

INSPECTION REPORT

Croft C of E Primary School

Croft, Leicester

LEA area: Leicestershire

Unique reference number: 120125

Headteacher: Mr Julian George

Reporting inspector: John Eadie
20191

Dates of inspection: 10th – 13th January 2000

Inspection number: 189192

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Brookes Avenue Croft Leics
Postcode:	LE9 3GJ
Telephone number:	01455 282 643
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Appropriate authority:	Governing body
Name of chair of governors:	Mr P Staples
Date of previous inspection:	10 th June 1996 – 13 th June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Eadie	Registered Inspector	Mathematics Information technology Music Physical education	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning
Val Cain	Lay Inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Denise Franklin	Team inspector	Science Art Design and technology Special educational needs Equal opportunities	Quality and range of opportunities for learning
Janette Taylor	Team inspector	English Geography History Religious education	Leadership and management

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Croft, a few miles south of the city of Leicester. The school was built not only as the village school, but also to serve as the village community centre. It benefits from the considerable community use of the premises. The village contains a mix of owner occupied and rented accommodation. Almost all of the pupils live in the village. There are 131 pupils on roll, almost two-thirds of whom are boys. A below-average proportion of the pupils takes free school meals, and although unemployment in the area is relatively low, many parents are in low-paid employment. Almost all of the pupils are admitted to the school from the playgroup that uses the community premises. There is a wide range of attainment on entry to the school, but it is generally average. There are 30 pupils on the school's register of special educational needs, which is about in line with the average for the country. Three pupils have statements of special educational need. Virtually all the pupils are of white ethnic origin and there are no homes where English is the second language.

HOW GOOD THE SCHOOL IS

Croft Church of England Primary School is a school with many good features that provides a sound education for its pupils. The teaching is good and the standards of the pupils' work have improved significantly in recent years. They are now generally at least in line with those found nationally. The ability of the management to analyse the effectiveness of the school and plan for future developments is also good. The school provides sound value for money.

What the school does well

- The teaching observed was good overall.
- The school has put in place good procedures for improving and monitoring behaviour as a result of criticism in the previous inspection report, and this has had a significant impact on standards of behaviour.
- Relationships at all levels within the school are good.
- The headteacher, staff and governors share a commitment to the improvement of the school.
- There are good systems for establishing areas for development, for setting and evaluating the success of the targets for improvement, and for determining further targets. This has been particularly noticeable in improving the quality of teaching.
- The provision for the pupils with special educational needs is good, and these pupils make good progress.
- The literacy and numeracy strategies have been effectively implemented and standards are being raised in these areas.
- The school has worked hard to establish good links with parents, and these links have a significant impact on the opportunities available for the pupils.
- Assessment is used well. The results of national tests are analysed and subsequent curriculum planning is adapted accordingly. The teachers are also good at framing their lesson plans to take account of the stages of learning of individual pupils.
- The pupils have good attitudes to their work and enjoy coming to school.
- The school has put in place good procedures for ensuring the safety and welfare of the pupils.

What could be improved

- Attainment in information technology is unsatisfactory throughout the school.
- The amount of time spent in lessons is significantly less than average for pupils in Key Stage 2.
- Although the weekly planning is generally sound and there is a clear, if rather sketchy, annual school curriculum plan, there is no consistent system of planning in the medium-term which clearly links these two planning formats, and ensures that all pupils can make progress through the programmes of study of the National Curriculum.
- The role of the subject co-ordinators is underdeveloped.
- The provision for the pupils' spiritual development is unsatisfactory.

The areas for improvement will form the basis of the governors' action plan.

The strengths of the school far outweigh those areas needing improvement, and many of these are already within the school's plans for development.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since it was last inspected in June 1996. All the key issues raised at that time have been successfully addressed, although some not yet completely. The major area of improvement is in relation to the first key issue, which concerned the pupils' personal and social education and the standards of behaviour in the school. The school has put considerable effort into improving matters in this area, and the progress made has enabled other changes to be put into effect. Policies are now consistently applied and expectations of the pupils' behaviour are generally high. Assessment of the pupils' attainment is thorough in English, mathematics and science and is used well to plan for future learning. Due attention is given to curriculum planning, but there are still areas for development to ensure that the pupils progress effectively through the National Curriculum.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	E	E	E
Mathematics	A	C	D	D
Science	C	C	B	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Although it appears that standards have fallen in English and mathematics at Key Stage 2 in the last couple of years, the relatively small numbers of pupils taking the tests has a significant impact on these statistics. There are now statistics which enable the performance of pupils to be measured against the standards they achieved in the Key Stage 1 tests in 1995. Using these statistics it is clear that the pupils taking the tests at age 11 in 1999 generally performed better than expected. The trend in results over the last four years has been in line with the national improvement at Key Stage 2. At Key Stage 1

the picture is much more positive, with considerable improvement being shown in the tests for reading, writing and mathematics over the last four years. The school has set challenging targets for improvement of standards in English and mathematics at Key Stage 2. During the inspection it was clear that standards are improving and are satisfactory in the core subjects of English, mathematics and science. However, standards in information technology are unsatisfactory at Key Stage 1 and poor at Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils enjoy school and have good attitudes to their work.
Behaviour, in and out of classrooms	Behaviour is generally satisfactory and often good.
Personal development and relationships	Relationships and the pupils' personal development are good.
Attendance	Attendance is good; the pupils are keen to come to school.

This aspect has improved significantly since the last inspection.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Not applicable	Satisfactory	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The teaching is good overall in English and mathematics. The teachers have good relationships with their pupils and are, therefore, successful at meeting the needs of each individual. They plan carefully and are good at adapting their planning in the light of how well the pupils have succeeded in previous lessons. The teachers have had appropriate training for the teaching of literacy and numeracy, and these areas are generally well taught. During the inspection, no unsatisfactory teaching was seen; over 60 per cent of lessons were either good or better and nearly 20 per cent were either very good or excellent.

Aspect	Comment
The quality and range of the curriculum	The curriculum is sufficiently broad and balanced, though the fact that teaching time in Key Stage 2 is below average, and the correct emphasis that the school puts on the teaching of English, means that there are occasional inconsistencies in this breadth.
Provision for pupils with special educational needs	Good provision is made for the pupils with special educational needs. Their needs are identified early and the planning for their progress is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory provision is made for the pupils' personal development. Good provision is made for their moral and social development and satisfactory provision for their cultural development. However, unsatisfactory provision is made for their spiritual development.
How well the school cares for its pupils	The school cares well for its pupils, ensuring their safety and well being.

The school works hard to create a partnership with parents and this partnership has a positive impact on the pupils' achievements. There is a good range of extracurricular activities, particularly for sport, and these activities are well supported. The present provision for information technology does not meet the statutory requirements, as the pupils are not experiencing all aspects of the curriculum. The school provides a caring environment and the relationships within the school ensure that each child is valued.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear direction and the school is satisfactorily managed. However, the role of subject co-ordinators is not yet sufficiently developed.
How well the appropriate authority fulfils its responsibilities	The governors are very supportive of the school, and the new chairman has already put in place procedures to ensure greater involvement.
The school's evaluation of its performance	The school is good at evaluating its performance and also good at planning to act on this evaluation.
The strategic use of resources	The resources available to the school are satisfactorily used, except that the computers are underused.

The school has a sufficient number of teaching staff and a generous number of support staff. The accommodation is good and used well, and the resources are at least adequate for all subjects. The whole staff work together well as a team and there is a shared commitment to raising standards. The planning for future developments is also good. The school ensures it gets value when it spends money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The quality of teaching.• Their children like school.• Their children make good progress.• The school expects their children to work hard and achieve their best.• Behaviour in the school is good.	<ul style="list-style-type: none">• The range of after-school activities.• The school working more closely with parents.• The relevance and quantity of homework.

The inspectors find that there is a good range of after school activities and that the school makes every effort to work closely with parents. The judgement is also that levels of homework are satisfactory and it is generally well planned and relevant. Apart from these points, the inspection team agrees with other parental views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The results in the 1999 National Curriculum tests for eleven-year-olds showed that performance, based on average points scored, was above the national average in science, below average in mathematics and well below average in English. In science the proportion of higher levels gained was above what would be expected, in mathematics the proportion of these levels gained was average and in English the proportion was below average. This indicates that the school has done well in getting proportionately more higher levels than would be expected, based on their other results. The results over the last three years appear to have fallen in English and mathematics, although they have risen in science. However, comparing the results of the pupils who took the tests at age 11 in 1999 with their results in the tests for seven-year-olds in 1995, it can be seen that in general they have performed rather better than expected.
2. The school's results in the 1999 national tests were above average in science, below average in mathematics and well below average in English when compared with those of similar schools. The school has set challenging targets to raise standards in the future.
3. In the National Curriculum tests in 1999, attainment of pupils by the age of seven was above the national average in mathematics, in line with the average in writing and below average in reading. The proportion of pupils gaining the higher levels in the tests was close to the average in reading and writing and above the proportion found in most schools in mathematics. As at Key Stage 2 there has been an increase in the proportion of higher levels gained in the tests this year. Standards in writing and mathematics have improved significantly over the last three years, but those in reading have not improved since 1996 compared to national averages.
4. Compared with the levels gained in similar schools in 1999, the average levels scored by pupils in the tests at age seven are well below average in reading, but in line with the average in writing and mathematics.
5. The teachers' assessments for the pupils aged seven in 1999 were very accurate in reading and writing, but they were rather pessimistic in terms of the higher levels in mathematics. The teachers' assessments for science at this age put the pupils' performance in line with the average in national terms.
6. The baseline assessment tests carried out by the school show that the pupils entering the school in the reception class have average ability overall.
7. By the age of seven, the standards of attainment seen during the inspection are in line with the national average in English, mathematics and science, but below average in information technology. They are at the level expected in the locally agreed syllabus in religious education. In all other subjects, they are in line with what is normally expected of pupils of this age. In the last inspection report, standards were described as being in line with those found nationally, and these standards have therefore been maintained. Overall, the pupils' attainment across the range of subjects at the end of Key Stage 1 is satisfactory.
8. Standards of attainment in speaking and listening are satisfactory for the pupils aged seven. They listen carefully and show understanding by being able to follow instructions. The pupils speak confidently and use a satisfactory range of vocabulary for their age. Standards of reading

are also in line with the average at this age. The pupils' skills of word recognition and word building are satisfactory and they are beginning to read with expression. Standards of writing are satisfactory at age seven. The pupils know how to present work neatly and their handwriting is usually accurately formed and consistent in size. Their spelling, punctuation and grammar are average for pupils of this age. They are able to write about events in their own lives and about the stories read to them in class. Overall, the pupils make good progress in English at Key Stage 1.

9. In mathematics at Key Stage 1, the pupils are reaching the expected standards in numeracy. Most can count groups of objects accurately and many can recall their addition and subtraction facts to 10 and beyond. Their ability to apply this knowledge to problems is satisfactory but they are not given sufficient opportunities to practice this skill. The pupils can measure using non-standard units and put objects in order of size. The inspection evidence indicates that most pupils are making satisfactory progress in mathematics at this key stage.
10. The pupils are reaching expected standards in science at Key Stage 1. Their attainment in experimental and investigative science, and in life processes and living things is satisfactory. For example, the pupils understand growth and the needs of plants and animals. They can recognise some properties of materials by the end of the key stage and their knowledge and understanding of this aspect is generally satisfactory. It is also satisfactory in physical processes. The pupils are making satisfactory progress in science at Key Stage 1.
11. Overall, the pupils' progress at Key Stage 1 is satisfactory, except in information technology where it is unsatisfactory.
12. Standards overall at the end of Key Stage 2 at the time of the inspection are satisfactory. They have improved since the national tests in the summer of last year, and by the age of eleven, standards of attainment are in line with expectations in English, mathematics and science. In religious education, standards are in line with the requirements of the locally agreed syllabus. Standards in information technology at this level are poor, as the pupils do not have sufficient opportunities to experience the full range of the National Curriculum. In all other subjects, the pupils' attainment is in line with expectations. The last inspection reported standards as being in line with national expectations. Standards have therefore generally been maintained.
13. In English at Key Stage 2, standards of speaking and listening, reading and writing are in line with the national expectations. By the age of 11, the pupils read with confidence. They are able to write coherent passages using appropriate punctuation and paragraphing. Their listening skills are often good and they respond satisfactorily when asked questions. The implementation of the Literacy Hour has had a positive impact and overall the pupils are making satisfactory progress in English at Key Stage 2.
14. In mathematics at Key Stage 2, the pupils' ability to calculate is satisfactory and they are usually quick and accurate. Their ability to use their knowledge in new situations is also satisfactory, as is their ability to identify the correct mathematics to use in a given situation. The teachers often ask the pupils to explain their working and to find a variety of methods to solve a problem, which increases the pupils' understanding of the processes involved. The pupils' knowledge of shape, space and measure and data handling are satisfactory, though not as good as their ability in other areas of the mathematics curriculum. The school has satisfactorily introduced the National Numeracy Strategy and pupils' progress in mathematics is satisfactory at Key Stage 2 overall.

15. At Key Stage 2, the pupils' attainment and progress in science are satisfactory overall. They have satisfactory knowledge and understanding of life processes and living things. They realise the importance of healthy living and keeping fit. The pupils' ability in experimental science is satisfactory. They can undertake a fair test and are able to predict likely outcomes, for example which materials will act as conductors of electricity. The pupils' knowledge of materials and physical processes is satisfactory. They have sufficient depth of knowledge of materials and have satisfactory understanding of the topics on physical processes.
16. The general progress of pupils at Key Stage 2 is satisfactory, except in information technology where it is unsatisfactory.
17. The pupils with special educational needs make good progress in relation to the targets set in their individual education plans. The special educational needs co-ordinator and teachers set realistic, measurable targets and evidence shows that the individual education plans are reviewed regularly and new targets set. This is having a positive impact on the achievement of the pupils with special educational needs.

Pupils' attitudes, values and personal development

18. The pupils enjoy coming to school, are happy and display positive attitudes to their work. They are interested, keen to participate and have good levels of concentration. The pupils particularly enjoy practical activities. This was evident, for example, in a science lesson in Class 2 when the pupils were learning about electricity and were experimenting with a simple circuit.
19. The pupils' behaviour, both in and around the school, has improved considerably since the last inspection. It is now satisfactory overall and often good. The pupils display consideration for each other, working and playing well together. Respect for all adults, each other and the fabric of the building is evident. No inappropriate behaviour was observed during the inspection and there have been no exclusions. Relationships are good; pupils listen to each other and willingly share equipment and materials. The pupils with special educational needs are well integrated.
20. There are several opportunities for the pupils to take responsibility, for example in the dining hall and the library. These pupils perform their tasks diligently and with pride.
21. Attendance levels are above the national average with no unauthorised absences; this has a positive effect on the pupils' learning and attainment. During the inspection, attendance was very high at 96.7 per cent.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

22. The quality of teaching is good overall. No unsatisfactory teaching was seen during this inspection. More than three lessons in five observed were either good or better, and nearly one lesson in five was either very good or excellent. The quality of teaching was rather better for the pupils in Key Stage 2 than for those in Key Stage 1. During the last inspection one in ten lessons was unsatisfactory. This situation has improved significantly and the school has addressed the unsatisfactory teaching found at the last inspection well.
23. Throughout the school, the teachers have good subject knowledge. They are therefore confident in their delivery of lessons and are able to impart this knowledge to their pupils well. They plan their lessons well and often take into account the stage of learning that the pupils have reached in their previous work. The planning is particularly effective when learning objectives are made clear to the pupils at the start of the lesson. This involves the pupils in their learning and

enables them to progress more effectively. A particularly good example of this process was seen in a science lesson in Class 4. The lessons are also well structured with teachers using a good balance of instruction and activities for the pupils to do. In most lessons, the teachers set high standards of discipline and manage the pupils well. The orderly environment thus created enables the pupils to make good progress. This occasionally does not happen, for example in a physical education lesson in a Key Stage 1 class, and in these lessons the progress of pupils is slowed and time is wasted by the pupils. Apart from this, time is generally used satisfactorily, with lessons moving at sufficient pace.

24. The teaching of literacy and numeracy is good. The teachers have had training in the presentation of both the Literacy Hour and the Numeracy Strategy that is improving the pupils' rate of progress.
25. The teachers plan carefully for the needs of the pupils with special educational needs. They set appropriate targets for literacy and mathematics, and much of the work for these pupils is well targeted by support assistants who work purposefully with small groups of pupils within the classroom. Moreover, the pupils who are occasionally withdrawn from the classroom to work with support teachers are engaged in activities that are well targeted to meet their individual needs. However, it is not always clear from individual class teachers' plans whether or not different specific tasks are prepared for pupils with special needs as part of the general classroom activities.
26. The marking of work is generally satisfactory, and sometimes contains comments that will help the pupils to improve or set targets for themselves. Homework makes a satisfactory contribution to the pupils' learning, and there is increased provision in later years to prepare them effectively for their secondary education. The pupils take home reading and some weekly spelling and mathematics, and as they reach the upper years other work is also set.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

27. The curriculum meets the statutory requirements, including provision for religious education and takes account of the national strategies for numeracy and literacy. The school has identified English as an area for development. As a consequence, extra time is being given to the subject in order to raise standards by the end of Key Stage 2. This time is being used effectively and helping to raise standards in English. However, it has reduced the time allocated to other subjects and resulted in an imbalance in the curriculum. Moreover, at Key Stage 2 the amount of time spent on lessons is significantly less than the national average. This is a matter that needs urgent attention. The school offers good opportunities for all its pupils to have access to the whole curriculum and extracurricular activities.
28. The school's short-term planning is generally sound, but the long-term planning is not sufficiently detailed and the medium-term planning lacks a common format. It does not therefore ensure that all pupils can make consistent progress through the programmes of study of the National Curriculum.
29. The provision for pupils with special educational needs is good. Most receive good support within the classroom by well-trained support assistants and the school ensures that all of these pupils have equal access to the curriculum. Their learning needs are carefully set out in their individual education plans. The agreed policy is comprehensive and the special needs register is regularly updated. All the necessary records are kept up to date.

30. The school offers a good range of extracurricular activities, including some provided by the local community on the school premises. The activities provided by the school take place at different times of the day, allowing all the pupils in Key Stage 2 to have some access to activities. The activities, including a recorder group, football, netball, hockey and cycling proficiency, are all well attended and help to increase the pupils' interest in learning. Visitors to the school include a 'Life Education Team' that deals with personal and health issues. This visit gives the pupils a good opportunity to acquire knowledge and to develop life skills. Out of school visits, including a trip to Coventry to further a study on World War 2 and the tour of Croft village with a local historian, enhance the pupils' learning opportunities.
31. The school has improved its provision for the pupils' personal and social education. Since the last inspection report a good policy has been produced and fully implemented. There is a sound programme of study for health education, which is integrated into the science curriculum. Appropriate attention is given to drugs misuse at the end of Key Stage 2. The policy of the governing body is that no sex education is taught in the school.
32. Croft Primary School is a community school; this enables good links with the local community. Several groups use the community hall during the school day, including the local playgroup, which feeds into the school. This ensures very good links between playgroup and school. Links with the wider community and the worldwide community are not yet fully developed. The school does not yet have access to the Internet or e-mail, although this is planned.
33. The school has good links with other local primary schools, they work together on curriculum issues and the pupils participate in friendly sports matches and an annual arts festival. Links with the high school are good and in Year 6 the pupils pay visits to the school before transfer.
34. The provision for the pupils' spiritual development is unsatisfactory. They are provided with only limited opportunities to reflect on their personal experiences to help them to develop a spiritual awareness. The teachers provide insufficient time for the pupils to consider the deeper questions of meaning in religious education or for them to investigate and develop their own concepts and beliefs.
35. The school is effective in the way in which it promotes moral values. This is carried out through the implementation of the personal and social education policy. The teachers promote the ethics of the school well in their day-to-day lessons and through their high expectations of how the pupils should behave. The pupils show respect for others and they know and understand the meaning of right and wrong.
36. The pupils are positively encouraged to be sociable and to relate well to the teachers, other adults and fellow pupils. There has been a significant improvement in the way that the pupils interact with each other since the last inspection report. The pupils are courteous to adults and show initiative. For example, in a lesson when an inspector was standing taking notes, a Year 3 pupil took the initiative to offer a chair. Older pupils relate well to younger children. For instance, in Year 6 the pupils have reading partners in the reception and Year 1 classes; this arrangement stimulates the younger children's interest in reading and their enjoyment of books. The majority of the pupils co-operate well with each other, and the teachers are successfully encouraging the pupils to work collaboratively. This is a major improvement since the last inspection report.
37. The school provides satisfactory opportunities for the pupils' cultural development through art, music, religious education and geography. The pupils are given opportunities to study some of the world religions and older pupils study Kenya. In both cases this is successful in developing

the pupils' knowledge and understanding of other cultures, and is a notable improvement since the last inspection. However, the school misses some opportunities to take advantage of the cultural and religious groups and resources available to them in the nearby multi-cultural community of Leicester.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The pupils are well cared for during their time in school. All staff are caring, committed and know their pupils' needs. The site is clean and well maintained, and no health and safety hazards were observed during the inspection. The children's medical needs are well met and parents contacted if there are problems or concerns.
39. The identification of pupils with special educational needs is satisfactory. The process includes assessments by the teachers, the results of standardised and optional tests, and any expression of parental concern. Progress is carefully tracked through the targets on the individual education plans and there is evidence that some pupils make sufficient progress to move off the register. A useful record is kept of test results in reading, mathematics and spelling, which gives a good overview of individual pupil's attainment and progress in these areas. This provides good information from which the teachers can set targets and base their planning to meet the individual needs of each pupil.
40. There are effective procedures for handling child protection issues and the staff are vigilant. Good levels of attendance are rigorously promoted and are a strong feature of the school. Good procedures have been put in place for improving and monitoring behaviour as a result of findings in the previous report. There has been a considerable improvement in the standard of behaviour and expectations are high; attitudes to work and relationships have consequently improved.
41. The teachers make careful observations of what their pupils know, understand and can do. National and other tests are carried out regularly. The school's analysis of test results in English and mathematics is good, and information gained is used well to plan for the next stages in the pupils' learning. The pupils with special educational needs receive good care and appropriate support.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The school makes every effort to involve parents who confirm that they regularly receive letters with diaries of events and curriculum information, and are invited to parents' and open evenings. They are generally supportive of the school, feel that they can approach staff and that the school works closely with them. Additionally, the governors seek parental views on an annual basis. The parents are most pleased about the quality of teaching, that their children like school and make good progress, the expectation that children work hard and achieve their best and that behaviour is good. Some parents were concerned about the range of out-of-school activities; the judgement of the inspection is that the school provides a good range of out of school activities. Parents had mixed views regarding homework; the judgement is that the school is flexible about homework and that levels are satisfactory. Homework is generally well planned, relevant and makes a sound contribution to learning. Many parents help their children at home by hearing them read on a regular basis.
43. The parents of the pupils on the register of special educational needs are appropriately involved in their annual reviews. They are appropriately informed when their child is experiencing difficulties either by letter or at the termly parents interviews, though this is a fairly recent

development. However, the parents are not yet fully involved in setting targets in order to support their child in their learning.

44. Several parents are involved in supporting pupils in class, helping in group work and other activities. This is clearly having a positive impact on the pupils' progress and involvement. The annual written reports to parents are satisfactory overall. However, there is inconsistency in target setting, and the information on foundation subjects frequently relates only to curriculum coverage and not to progress. Furthermore, the present format of annual reports does not give the opportunity for parental comments.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. Overall, the leadership and management of the school are satisfactory. The school has clear aims, appropriately set by the headteacher and governors, and shared by all members of the school community. The leadership focuses clearly on raising standards in the school. All key issues that were raised in the previous inspection have been successfully addressed, although some are not yet fully completed. The successful measures taken to improve behaviour in the school have also had a positive impact on the attainment, progress and attitudes of the pupils. The headteacher is well supported by the governing body and staff.
46. The governing body is supportive and committed to the school. The governors are beginning to appropriately take a more active role in managing the school and the chair of the governing body has a clear view of how to further develop their roles. He has a sound understanding of the strengths and weaknesses of the school. The governors receive appropriate information from the sub-committees, which meet regularly and have recognised their monitoring role by establishing curriculum links and responsibilities in order to develop this further. There is a satisfactory termly schedule for individual governors to visit the school, with a subsequent written report circulated to all governors. For example, the governor responsible for special needs has attended some individual education plan review meetings and the governor responsible for numeracy has attended some training sessions. They are appropriately involved in target setting. The headteacher and staff appropriately discuss priorities for the school development plan, which in turn is shared with the governing body. Although the governors are able to discuss the development plan, they are not yet fully involved in the early stages of its development.
47. The procedures for monitoring, evaluating and developing teaching are good. The headteacher makes regular classroom observations, noting strengths and weaknesses, which he then discusses with individual teachers. He also monitors the teachers' short-term planning effectively, and looks at samples of pupils' work to ensure continuity and progression of skills. As a result, the headteacher has a good overview of the teaching practices in the school. The staff appraisal procedures are also good. Each teacher has an annual interview with the headteacher and job descriptions are appropriately reviewed. The targets set for each class in English and mathematics are effectively reviewed, strengths and areas for development are identified and new targets are set. The provision for in-service training is good and linked well to both the priorities identified in the school development plan and individual teachers' needs. This is having a positive impact on the attainment and progress of the pupils, particularly in English and mathematics. Support for staff new to the school was identified as an issue by some parents but the inspectors found that support is good. Their teaching is carefully monitored and each new teacher has a mentor. Additional in-service training is organised if necessary.
48. The management of pupils with special educational needs is good. The special needs co-ordinator, although only part time and with a class responsibility, meets termly with each class

teacher to review the individual education plans and to set targets. She is appropriately qualified and has completed further training for her role in supporting the pupils with special needs. She also gives good support to the teachers at other times. All the necessary records are well organised and kept up to date. The co-ordinator has a clear view of her role. She is actively promoting a good working relationship with the special needs governor, who is giving good support to the school.

49. There is a good school development plan, which appropriately sets out priorities for the next three years and has a detailed action plan for the next year. The priorities to be addressed have clear manageable time-scales, costs and criteria for success. An appropriate emphasis has been on literacy and numeracy in order to raise standards in these areas. There are satisfactory schemes and policies, which are gradually being revised, updated and developed. There is a satisfactory curriculum plan to help ensure balance and progression. The headteacher, who has a good overview of the next stage in the plan, effectively monitors the school development plan.
50. The financial planning is good. It is led by the school and effectively monitored by the finance committee of the governing body. The governors and the headteacher plan the use of resources, and are well supported by the bursar. The teachers are also fully involved in the process, and the priorities are linked closely to the school development plan. The budget expenditure is regularly and effectively monitored by the bursar, who provides detailed monthly statements for the headteacher and governors. All are fully aware of future budgetary constraints and are planning accordingly. Specific grants are used effectively for booster classes and additional literacy support. The school's administrative systems are good and efficient procedures support the day-to-day running of the school. The secretary provides valuable support.
51. The school has sufficient staff to match the pupil numbers. The overall balance of staff is appropriate to meet the demands of the curriculum. There is a good blend of experience among staff, and the teachers have sound subject knowledge. There is a good number of support staff and they make a valuable contribution to the quality of education provided for the pupils. The provision of extra support has a positive impact on standards. The accommodation is good and the school makes satisfactory use of the additional teaching areas, playground, field and pond areas. These are well maintained by the school caretaker. Efficient use is made by the community of the community hall attached to the school and of the school itself. The resources are satisfactory in all subjects and good in English and physical education. The use of resources is satisfactory in all areas except information technology, where computers are underused.
52. The governing body is appropriately aware of best value principles. Good use is made of the analysis of assessment results to target its spending in order to bring about improvement in standards. For example, the governors appropriately decided to employ a high number of support staff in order to support the teachers in the implementation of the behaviour policy and to improve the provision for the pupils with special educational needs. The teachers are given appropriate opportunities to be involved in spending on resources to support their subject. The governors have recently asked parents for their views and are keen to follow up any issues raised.
53. The subject co-ordinators have recently received further training in their roles. They are still in the early stages of their management responsibilities, but they understand their roles and have clear ideas of how their curriculum areas will develop. They support their colleagues effectively with encouragement, ideas and resources. There has been some monitoring of teaching and learning in the core subjects, but this is still in its early stages of development. However, the medium-term planning is now effectively monitored by co-ordinators. The school does not have

a senior management team that meets regularly to set priorities, but the headteacher works closely with the senior teacher and all teachers to determine priorities and to set targets.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to continue to raise standards, the governors, headteacher and staff should;
- ◆ raise attainment in information technology by:
 - (a) ensuring that all aspects of the National Curriculum programmes of study are adequately planned and taught (paragraphs 12, 97)
 - (b) ensuring that all teachers receive appropriate training to raise their levels of expertise in teaching the subject; (paragraph 101)
 - (c) ensuring that the pupils are given sufficient opportunities to use computers and other technology; (paragraphs 51, 66, 69, 97, 98)
 - ◆ increase the teaching time available in Key Stage 2; (paragraph 27)
 - ◆ put in place a consistent scheme of planning to ensure that pupils can progress smoothly through the programmes of study of the National Curriculum; (paragraphs 28, 82, 96)
 - ◆ develop further the role of subject co-ordinators to give them more responsibility for standards and monitoring in their subjects; (paragraphs 52, 83, 89, 96)
 - ◆ improve the provision for the pupils' spiritual development. (paragraph 34)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3.0	15.2	42.4	39.4			

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	131
Number of full-time pupils eligible for free school meals	13

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	31

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	12	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	11	12
	Girls	8	11	12
	Total	17	22	24
Percentage of pupils at NC level 2 or above	School	68 (63)	88 (69)	96 (81)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	11
	Girls	11	12	12
	Total	22	24	23
Percentage of pupils at NC level 2 or above	School	88 (69)	96 (75)	92 (69)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	12	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	10
	Girls	5	6	9
	Total	11	13	19
Percentage of pupils at NC level 4 or above	School	46 (46)	54 (62)	79 (79)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	10	8
	Girls	9	6	4
	Total	15	16	12

Percentage of pupils at NC level 4 or above	School	63 (50)	67 (66)	50 (75)
	National	68 (65)	69 (65)	75 (72)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	128
Any other minority ethnic group	3

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.2
Number of pupils per qualified teacher	21.1
Average class size	26.2

Education support staff: YR– Y6

Total number of education support staff	5
Total aggregate hours worked per week	106

FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	262 708
Total expenditure	264 512
Expenditure per pupil	1 889
Balance brought forward from previous year	50 704
Balance carried forward to next year	48 900

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	126
Number of questionnaires returned	27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	41	56	4	0	0
My child is making good progress in school.	44	48	4	4	0
Behaviour in the school is good.	20	60	12	0	8
My child gets the right amount of work to do at home.	22	48	22	4	4
The teaching is good.	37	63	0	0	0
I am kept well informed about how my child is getting on.	38	50	4	8	0
I would feel comfortable about approaching the school with questions or a problem.	63	22	8	8	0
The school expects my child to work hard and achieve his or her best.	59	33	0	8	0
The school works closely with parents.	56	15	15	15	0
The school is well led and managed.	42	38	4	15	0
The school is helping my child become mature and responsible.	33	52	8	8	0
The school provides an interesting range of activities outside lessons.	30	33	22	15	0

Percentages may not add up to 100 because of rounding.

Other issues raised by parents

No other significant issues were raised by parents.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

55. The school admits pupils into school in the term in which they reach the age of five years and they are taught the National Curriculum. They were inspected in this context, and therefore there is no reference to the quality of provision for the under-fives.

ENGLISH

56. Evidence from National Curriculum test results at the end of Key Stage 2 in 1999 shows that standards in English are well below the national average. However, comparison with the test results for the same group of pupils at the end of Key Stage 1 shows an improvement in their attainment over Key Stage 2. The trends in attainment at Key Stage 2 are in line with the national trends. Since the last inspection report, the school has targeted aspects of the English curriculum for development, specifically spelling and handwriting, in order to raise standards. All pupils, including those with special educational needs, are making good progress in both aspects. In order to do this, the school has allocated extra time to the teaching of English. It is the judgement of the inspectors that the time is used effectively and is having a positive effect on raising standards in this subject throughout the school.
57. In Key Stage 2, standards in writing are satisfactory. The school is developing a new approach, involving modelling writing techniques, that is being implemented effectively. In early Key Stage 2, the pupils are able to write a list of clear instructions. For example, they were asked to write a set of instructions to make a glass of orange squash. They were then asked to read and test their instructions at the end of the lesson when they discovered that they had forgotten to include the instruction to take the top off the bottle. This successfully demonstrated the teaching objective that instructions need to be clear.
58. All pupils including those with special educational needs are making good progress in spelling; the phonic approach is being used effectively. At the end of Key Stage 2, the pupils are able to recognise digraphs and trigraphs in words and to learn similar spelling patterns.
59. Standards in reading are satisfactory in Key Stage 2. The pupils take an active interest in books, can discuss their content, and display confidence when reading aloud.
60. The national test results at Key Stage 1 in 1999 show that reading standards are in line with the national average, but are below this level in writing. The trend over three years is that standards have been maintained in reading, but there has been improvement in writing. During the inspection, the standard of work seen in the classroom was satisfactory, and the pupils with special educational needs were making good progress. The pupils answer questions confidently and are able to answer in some detail by the end of Key Stage 1.
61. The pupils in reception and Year 1 take a lively interest in books, encouraged by their reading partner from Year 6. This is beneficial to their attainment in reading. Year 1 pupils can recognise words and are beginning to read with understanding. The higher-attaining pupils are able to retell and to make hypotheses about the story; this is in line with what is expected of these pupils. By the end of Key Stage 1 the pupils are able to use their knowledge of phonics effectively to build words that are unfamiliar to them.

62. The pupils are making good progress in writing. They can use their knowledge of phonics to spell and write words. The teachers provide good models of handwriting, and the pupils are developing clear styles of handwriting.
63. Across the school the pupils' response to their English lessons is good, allowing them to make good progress in the subject. In Key Stage 1, a small minority of the pupils demonstrates poor or noisy behaviour which has a negative effect on the progress made by other pupils. Since the last inspection report the progress in English throughout the school is satisfactory.
64. Across both key stages, the teaching is satisfactory or better, with some examples of good, very good and excellent teaching. Where the teaching is good or better, the planning has clear objectives, which are understood by the pupils, and the activities are differentiated well for different groups. Good standards of discipline ensure that all pupils are able to stay on the task given and to make good progress within the lesson. The resources are used effectively to ensure full participation of all pupils.
65. The English curriculum is closely linked to the National Literacy Strategy and the programmes of study for the National Curriculum. The school has set challenging targets with the aim of raising standards in spelling and writing. Ongoing assessment is good in class and group lessons, and appropriate formal assessments take place. The results of all assessments are used effectively in the planning of subsequent work.
66. There are missed opportunities to use information technology within the English curriculum; for example, there is little evidence of word processing being used effectively to support work in English.
67. The management of the subject is good and the English co-ordinator has taken the opportunity to attend courses linked to the National Literacy Strategy and the improvement of writing. Support has also been sought from local authority advisers. Both the co-ordinator and the local authority literacy consultant have monitored the teaching and learning in English. There have been productive meetings with the staff of other primary schools to carry out monitoring of assessments and to evaluate the development of the National Literacy Strategy within schools.

MATHEMATICS

68. The results in the National Curriculum tests in 1999, based on average points scored, were below the national average. However, the proportion of pupils who achieved the higher level was close to the national average. Standards have declined in comparison with the national averages over the last three years. There are now statistics that enable predictions to be made of likely performance in the Key Stage 2 tests on the basis of the pupils' performance in the Key Stage 1 tests in 1995. Using these statistics the group of pupils who took the Key Stage 2 tests in 1999 performed rather better than expected. There was no appreciable difference between the performance of boys and girls in these tests in 1999. However, in comparison with similar schools, the performance of pupils in 1999 was below average.
69. The judgement from the inspection is that the pupils are making satisfactory progress overall through Key Stage 2 and that by the end of the key stage are achieving satisfactory standards. At the last inspection the standards were described as being in line with national expectations and have since been maintained. By the end of the key stage the pupils have a ready facility with number and standards of numeracy are satisfactory. They are able to calculate quickly and accurately in their heads and in their books. For example, most of the pupils in Year 6 were able to give the decimal that would add to another decimal to make 10. The pupils accurately

perform written calculations with percentages, fractions and money, and they can do 'long multiplication' by the end of the key stage. Their knowledge of shapes, space and measure is only just satisfactory. For example, not many are able to describe the properties of a range of quadrilaterals and find their lines of symmetry. The pupils have satisfactory understanding of data handling, and are able to produce a variety of graphs to display information and to read inferences from these graphs. However, this understanding is not reinforced by the use of information technology, except in a limited way in the early years of the key stage.

70. Attainment in the national tests for seven-year-olds in 1999 was above the national average. There has been a steady climb in standards in these tests since 1996. The proportion of pupils achieving the higher level in the tests in 1999 was also above the national average. There has been no significant difference between the performance of boys and girls in recent years.
71. Evidence from the inspection is that the pupils are making satisfactory progress and that standards are satisfactory by the end of Key Stage 1. The pupils can follow number patterns and almost all are able to double single-digit numbers; several pupils are also able to double two-digit numbers. They are able to add and subtract accurately to 20 and can find the missing number in a sum. They have some knowledge of two and three-dimensional shapes and are able to describe some of their properties. However, the teachers do not always take opportunities to ask the pupils to explain their working and ask if there are other methods of tackling a problem, so the pupils are not developing as well as they might the ability to apply what they have learnt to new situations.
72. The pupils with special educational needs generally make good progress in mathematics in relation to their prior attainment. They are well supported in class by other adults who are given clear guidance about their needs. The teachers often plan specific work for these pupils, so helping this good progress.
73. The pupils enjoy their lessons and show good levels of concentration. A good feature of their response is the way that they settle very quickly to group work even if they are not being directly supervised. They also co-operate effectively in their work when appropriate. The pupils treat resources with respect and relationships are very good in the classrooms. The good quality of the pupils' attitudes to their work has been maintained since the last inspection and has a positive effect on the progress that they make.
74. The quality of teaching in mathematics observed during the inspection was good overall and very good in Key Stage 2. The teachers are planning in line with the National Numeracy Strategy and their short-term plans are generally thorough. The teachers generally manage their classes well and create an orderly environment in which the pupils find it easy to learn. The teachers have good subject knowledge, which enables them to be confident in their delivery of the lessons. The teachers often bring the whole class together to make a teaching point that has come up, and this helps the pupils to understand what they are doing. Only occasionally is the objective shared with the class at the beginning of the lesson. When this happens the pupils are more involved in the task and their progress is consequently faster. The teachers often make good use of questioning to set challenges for the potentially higher-attaining pupils. In some lessons the pace is not as brisk as it might be as the teacher allows the pupils to spend too long on one task.
75. The curriculum for the subject meets the statutory requirements, and the teachers use the Numeracy Strategy sensibly, adapting it to the needs of their pupils. Standardised tests have been used to assess the pupils' attainments and the results are now also being used to track their progress. A great deal of useful analysis has been done on the basis of these formal tests. In a

number of instances, there is also good use of the results of short-term assessments in the teachers' planning for future lessons.

SCIENCE

76. The pupils' attainment in the 1999 National Curriculum tests at the end of Key Stage 2 was above the national average and above average when compared with similar schools. The percentage of pupils achieving level 4 or above was close to the national average, but when compared to schools with pupils from similar backgrounds the results were below average. The percentage of pupils reaching level 5 or above was above the national average and above average for similar schools. The trend in results over the last four years is in line with the national improvement at Key Stage 2. In Key Stage 1, the teachers' assessments indicate standards overall are in line with the national averages although there are variations between the components. For example, standards are well below average in physical processes, but above average in experimental and investigative science. The inspection evidence confirms that attainment in science is in line with national averages at the end of both key stages and standards have been maintained since the previous inspection.
77. Older pupils in Key Stage 2 are made familiar with careful scientific method. As a result, they demonstrate a good awareness of how to conduct scientific investigation and by the end of their time at school can confidently devise a fair test. They are able to predict outcomes, observe carefully and record their findings appropriately in a variety of ways. For example, the pupils in Class 5 investigate forces through a range of experiments and in Class 4 the pupils find out which materials are conductors and insulators. The pupils' previous work also showed evidence of investigative work. In Class 3, the pupils explore the properties of materials to find which are waterproof, and in Class 4 they investigate how shadows move.
78. In Key Stage 1 the pupils in Class 1 investigate satisfactorily how tools and machines are operated by pulling and pushing. For instance, they look closely at how the wheels turn on a bike. In Class 2, most of the pupils can make a simple circuit and all know of electrical appliances and their use in the home. They also know the importance of healthy eating and exercise and can use a range of criteria well to sort pictures of animals and plants into sets. They can identify living and non-living things.
79. Satisfactory progress is made in both Key Stages in developing investigative and experimental skills. The pupils are making sound progress in recording in a range of formats, including drawings, tables and graphs, and in using their results to draw conclusions. The progress of pupils with special educational needs is good due mainly to the good level of support provided. It enables them to take part in the science curriculum and develop their understanding through discussions in lessons.
80. The pupils' attitude to science is generally good. They listen attentively, follow instructions and settle promptly to tasks. They work effectively in pairs, for example in Class 4 when investigating materials for conducting and insulating electrical currents, and in small groups in Class 5 when investigating forces. Relationships are good and the pupils are confident to ask for clarification and support. Their behaviour is good and has improved since the previous inspection. This is having a positive impact on their attainment and progress in science.
81. The quality of teaching is good overall; it has been appropriately maintained and in some instances improved since the previous inspection. The teachers use introductions well to assess the pupils' previous knowledge and have a clear understanding of the science curriculum. Their lesson planning is sound and objectives clear. There is a good balance of whole-class teaching

and support for groups of pupils. The teachers use questioning effectively to promote discussions and to extend the pupils' thinking. Their classroom management and relationships are good overall. They give clear instructions for tasks and make good use of whole-class sessions to reinforce teaching points and to assess understanding. The resources for lessons are appropriately organised and support staff are well deployed. This is having a positive impact on the progress of pupils with special educational needs.

82. The school has appropriately adopted the national guidance for teaching science, but medium-term planning lacks reference to expected levels of attainment to ensure all age and ability groups are suitably planned for. The school is appropriately working towards a two-year cycle to ensure that all areas of science are covered and that there is progression of knowledge and skills. Assessment in science is satisfactory. The school has appropriately adopted the optional tests. A range of end of topic tests are satisfactorily used to track individual pupils' progress and records are appropriately updated each term. Standardised test results are satisfactorily analysed to encourage the raising of standards and to set overall targets. However, they are not yet fully used to track the progress of individual pupils or to set individual targets. Analysis generally has improved since the previous inspection. Teachers look at samples of pupils' work regularly to agree on standards of work that the pupils are expected to achieve.
83. The science co-ordinator has clear view of her role and has monitored some of the teaching of science. The outcomes are appropriately shared with teachers to support the school's efforts to raise standards. However, the role of the subject co-ordinator in the school is underdeveloped, particularly in regard to the effective monitoring of the planning and its outcomes. The resources are adequate and well organised. The quantity has satisfactorily improved since the previous inspection.

ART AND DESIGN AND TECHNOLOGY

84. The pupils are making sound progress in art and design and technology, and standards are as expected when they leave the school. Standards in both subjects have been maintained since the previous inspection. Only one lesson in art was observed during the inspection and no lessons in design and technology. Consequently, it is not possible to make a judgement on the standards of teaching in either subject. Evidence of progress and standards were obtained from scrutiny of pupils' work and informal discussions. The pupils make satisfactory progress in expressing their ideas and feelings using a range of media.
85. In Key Stage 1, the pupils use a range of media appropriately for a whole class display of nocturnal animals, and satisfactorily paint pictures of night-time and winter. Older pupils in Key Stage 1 can make good observational drawings of each other using charcoal and chalk. They use a range of tissue, cellophane and shiny paper to make large mini-beasts. They make attractive designs based on Rangoli patterns, linked to religious education.
86. In Key Stage 2, pupils in Class 3 study the works of Van Gogh and make good observational paintings of 'poinsettias' in the style of Van Gogh's 'Sunflowers'. They use chalk and pastels satisfactorily to mix sunset colours. In Class 4, the pupils can paint attractive masks and tomb drawings appropriately in the style of the Egyptians. They also use charcoal to draw pictures of people in the style of L S Lowry. In Class 5, the pupils make sound observational drawings of some of the statues and the cross in Coventry Cathedral and use an appropriate range of cellophane and tissue paper to simulate the stained-glass window. They can paint satisfactorily in the style of Clarice Cliff. Older pupils can make clay pots, and experiment in using a range of techniques such as coil pots and thumb pots. They make appropriate designs in styles used by African artists.

87. In design and technology the younger pupils in Key Stage 1 satisfactorily make musical instruments which they played in assembly last term. In Class 3, the pupils use an appropriate range of materials to design and build houses linked to their topic on the local area. In Class 4, the pupils can design and make Egyptian houses that they satisfactorily evaluate, identifying areas for improvement. Also linked to their history topic, the pupils in Class 5 design and make Anderson shelters and helmets. They make a scale model of the cathedrals in Coventry.
88. In the art lesson observed, the pupils showed interest and were well able to share resources. Relationships with adults and with each other were good.
89. The evidence from medium-term planning indicates that all aspects of both art and design and technology are appropriately covered during the year. The policies for both subjects are due for review and the school is in the process of adopting the national scheme of work for design and technology. Each teacher carefully plans in the medium and short term for art, but at present there is no whole school scheme of work on a two-year cycle that the co-ordinator can use to monitor progress effectively. There has been some development of the schemes of work since the previous inspection. Both co-ordinators satisfactorily monitor the planning, but their role at present does not involve the monitoring of teaching and learning in their subject. The teachers satisfactorily assess individual pupils' progress at the end of each year and record attainment in the individual National Curriculum record books. The resources in both subjects are generally satisfactory, but in design and technology there are shortages in tools available for use by each class and in the range of construction equipment in Key Stage 2.

GEOGRAPHY AND HISTORY

90. During the inspection, only one lesson was observed in history and geography respectively. Discussions with pupils, scrutiny of their previous work and displays lead to a judgement that all pupils, including those with special educational needs, make satisfactory progress.
91. Last term the younger pupils at Key Stage 2 walked around the village with a local historian. As a result, they are now able to recount historical events which occurred in the locality at the turn of the century. They are developing a sense of chronology and the more able pupils understand that these events occurred about one hundred years ago. Where the written work is judged to be good, the pupils are able to make comparisons between historical events and events of the present day.
92. The school has a good selection of books and resources to use in history lessons.
93. Good cross-curricular links are evident when historical texts are used within the Literacy Hour. The teachers' plans show that the requirements of the National Curriculum are met in full.
94. In geography in Key Stage 2, the older pupils demonstrate good levels of concentration and can remain on task successfully. All pupils, including those with special educational needs, make satisfactory progress in making comparisons in the landscape of Kenya in terms of city and country. Younger pupils in Key Stage 2 have produced a map of the village of Croft, including photographs of their homes, which they are able to locate. This is in line with national expectations at this level.
95. The range of resources, including maps, globes, aerial photographs, videos and books, is generally adequate for most of the geography curriculum, but there are some aspects for which

the resources are insufficient. This is particularly so in regard to resources for the study of a contrasting locality.

96. The long-term planning is adequate, but medium-term plans lack a common format, which would enable the school to ensure that the pupils progress through the National Curriculum programmes of study. The monitoring of the teaching and learning of the subject by the co-ordinator is unsatisfactory.

INFORMATION TECHNOLOGY

97. Standards by the age of eleven are poor, and the pupils make unsatisfactory progress in Key Stage 2. During the inspection, no pupils in this key stage were observed using computers and no computers were turned on in their classrooms. The following judgements are therefore based on a scrutiny of work provided by the school, displays and discussions with pupils and staff. The pupils are able to edit text on screen and produce pictures using a painting program. Some can incorporate text into their pictures. However, they are inhibited in the range of skills they use by the age of the computers and software. Some control work is done using a programmable machine and this is extended for some of the older pupils using a control program on the computer. The school does not possess any equipment for the monitoring of external events, so this aspect of the curriculum is not covered. Some good work was on display between the Year 2 and Year 3 classes, demonstrating sound use of a word processing program and a data handling program.
98. By the age of seven, standards are unsatisfactory. The pupils have experienced communicating data in word processing, where they are able to use a menu to make satisfactory choices to improve the presentation of their work. The younger pupils in the key stage have produced some attractive pictures of candles, showing satisfactory levels of skill in the use of menus and the keyboard. However, once again there is a limited range of opportunities for the pupils in this key stage which inhibits their achievements, and their progress in this key stage is also unsatisfactory.
99. Only a few pupils, all in the youngest class, were seen using computers during the inspection. These pupils enjoyed the experience and were keen to have their go. Pupils throughout the school showed an interest in computers but also expressed frustration when the older computers could not do what they wanted them to.
100. As no direct teaching was seen, it is not possible to make judgements about the quality of teaching in this subject. However, it is clear that the teachers' planning does not yet incorporate sufficient opportunities for the pupils to develop skills at an appropriate pace.
101. The co-ordinator is keen to get the subject going and is working on a scheme of work to enable all aspects, except monitoring, to be covered. This takes into account the new computers that the school is in the process of installing. The teachers have not yet had sufficient training in the subject to enable them to be confident in delivering all aspects of the curriculum.

MUSIC

102. At both key stages, standards of achievement in music are in line with those found nationally, and all pupils, including those with special educational needs, are making satisfactory progress. Younger pupils can sing tunefully, as was demonstrated in a Key Stage 1 assembly where the singing was enthusiastic and melodic. In the early years of Key Stage 2, the pupils begin to sing with some expression. In this age group, they can also recognise rhythm patterns of names of pupils in the class. By the end of Key Stage 2 the pupils are able to listen to and recognise musical features of a 'blues' song. They also join in enthusiastically with the tape when asked to do so.
103. The pupils respond well to their music lessons, rarely taking advantage of the greater informality of these occasions. They are keen to listen and join in, and are particularly enthusiastic when the music is relevant to their experience, for example in the year Class 4 where they were studying modern popular music.
104. Lessons were seen only in Key Stage 2 during the inspection, and the quality of teaching was satisfactory. The teachers use published tapes well to support their teaching, in line with the school scheme. Standards of behaviour are generally high, although there are occasions when the teacher does not insist on all the pupils paying attention before making a teaching point. This results in some pupils missing elements of the lesson and not making sufficient progress.
105. A range of extracurricular activities supports the curriculum in music; for example, a recorder group meets weekly and a choir meets occasionally when there is a performance to prepare for. Music is also played as the pupils come into and leave assembly, and this is sometimes used as a good teaching aid. For example, 'Winter' from 'The Four Seasons' by Vivaldi was played when this was the theme of the Key Stage 1 assembly.

PHYSICAL EDUCATION

106. Standards in physical education are satisfactory at the end of both key stages, and pupils of all levels of ability make satisfactory progress. The youngest pupils are quite inventive when asked to develop pushes and pulls to move themselves along apparatus. By the end of Key Stage 1 many pupils perform satisfactorily in a range of games skills. For example, many can skip well and most can control a ball well with their feet. However, their skills of throwing accurately and catching a beanbag are unsatisfactory. The pupils in Year 2 are able to put together a mount on to apparatus, a travel along it, a balance and a dismount. The balances were well held and most travelled along the apparatus in an interesting way. Dismounts were less well controlled.
107. The only lesson seen in Key Stage 2 was a dance lesson with the top class. In this lesson, the pupils generally did well when trying to interpret traditional African dance patterns. They were mostly able to keep in time with the music, although they found some of the more complex step rhythms difficult. Some of the older pupils were also observed in some of the after-school games activities, where some good skills were seen.
108. The pupils enjoy their physical education sessions and generally behave well in the less restricted environment of the hall or the grounds. There are occasions when some of the youngest pupils do not react well to this greater freedom of space and do not always listen well to instructions, so missing the point of the activity. Generally, however, the pupils usually try hard and are keen to improve their performance.

109. The quality of teaching in physical education is satisfactory overall, and some good lessons were seen. The teachers know what they are expecting the children to achieve and are well prepared for their lessons. However, they rarely change into appropriate clothing; in almost all lessons the teacher did not even change into soft shoes. Furthermore, they do not always insist that the children change properly. For example, in one lesson seen, two of the children were wearing jeans. The teachers often set high expectations of the pupils' performance, so challenging them to make faster progress. The lessons generally have a good structure and good opportunities for all pupils. In some lessons the standard of discipline is not high enough and a few pupils are allowed to spoil the lesson and hold back the progress of the majority. Most of the teachers make good use of pupils to show the others what they have achieved. This not only raises the self-esteem of those demonstrating, but gives others something to work towards.
110. A good range of after-school activities and sporting teams adds significantly to the opportunities for the pupils. The school is very successful in soccer and hockey matches locally and is also involved in competitive athletics, cross-country and netball. There are also opportunities for involvement in cricket, and gymnastics and an annual residential visit where outdoor activities can be experienced. The school has a good range of equipment for almost all aspects of the subject. The curriculum is unusual within the school in that the policy document contains a clear expectation of the skills to be learnt in each year group. This extra level of support enables the teachers to be more focused in their teaching.

RELIGIOUS EDUCATION

111. All pupils make satisfactory progress in religious education, including those with special educational needs. The school complies with the statutory requirements for the teaching of religious education, and the curriculum follows the guidelines laid down in the Leicestershire Agreed Syllabus.
112. In Key Stage 2, the pupils are successful in gaining knowledge and understanding of the religion of Islam. They are gaining an understanding of the facets of Allah and make sensible comparisons with the different aspects of peoples' personalities. At the end of Key Stage 2, the pupils are gaining a sound knowledge of the sacred texts of various religions.
113. At the end of Key Stage 1, the pupils are aware that the Bible is the special book of Christians. They listen attentively to Bible stories and answer questions about the stories, but there are missed opportunities to challenge them to investigate the deeper religious meaning of the text. The follow-up activities are not suitably challenging, giving pupils limited opportunities to reflect upon their work and to explore relative personal feelings which contribute to their spiritual development.
114. Throughout the school, the assessment of the subject is informal; the school does not have a formal assessment policy for religious education. This is an area for development.
115. There were insufficient resources for the teaching of religious education at the time of the last inspection. This issue has been redressed and the school has purchased artefacts to support the teaching on Judaism and Islam. One class visits a local Hindu temple, but the school misses the opportunity to take advantage of the wide range of religious groups and resources available to them in the nearby communities.
116. The teaching of religious education is satisfactory or better in all cases. Where the teaching is good, the pupils are suitably challenged and they are given time to reflect upon their own values and beliefs.

