

Belvoirdale Community Primary School

Inspection report

Unique Reference Number	119913
Local Authority	Leicestershire
Inspection number	313441
Inspection dates	5–6 February 2008
Reporting inspector	Paul Edwards

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	316
Appropriate authority	The governing body
Chair	David Aquila
Headteacher	Andy Ridout
Date of previous school inspection	23 June 2003
School address	Scotlands Road Coalville LE67 3RD
Telephone number	01530 832595
Fax number	01530 815593

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Belvoirdale is a large primary school with most pupils coming from the local community. Most pupils are of White British heritage. A number of temporary buildings are being erected to accommodate the increased school population. On entry to the Reception classes, most children have levels of skills similar to those expected for children of their age.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory and improving school with good features, especially in the way that members of staff support pupils' personal needs. Staff rightly place a high priority on ensuring that pupils enjoy school, and the success of this is shown in the pupils' enthusiasm for school and their good attendance.

Leadership and management are satisfactory overall. The headteacher provides a good steer for the school and he is building an enthusiastic and effective leadership team. However, initiatives introduced by senior staff to improve standards and progress have yet to be evaluated and are too recent to have had a significant impact. For example, improved procedures to track the pupils' progress have been introduced and staff are now able to identify more accurately which pupils are underachieving. Senior staff recognise that they now need to use information on pupils' progress even more sharply to check that initiatives are having the desired effect, especially on the achievement of more able pupils. Middle managers also do not have sufficient opportunities to evaluate the success of plans for improvement put in place in their subjects.

Children make a good start in the Reception classes and they attain the skills expected for their age on entry to Year 1. At the end of Key Stage 2, pupils attain standards that are average overall. This represents satisfactory progress throughout the school. Pupils achieve satisfactorily because teaching is satisfactory. Teaching has been effective in meeting the needs of boys who achieve as well as girls throughout the school. However, teaching is less effective in ensuring the more able pupils are provided with work that is sufficiently challenging. Teachers do not always make the best use of assessment information to plan work accurately for all groups of pupils. In addition, the marking of work is not linked to pupils' personal targets.

Parents are rightly pleased with the pastoral support given to pupils. One parent summed up the views of many by commenting that, 'My child has settled into school life very well and this is mainly down to the excellent teaching staff and friendly atmosphere.' The school works particularly closely with outside agencies to safeguard pupils' well-being. Members of staff have established a very strong caring ethos that is shown in the school's commitment to providing a secure and happy environment for all pupils whatever their background or need. Consequently, pupils' personal development is good. They behave well, are respectful, caring and quickly become eager and happy learners. The school encourages the pupils' confidence and they appreciate that their contributions to the life of the school are valued. The work of the school council is particularly noteworthy and in the very good impact it has had on the community. The 'travel plan', including the erection of a cycle store, shows the pupils' commitment to helping their peers to become more active and to improve the school's very difficult parking situation. Pupils thoroughly enjoy school, especially the range of visits and visitors that enrich the otherwise satisfactory curriculum. At the moment, pupils do not get enough opportunities to practise and improve their literacy and numeracy skills across the curriculum.

The headteacher has established a good working environment where staff work well together and show a commitment to improving the school's provision. Governors are challenging and hold the school to account. There is a clear understanding of what needs to improve and plans are in place that show its self-evaluation is accurate. The school has demonstrated in the steady improvement in standards and progress made by the pupils, that there is satisfactory capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 2

Children in the Reception Year achieve well because teaching is good and they are provided with interesting activities. For example, they thoroughly enjoyed their 'dragon dance' as part of the Chinese New Year celebration. Children make good progress, particularly in their personal development, because of the high expectations of all adults and the sensitive way that they are helped to settle when they start school. There is a happy, purposeful atmosphere, although adults sometimes miss opportunities to extend learning when children are working independently or in small groups. The provision is well-managed although the complexities of the school building make it difficult for the two classes to work together as much as the staff would like. There is a good understanding of what can be improved, including how the transition into Year 1 can be more effectively managed.

What the school should do to improve further

- Ensure the more able pupils make the progress of which they are capable.
- Improve the marking of work and the way assessment information is used so that it more accurately informs the pupils what they need to do to improve their work.
- Develop the roles of middle managers to enable them to monitor more effectively the impact of strategies for improvement. A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

The results of national assessments show there has been a steady improvement in standards in reading, writing and mathematics at Key Stage 1 over the past three years and they are now close to the national average. Similarly, at Key Stage 2, standards are broadly average and are showing a gradual improvement. Most pupils, including those with learning difficulties and/or disabilities, make satisfactory progress and their achievement is satisfactory. The school has made a conscious effort to ensure boys progress at the same rate as girls and has been successful in its aims, particularly in English. It has however, rightly identified that some pupils, particularly the more able and also occasionally the 'shy girls', do not progress as well as they should. The school has correctly identified the need for more opportunities for pupils to carry out their own investigative activities, as this is the relatively weaker aspect of their science work.

Personal development and well-being

Grade: 2

Pupils' good attitudes towards learning have been a factor in the gradually rising standards. Pupils are polite and friendly and behave well. They are happy to talk about their work and they take pride in their individual achievements.

From starting school in the Reception Year, pupils quickly learn to care for each other. Pupils' understanding of other cultures is not sufficiently developed. As one pupil commented, 'If we knew more about others, we could be more tolerant.' Pupils show consideration for others and make a good contribution to the community. There is a very active school council that successfully gives the pupils a voice. They have been instrumental in encouraging others to eat healthily and are meeting with the elected members of the district council to develop the

school's travel plan. Pupils make healthy choices about what to eat at playtime and enjoy participating in sports clubs. They talk confidently about how to avoid dangers such as those they might encounter on the Internet. Whilst the pupils' basic skills are only average, their skills in working together, negotiating with adults and the process they go through when applying for roles of responsibility, prepare them well for the future.

Quality of provision

Teaching and learning

Grade: 3

There are good features to teaching in all year groups. The behaviour of pupils is managed well so that learning is rarely disturbed. Teachers are particularly effective in ensuring boys maintain interest and they are enthusiastic, which encourages all pupils to enjoy lessons. In a Years 5 and 6 lesson, all pupils, and particularly the boys, were enthralled with the way in which the teacher led the class through the process of writing a 'fantasy story'. Throughout the school, teachers plan work for pupils of different abilities. However, their use of assessment information is not sharp enough to ensure the most able pupils are challenged sufficiently. Before they get onto work that is at their level, they often have to do work that is too easy. Whilst work is marked regularly and systematically, teachers are not consistently providing feedback to pupils on what they need to do next to improve.

Curriculum and other activities

Grade: 3

The curriculum helps pupils to build steadily on what they have already learnt. The school rightly places a good emphasis on developing basic skills, for example by introducing whole school spelling groups. Work on developing the pupils' phonic skills is having a good effect on improving the pupils' reading. The school recognises the need to provide pupils with more opportunities to practise literacy and numeracy skills in other subjects.

Pupils are provided with a wide range of experiences outside lessons. The pupils' creative skills are fostered well through art, music and drama. There is a satisfactory number and range of after-school clubs, which are popular and successful, and a good number of visits and visitors help to bring subjects alive. The development of the pupils' personal, social and health development is successfully promoted through an effective programme, including a visit from the 'Life Education' bus.

Care, guidance and support

Grade: 3

Pupils feel safe and secure and are able to develop good personal skills because they are looked after well. Pupils with behavioural difficulties are provided with good support, enabling them to take a full part in lessons. The 'breakfast club' is appreciated greatly by parents. The large number of pupils who attend also thoroughly enjoy it and it provides them with a healthy start to the day.

Academic support is satisfactory. There are thorough systems for assessing pupils' progress, especially in English and mathematics. The introduction of target setting means that pupils are beginning to develop a better understanding of how to improve their work. However, this is not yet consistently effective across the school. Teachers identify those pupils with learning

difficulties and/or disabilities quickly and pupils are given satisfactory support to enable them to meet their targets.

Leadership and management

Grade: 3

The headteacher is developing good systems for evaluating school effectiveness and they are sharply focused on whether all pupils are doing well enough. Subject leaders and middle managers are developing their skills and beginning to take greater responsibility for ensuring pupils make sufficient progress. They have correctly identified where improvements can be made but have not yet determined whether new initiatives are having sufficient impact on improving pupils' achievement. There are good links with parents who are very supportive of the school. Effective links with pre-school providers and secondary schools ensure pupils settle well when they transfer.

Governors provide a healthy challenge for the school and manage their resources well. Spending is carefully planned and is well focused on how provision can be improved further. New, temporary accommodation is almost complete and will help to alleviate the cramped conditions.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Dear Pupils

Inspection of Belvoirdale Community Primary School, Coalville LE67 3RD

Thank you for welcoming us to your school and for showing us your work. You were very polite and friendly. We really enjoyed talking to the school council who told us a lot about the school. At the moment, your school is providing you with a satisfactory education.

- These are the best things we found out about your school
- You make good progress in the Reception Year and quickly learn many new things. Satisfactory teaching means that you make steady progress in the rest of the school.
- You behave well, enjoy school and take responsibility well. We were very impressed with the work of the school council and how it is working on the travel plan and encouraging pupils to eat healthily.
- Adults look after you well and help you if you have problems.
- You are taught all the subjects you should be. The school is good at teaching you about the importance of staying safe and healthy and there are lots of interesting visits and visitors.
- Most of your parents and carers are pleased that you come to this school.

- What we have asked your school to do now
- Help those of you who find work easy to do better in your work.
- Make sure that when your work is marked it tells you how to get better and is linked to your personal targets.
- Check that the new things that members of staff have introduced are helping you all to learn more quickly.

We thoroughly enjoyed talking to you about your work and watching you learn. You can help your teachers by continuing to work hard. We wish you all the best for the future.

Yours sincerely

Mr Paul Edwards Lead inspector

6 February 2008

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