has also provided increased support to the new headteacher in order to ensure a smooth transition into her new role. It has brokered support from a National Leader of Education to improve the quality of pupil assessment in Year 2.

I am copying this letter to the Chair of the Interim Executive Board and the Director of Children's Services for Leicester.

Yours sincerely

Jan Connor
Her Majesty's Inspector