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Mr C Brislen  
Headteacher  
Belgrave C of E Primary School  
Sussex Place  
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Staffordshire  
ST3 4TP

Dear Mr Brislen

Ofsted subject survey: good practice in promoting equality

Thank you for your hospitality and co-operation, and that of your staff and pupils, during my visit on 21 January 2009 to look at work in promoting equality.

The visit provided valuable information that will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements made included discussions with key members of staff, students, various types of support work and the observation of two complete lessons.

The quality of provision to promote equalities is outstanding.

Features of good practice observed

- The school has extremely strong systems in place, which aid the early identification of pupils with learning difficulties and/or disabilities. Due to these systems, identification usually happens soon after pupils' entry in to the school. After entry to school, close monitoring of progress in pupils' academic, personal and social, development, is supported by close collaboration with parents/carers and a range of support services for children. This ensures that all pupils including those with learning difficulties and/or disabilities receive prompt and well targeted support during their time in the school.
- Pupils whom the school identifies as being at risk of underachievement, or who have a learning difficulty and/or disability, often make outstanding progress in their learning. This is because they are taught extremely well and the teaching is matched very well to their learning needs and abilities. Teaching and the

development of the curriculum also take into account the interests of the pupils to ensure that pupils are fully engaged in their learning.

- Strong leadership in the area of continuing professional development ensures that individual members of staff's skills are continually developed through a robust programme of training. The school's leadership deploys staff skilfully so that vulnerable pupils receive appropriate teaching and support which is well matched to need, for example from subject specialist teachers. This allows individual pupil needs to be targeted very effectively, using a high level of specialist knowledge and experience.
- The school values every pupil and what they bring to the school. This inclusive vision is supported by the school's ethos which celebrates all pupils' participation in the school. This is done in a way which raises the self-esteem and confidence of all pupils. Children say that they feel that they are well looked after and that staff know them well.
- The school has developed a wide range of partnerships which promote the school's vision of inclusion. This range of provision has had the impact of raising the achievements of vulnerable groups and allows pupils to receive appropriate intervention according to their individual needs. The leadership of the school has also made a successful effort to encourage parents and carers to be increasingly involved in their children's schooling. This has included providing classes to parents in 'English to speakers of other languages' (ESOL).
- Vulnerable students are effectively engaged in their learning by teachers making lessons accessible, taking in to account the pupils' learning needs and backgrounds. This results in at least good progress for the pupils in the school. A consequence is that many pupils have overcome very low standards on entry to the school and leave with standards which are broadly in line with the national average, indicating outstanding progress in many cases.
- The school's outstanding pastoral system means that pupils' self-esteem and self confidence increase dramatically during their time in the school. They are also able to engage very effectively and actively in their learning as they are aware of their targets and what they need to do to improve their work. There is a wide range of provision on offer for pupils who are at risk of underachieving. The ethos of the school is focussed on the individual pupils and ensuring that they progress as well as they can in line with their needs and abilities. The school employs a home-school liaison worker and learning mentor who ensure that families are able to provide active and valuable support to their pupils and also to help them resolve any issues that they may have. This makes a significant difference to the life chances of the pupils involved as well as supporting and involving their families.
- All pupils play an active part in the life of the school and are encouraged to engage fully with school activities. Staff have an acute awareness of pupils' needs. Pupils feel very comfortable and safe in the school and said that they always know who to ask for help, if they have any problems. The range of support available is appreciated by pupils and it enables vulnerable pupils to

concentrate on their work and to make at least good progress during their time in the school.

- The personal development of the pupils throughout the school is outstanding. This is due to the exemplary care, guidance and support for all pupils, especially those from vulnerable groups. The school consistently promotes tolerance and understanding of the diversity of cultures in the school and the wider community throughout its work. This is a main pillar of the school's ethos. Excellent relationships in all parts of the school, alongside clear and well understood behaviour systems, founded on peer mediation enables pupils to take responsibility for their own behaviour. Due to their outstanding personal development, pupils are in a position to progress well with their learning.
- An exemplary and highly successful innovation in the school is the use and adaptation of the Creative Learning Journey (CLJ), which is a curriculum innovation jointly devised by pupils. This approach encourages pupils to devise their own context for the curriculum that is taught through skills acquisition. This again shows how the school values the presence of a diversity of experiences and backgrounds in the school and is keen to build on that diversity to create an ethos of success for all.
- Leadership and management at all levels are outstanding. The ethos of the school has been built around respect and high expectations, for all. This ethos, and ongoing actions to support it, pervades all aspects of the school community and, as a result, progress is good and sometimes outstanding for the vulnerable pupils in the school.

#### Areas for development

- To continue to devise ways to support and actively engage the 'hard to reach' parents.

I hope these observations are useful as you continue to promote equalities in Belgrave C of E Primary School.

A copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Ofsted gathers information on the immediate and longer-term impact of survey inspections, both on the institutions themselves, and with a view to improving its own processes. To this end, I should be grateful if you would complete the attached questionnaire and return it within the next ten days. We have also just sent a copy of the questionnaire by email. Please return your completed questionnaire to either the email or postal address on the form, not to me. We may also contact some schools by telephone after several months in order for us to gain a picture of longer-term impact. Thank you in advance for your assistance.

Yours sincerely

David Muir  
Her Majesty's Inspector