

Belgrave St Peter's CofE Primary School

Thurcaston Road, Leicester LE4 5PG

Inspection dates	7–8 June 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The ambitious headteacher, ably supported by the committed deputy headteacher, has been successful in improving the quality of teaching and learning and outcomes for pupils since the previous inspection.
- Governors hold leaders to account effectively. Together, they have an accurate view of the strengths of the school and what needs to be done to improve it further.
- Pupils make good progress from their different starting points because the quality of teaching is good.
- Teaching is good because teachers plan lessons that are well matched to the needs of the pupils.
- Leaders check regularly how well pupils are doing. They ensure that pupils receive the additional support they need in order to make progress.
- The curriculum promotes pupils' spiritual, moral, social and cultural development well. Leaders plan learning that will capture the pupils' interests. Pupils speak knowledgeably about their school's values.
- Pupils behave well. They are polite and courteous to staff and visitors alike. They feel safe in school and they are keen to learn.
- Children in the early years get off to a good start in the Nursery because teaching is good and learning activities capture their interests and imagination.
- Relationships between staff, governors and pupils are a strength of the school.

It is not yet an outstanding school because

- The leadership of some subjects is not fully effective because these leaders are new to their role.
- Occasionally, teachers do not step in quickly enough to offer additional challenge to pupils when they have grasped a concept. This means that their rate of progress slows.
- When pupils are writing, teachers do not consistently make it clear to pupils how they can improve the quality of their work.
- Pupils do not have enough opportunities to apply their skills in mathematics to problem solving or reasoning.
- Attendance is below the national average.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by:
 - developing the role of all subject leaders so that they have a positive impact on the quality of teaching and learning and outcomes in their areas of responsibility
 - improving pupils' attendance so that it is at least in line with the national average.
- Increase the proportions of pupils making better than expected progress by ensuring that teachers:
 - regularly check pupils' understanding during lessons and modify their teaching so that all pupils make rapid and sustained progress
 - provide pupils with sufficient opportunities to practise the skills they have learned in mathematics through problem solving and reasoning
 - make clear to pupils which skills they are learning or improving when they write across a range of subjects.

Inspection judgements

Effectiveness of leadership and management is good

- Since the previous inspection, the ambitious headteacher, fully supported by the committed deputy headteacher, has established a culture of high expectations among the staff. Staff at all levels have benefited from training in order to improve their practice. They acknowledge how the improved communication from senior leaders has enabled them to meet the needs of the pupils much more closely. There is a genuine sense of teamwork at Belgrave St Peter's.
- Leaders, including governors, have an accurate view of the school's performance. Together, they carry out regular checks on the quality of the work of the school, and consider carefully what is working well and what can be improved further. They successfully implement plans to bring those improvements about.
- Leaders have focused closely on improving the quality of teaching and learning since the previous inspection. They have provided useful training for staff at all levels and make effective use of performance management to hold teachers to account for the impact of their work and the progress pupils make.
- Leaders have introduced a system to track meticulously the progress that pupils are making. Teachers understand the system because leaders have ensured that they have received the appropriate training and support. Leaders check the progress that pupils are making throughout the year and ensure that staff provide additional support or challenge for pupils who need it. As a result, pupils of all abilities are making good progress over time.
- Additional government funding for primary sport is well used. Teachers have benefited from training, by working alongside an experienced sports coach, in order to improve their own practice. Pupils have the opportunity to take part in a range of sports, such as cross-country, athletics, badminton and netball.
- The promotion of pupils' social, moral, spiritual and cultural development is strong. Pupils understand the school's values of love, trust, faith, honesty and perseverance. They demonstrate these values during their lessons and at play. Pupils have the opportunity to sing in a choir and also to learn to play musical instruments such as the steel pans, clarinet or recorders.
- British values are promoted well. Pupils know that following school rules helps them to understand the importance of respecting the law. They understand democracy as they vote for their school council representatives. Pupils respect people's rights to hold different views and beliefs from their own. As one pupil explained, 'We are all different. That's what makes us special.'
- The leader with responsibility for pupils who have special educational needs or disability tracks their progress and puts in place additional support or teaching for those pupils who will benefit. He has forged effective links with external agencies to make sure that pupils are supported well and staff have the training they need to be able to support pupils effectively. As a result, pupils who have special educational needs or disability make good progress.
- Leaders with responsibility for English and mathematics have a real passion for their subjects. They have improved the quality of teaching and learning in these subjects by implementing whole-school policies, providing staff with training and supporting teachers with their planning, for example.
- Leadership in some other subjects, however, is less well developed. This is because these leaders are new to post. The headteacher has plans for these leaders to improve their skills and begin to take a more active role in improving provision in their areas of responsibility.
- The curriculum is interesting to the pupils and meets the requirements of the national curriculum. However, lack of leadership in some subjects means that the quality of teaching and the progress pupils make is less strong, for example in geography and art. Senior leaders have recognised this and are keen to make the curriculum more bespoke for the pupils of Belgrave St Peter's.
- The vast majority of parents who spoke with inspectors acknowledge the positive changes in the school over the past two years. They appreciate how well the staff care for their children, and the support that families can receive when they need it.
- The local authority has provided effective support to leaders and governors since the previous inspection. For example, they have conducted monitoring visits with the leadership team to check the improvements in the quality of teaching and the progress pupils are making.

■ The governance of the school is good

- Since the previous inspection, governance has been through a time of change. As several governors who were members of the interim executive board have remained on the new board of governors, the transition between the arrangements has been seamless.
- Governors take a strategic overview of the work of the school and successfully delegate the day-to-day management of the school to the senior leaders. They do not take information from leaders on face value, however. Governors are regularly involved in monitoring the work of the school. They attend pupils' progress meetings and work alongside senior staff to check the quality of teaching and the progress that pupils are making. In this way, they have a clear view of the strengths of the school.
- Governors make sure that, across the board, they have the right mix of skills and expertise in order to both challenge and support school leaders in equal measure. For example, a recently appointed governor has experience in improving pupils' attendance.
- The arrangements for safeguarding are effective. Leaders make the appropriate checks when new staff join the school. Staff and governors have received the necessary training so they know how to raise any concerns they may have. The school's safeguarding team meets regularly to make sure that systems and procedures are followed for any pupils they have concerns about. Safeguarding is a standing agenda item at all meetings with staff and governors, ensuring that it is at the forefront of everyone's thinking. Pupils say that they feel safe in school, and that if they had any concerns they could talk to a trusted adult who would help them.

Quality of teaching, learning and assessment is good

- Teachers plan lessons that match the needs of the pupils well. This is because they correctly assess what pupils know and can do. Teachers use their good subject knowledge and effective questioning skills to introduce new ideas to pupils.
- Teachers have high expectations of their pupils. They have established clear routines which pupils follow. This means that pupils move from breaktime to lessons or from one activity to another without fuss or delay, and no time for learning is lost.
- Pupils actively engage with their lessons. They are keen learners who want to do well. When the teachers ask questions, most pupils are willing to have a go or offer an answer even if it is incorrect. Other pupils are supportive and teachers' explanations are clear so that misconceptions are addressed.
- Teachers make effective use of their subject knowledge to further pupils' understanding. For example, in a Year 6 mathematics lesson, the teacher skilfully made links between lines of symmetry and the properties of regular shapes. The questions and encouragement she offered the pupils enabled them to grasp this concept well.
- Teachers provide feedback to pupils about how to improve their work, which pupils usually respond to. This helps them to understand how to improve their work in the future. Pupils' books show that they make effective use of the targets teachers set for them in order to improve their work over time.
- Teaching assistants are effective at supporting pupils' learning. Both in class and as part of intervention groups, teaching assistants use questions well to draw out deeper thinking and more considered answers from pupils. Pupils who speak English as an additional language are effectively supported to improve their English skills.
- Pupils read widely and often. Pupils say they enjoy the wide range of books and opportunities to read either on their own or with an adult at school. Younger pupils use their phonics skills well to help them to read. Older pupils, including those who are new to English, read fluently and describe with enthusiasm their love of books and reading.
- In mathematics lessons, pupils understand what they are learning and how this is improving their mathematical skills and understanding. Books show that teachers plan sequences of lessons to develop pupils' skills logically over time. However, pupils' problem-solving and reasoning skills are better developed in some classes than others.
- Pupils' writing books show that they make good progress in developing grammar and spelling skills. In lessons, however, teachers do not consistently make the learning explicit to pupils so pupils do not know what they need to do to improve their writing further.

- Learning is less effective when, occasionally, teachers fail to spot quickly enough that pupils have grasped a concept and are ready to move on to learn something new or more difficult. When this happens, progress slows and pupils' concentration wanders.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils feel safe and they are taught how to keep themselves safe, such as when they are using modern technology. Pupils gain an understanding of how to cycle safely through the Bikeability scheme. Pupils say that bullying is rare, but that someone would help them if it did happen.
- Pupils enjoy taking responsibility as school counsellors or classroom monitors. Pupils learn about teamwork through enterprise projects when they raise money for a worthy cause of their choice. They enjoy the range of clubs that are on offer, such as choir, film club or football.
- Pupils are confident, keen learners who are proud of their school. They appreciate the improvements that have taken place in their school since the last inspection. They can identify that behaviour has improved in class because staff have higher expectations of them. This improved behaviour spills out into playtime and lunchtime when pupils appreciate the wider range of toys and equipment available to them.
- Leaders take every opportunity to capitalise on local and national events that will engage pupils in their learning. For example, leaders made very effective use of the recent success of Leicester City becoming champions of the football premiership. As they celebrated Leicester City's achievement, pupils learned about teamwork, aspiration, setting challenging goals and working hard to achieve them.
- The family support worker is a visible member of staff every day on the playground who offers support to pupils and their families. Pupils' attendance is currently below the national average. Leaders have identified the reasons for this and have begun the process of improving the situation. A newly appointed governor has experience in this area. Rewards are in place to encourage better levels of attendance.

Behaviour

- The behaviour of pupils is good.
- Leaders have established high expectations of behaviour and clear routines to be followed throughout the school. Staff implement these routines consistently and fairly so that pupils know what is expected of them. As a result, behaviour has improved markedly since the last inspection.
- Pupils who find it more challenging to modify their behaviour are well supported by staff so that they can still access their lessons alongside their peers.
- Pupils play together sensibly on the playground and the school field. They enjoy the toys that the school provides. They walk and talk or play running games. When breaktime ends, pupils line up and go back into their classrooms without delay.
- Occasionally, when pupils are not sufficiently challenged in lessons, they lose concentration and become inattentive.

Outcomes for pupils are good

- School information shows that most children enter Nursery and Reception with skills lower, and sometimes much lower, than those typically expected for their age. By the time pupils leave Belgrave St Peter's at the end of Year 6, published data shows that most pupils achieve the national expectation and many pupils achieve more than this in reading, writing and mathematics.
- School information shows that pupils are currently making strong progress in English and mathematics from their starting points. This is supported by evidence seen in pupils' books.
- The proportion of pupils achieving the expected standard in phonics has been in line with, or above, national averages for three years.
- Published data in 2015 shows that the proportion of pupils achieving the expected standard in reading, mathematics, spelling, punctuation and grammar was higher than the national average and just below the average for writing. In addition, more pupils achieved the higher levels in mathematics, spelling, punctuation and grammar than did nationally.

- In 2015, more pupils reached the very highest levels in mathematics than did nationally. This is because the most able pupils were effectively challenged and supported to be able to achieve this level. However, pupils' books show that this is not consistently the case for all groups of pupils.
- The proportion of pupils making expected progress in reading in 2015 was in line with that seen nationally. The proportion making expected progress in writing and mathematics exceeded the national average.
- While the proportion of pupils making more than expected progress in 2015 was in line with the national average for mathematics, fewer pupils made greater than expected progress in reading and writing.
- Leaders have introduced a system to track pupils' progress rigorously in English and mathematics. It shows that pupils, of all abilities, are currently making good, and sometimes rapid, progress this year.
- In 2015, the proportion of disadvantaged pupils making expected progress was close to, and sometimes better than, other pupils nationally. School information shows that disadvantaged pupils and those who have special educational needs or disability are currently making strong progress from their starting points. This is because leaders track their achievements closely and put in additional teaching for those pupils who will benefit from it. As a result, gaps in attainment are narrowing over time.

Early years provision

is good

- The leader for the early years has a secure knowledge of the strengths of this area of the school and what she would like to do to improve the provision further. She works with the staff to collect information about how well the children are learning. She uses this information to adapt the provision so that learning interests the children and they can make strong progress.
- Children in the early years get off to a good start because teaching is good. During the inspection, the Nursery teachers engaged children fully by linking children's learning to Her Majesty The Queen's forthcoming 90th birthday celebrations. The children made preparations for a birthday party by writing invitations and making sandwiches and decorations. Teachers skilfully ensured that no opportunities for learning were missed as teachers wove mathematical understanding of fractions into slicing cucumbers and sandwiches in half.
- Effective use is made of the outdoor space to promote children's learning. Children learn to play and cooperate well together. Staff at all levels encourage strong language development, talking to children and asking questions as they play in the 'garden centre' and show great interest in the growing tadpoles. The indoor environment is bright and lively with specific areas that are well resourced to develop different aspects of children's learning.
- Occasionally, teachers plan learning that does not capture the interests of the children, or is not pitched at just the right level for their needs. When this happens, children do not engage well and their progress slows.
- The leader is developing ever-stronger links with parents. She undertakes home visits before children start school to find out about the children. She has introduced 'stay and play' and 'stay and read' sessions for parents to become more involved in their child's school life. She has plans to develop these links even further next year.
- Despite their often low starting points, the proportion of children achieving a good level of development is improving over time. Children are being well prepared to start Year 1.

School details

Unique reference number	120186
Local authority	Leicester
Inspection number	10009122

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	Judith Briers
Headteacher	Vikki Tasker
Telephone number	0116 2665790
Website	www.belgraveprimary.co.uk
Email address	admin@belgrave.leicester.sch.uk
Date of previous inspection	6–7 February 2014

Information about this school

- This is a slightly smaller than average-sized primary school.
- The proportion of pupils from minority ethnic groups is well above average.
- The proportion of pupils who are entitled to the pupil premium is much higher than average. This is additional funding provided by the government to support those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is just above average. The proportion of pupils with a statement of special educational needs or an education, health and care plan is broadly average.
- The proportion of pupils who either arrive or leave the school other than at the usual points is much higher than average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed 16 lessons, or parts of lessons, most of which were jointly undertaken with the headteacher or deputy headteacher.
- Inspectors looked at a range of pupils' books and observed pupils around school and during breaktimes.
- Inspectors met with parents as they brought their children to school in the morning. There were too few responses to the Ofsted's online questionnaire, Parent View, for this to be considered.
- Inspectors held meetings with the headteacher and deputy headteacher, leaders responsible for the early years, English and mathematics, and a group of governors including the chair. Inspectors also spoke with a group of staff, two groups of pupils and a representative from the local authority.
- Inspectors scrutinised a range of documentation relating to pupils' progress, safeguarding, school self-evaluation and development planning. They also scrutinised logs relating to behaviour, and minutes of governors' meetings.
- The school meets requirements on the publication of specified information on its website.

Inspection team

Di Mullan, lead inspector

Annabel Bolt

Her Majesty's Inspector

Ofsted Inspector

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