

INSPECTION REPORT

ST CHARLES CATHOLIC PRIMARY SCHOOL

Measham, Derbyshire

LEA area: Leicestershire

Unique reference number: 120212

Headteacher: Mrs Frances Smith

Reporting inspector: Mr Peter Nickoll
22033

Dates of inspection: 20 – 22 November 2000

Inspection number: 224647

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 Aided

Age range of pupils: 5 - 11

Gender of pupils: Mixed

School address: Bosworth Road
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Appropriate authority: Governing Body

Name of chair of governors: Mr Anthony Foster

Date of previous inspection: September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Peter Nickoll (22033)	Registered inspector	Science; geography; history; design and technology; equal opportunities; English as an additional language.	What sort of school is it; how high are standards; how well is the school led and managed; what should the school do to improve further.
Val Cain (9056)	Lay inspector		Attitudes, values and personal development; how well does the school care for its pupils and students; how well does the school work in partnership with parents.
Sue Moxon (18112)	Team inspector	English; art; music; physical education; areas of learning for children in the foundation stage.	How well are pupils and students taught.
Colin Richardson (15600)	Team inspector	Mathematics; information technology; special educational needs	How good are curricular and other opportunities.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Charles's Catholic Primary School is situated in the village of Measham in Leicestershire. It is a Foundation School with 96 pupils on roll, 55 boys and 41 girls, aged from four to eleven years. Children under the age of 6 are taught together in a single reception and Year 1 class. The mission statement and aims of the school express a commitment to high achievement based upon strong religious values, good relationships and equality of opportunity for all pupils. Nine per cent of pupils are entitled to free school meals. This is below the national average of 20%. There are twenty seven pupils (28%) on the school's register of special educational needs of whom nine (10%) are on stages 2-5. Both of these figures are just above the national averages. There are three pupils (3%) with a statement of special need which is above the national average for primary schools (1.7%). Children from the usual range of socio-economic circumstances enter the school with attainment judged to be broadly average. The school serves the two parishes of Measham and Ashby-de-la-Zouch. Pupils who live outside of the village of Measham arrive at school by bus.

HOW GOOD THE SCHOOL IS

St Charles's Catholic Primary School is an effective school that has improved since the last inspection. It has many strengths. The attitudes of the pupils to their school and the emphasis the school gives to pupils' personal development are good. The leadership of the headteacher is good. The headteacher and governors are aware of the school's strengths and areas for development and have effective plans to bring about the required improvements. Financial matters are handled efficiently taking due regard of cost effectiveness. The quality of the teaching is good; nearly all lessons are at least satisfactory with very nearly a half of all lessons taught being good or better. As a result of effective leadership and management and effective teaching, standards are gradually improving. In the national tests in 2000, standards at age seven, were average in reading and above average for writing and mathematics. At age eleven, standards are broadly average for English, above average for mathematics and well below average in science. In 2000, standards of the seven year olds have improved in writing and mathematics. Standards of the eleven year olds have improved over time in English and mathematics, though standards of science have remained static. The school has a curriculum that is not sufficiently broad or balanced. The range of experiences for the foundation stage curriculum is limited in knowledge and understanding of the world, physical and creative development, whilst the oldest pupils are not receiving their full entitlement to elements of the programmes of study for information and communication technology. The arrangements for caring for its pupils are very good. The school keeps parents and carers well informed about their children's progress and encourages their support. Taking into account the effective leadership, good teaching, the very good attitudes of pupils, improving standards and the cost effectiveness of the school, the school provides sound value for money.

What the school does well

- Promotes very good relationships so that children are sensitive to the feelings and needs of others.
- Provides very well for pupils' spiritual and moral development.
- Provides very good levels of pastoral care.
- Excellent procedures for monitoring children's behaviour.
- The children behave very well.
- The leadership of the headteacher and governors in managing an improving school.
- Teaching is good.

What could be improved

- Standards in information and communication technology are not high enough for pupils in Key

Stage 2.

- The quality and range of the Foundation Stage Curriculum.
- The breadth and balance within the curriculum.
- The quality and use of day to day assessment.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made many significant improvements since the last inspection in September 1996 and has resolved all of the key issues identified within the last report. The appointment of a new headteacher has resulted in the establishment of many systems and procedures that were lacking at the time of the last inspection. The headteacher and governing body have a clear educational vision for the work of the school and have drawn up effective plans that will bring it about. The head teacher and governing body have established effective systems that allow them to have a good understanding of what the school does well and what it needs to do to improve further. The implementation of procedures to monitor teaching and learning has resulted in an improvement in the quality of teaching throughout the school. Nearly all the teaching is now satisfactory or better, one lesson in two being good or better. Standards that the pupils achieve are analysed, these are shared with teachers and targets for improvement have been set. Systems for assessing pupils' achievement have been established and these are consistently applied through the key stages. Teachers keep records of pupil achievements in the core subjects; the progress of each pupil is regularly discussed and improvement targets are set. The school now complies with all the recommendation of the Code of Practice for pupils with Special Educational Needs. The school has established systems that bring together financial planning with school developments planning, this now ensures that careful consideration is given to a range of spending options in order to secure best value for money.

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
	1998	1999	2000	2000
English	A	B	C	C
Mathematics	A	A	B	B
Science	D	B	E	E

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

In the national tests in 2000, standards at age seven are close to average in reading and above average for writing and mathematics. In reading, whilst the proportion of pupils attaining the expected Level 2 is well below average, when taking into account the proportion of pupils obtaining the higher Level 3, standards are close to average. When compared with similar schools, that is those schools with a similar proportion of pupils who are eligible for free schools meals, standards are close to average in reading and above average in writing and mathematics. At age eleven, standards are broadly average for English, above average in mathematics and well below average in science. When compared with similar schools, standards are average in English, above average in mathematics and well below average in science. The proportion of pupils achieving the higher Level 5 in English is well below the proportion achieved when compared to similar schools and very low in science. Standards have been rising since 1996 in English and mathematics though standards in science have remained static. Standards achieved by the oldest pupils in information technology are below those normally seen. The school has set itself challenging targets for improvement in English, mathematics and science. It has appropriate

plans in place to enable these targets to be achieved. It must be noted that, in schools where there are small numbers of pupils taking the tests, caution must be taken when comparing standards year by year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are good. Pupils really enjoy coming to school; they try hard to succeed.
Behaviour, in and out of classrooms	Behaviour throughout is very good.
Personal development and relationships	Personal development is very good. Pupils are polite, friendly and helpful. They are very thoughtful towards others and relationships between all members of the school community are very good.
Attendance	Attendance is good. Pupils attend regularly and arrive punctually.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Good	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.

On balance, the quality of teaching is good. Almost all lessons observed were at least satisfactory with very nearly one half of all lessons observed being good or better. 6% of lessons were judged to be very good or better whilst 3% of lessons were unsatisfactory. The children aged up to five years, were taught by a supply teacher at the time of the inspection. The teaching of English and mathematics is good, and the basic skills of literacy and numeracy were generally well taught. Standards of teaching have improved since the last inspection. Teachers have positive relationships with their pupils and display good class control. Teachers do not always take sufficient account of the range of abilities within each class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All subjects of the National Curriculum and religious education are taught. However there is a lack of balance and continuity. As a result, some subjects are not given sufficient curriculum time whilst others are not taught continuously. The quality and range of learning experiences for the youngest children need to be improved. Educational visits and a good range of extra-curricular activities, particularly in sport, enrich the curriculum.
Provision for pupils with special educational needs	Good provision for pupils is enhanced by withdrawal sessions to consolidate and enrich learning. Pupils receive good support from experienced learning support assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is a strength of the school and makes a major contribution to pupils' personal development and very good behaviour. Provision for pupils' spiritual and moral development is very good. Provision for pupils' social and cultural development is good. Pupils from an early age know right from wrong; they listen to, value and respect each other.
How well the school cares for its pupils	The school provides very good levels of pastoral care and concern for pupils' welfare, health and safety.

For pupils aged seven to eleven, the amount of time that the pupils are taught does not match the time that is recommended. As a result the school does not provide the full information and communication technology programmes of study. There are also some weaknesses in the quality and range of learning experiences provided for the youngest pupils. Pupils are given insufficient opportunities to develop physically and creatively.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides effective leadership. She has established a school where all are valued and cared for. The aims of the school are well reflected in all its work; this results in a very well ordered community where pupils can learn with confidence. A supportive and caring staff ably assists her in this.
How well the governors fulfil their responsibilities	The governors have a very good understanding of the school and provide effective challenge and support for continued school improvement.
The school's evaluation of its performance	The headteacher and governors have a clear view of the school's strengths and areas for further improvement, and have detailed plans to achieve their goals.
The strategic use of resources	Effective use is made of the staff, building and resources for learning. Considering the socio-economic background of the school, the quality of the education and the unit costs of the school, the school provides sound value for money.

At the time of the inspection and before, the youngest children in the school were being taught by supply teachers. The school must take steps to ensure that these children receive their entitlement to a good education. The headteacher and governors give careful consideration to all the spending options when purchasing resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That behaviour in the school is good. • That their children like coming to school. • That the school is helping their children to become mature and responsible. • The information parents receive about how their children are getting on. • That their children make good progress. • That teaching is good. • That they would feel comfortable about approaching the school with questions or problems. 	<ul style="list-style-type: none"> • The amount of work their children receive to do at home. • The range of activities offered outside lessons.

The inspection team agrees with the largely positive response towards the school given by parents. They examined the amount of homework set and found it to be appropriate and in accordance with the school's clear policy on homework. They also looked at the extra curricular activities provided by the school and considered, taking into account the size of the school, that it provided a suitably wide range of activities.

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 Children enter the school at four years of age with a wide range of attainment. Baseline assessment indicates that attainment is just above that usually expected for other schools in the county of Leicestershire. However observation, discussions and an analysis of work indicate that it is broadly average. By the end of the reception year, children reach the expected early learning goals and achieve the expected standards in personal, social and emotional development, communication language and literacy and mathematical development. Children make satisfactory progress in these areas of learning. Children do not achieve all the early learning goals for knowledge and understanding of the world, creative and physical development.
- 2 In the 2000 national tests and tasks for seven year olds, pupils attained standards that were close to the national average in reading. Standards in writing and mathematics were above the national average. Attainment in reading was below average in comparison with similar schools whilst the standards attained in writing and mathematics were above average.
- 3 The percentage of pupils who attained Level 3 (above average) was close to the national average in reading and was well above the national average in writing. In mathematics the percentage of pupils achieving Level 3 was above the national average. When compared with similar schools, those attaining the higher Level 3 were close to the national average in reading, well above average in writing and above average in mathematics. In the 2000 tests there was no significant difference between the performance of the boys and girls in reading and writing, whilst in mathematics the boys achieved slightly better than the girls. It must be noted however, that the number of boys and girls taking the tests is small.
- 4 Teacher assessment of pupils aged seven in 2000 in science, showed that attainment was well below the national average. This was because the proportion reaching the higher Level 3 was below average.
- 5 Trends for the last four years indicate that standards in reading have risen slowly and kept pace with the rate of national improvement. Standards in writing have improved at a faster rate than the national improvement, especially over the last two years. In mathematics, the school has made very significant improvements for the last two years. Current performance indicates that standards at age seven are those expected for reading and writing. Standards in mathematics are good whilst those in science are as expected.
- 6 In the 2000 national tests for eleven year olds, pupils attained standards which were broadly average in English and above average in mathematics. In comparison with similar schools, attainment was in line with the national average in English. Standards in mathematics were above those in schools with a similar intake. Standards in science were well below the national average and in comparison with similar schools. The comparison with schools of similar intake is based on the proportion of pupils eligible for free schools meals.
- 7 The percentage of pupils who attained Level 5 (above average) was well below the national average in English and science and close to the national average in

mathematics. When compared with similar schools, those attaining the higher Lever 5 were well below the national average in English, close to the average in mathematics and very low in science. There was no significant difference between the performance of boys and girls in science and mathematics. However, in the 2000 tests in English, boys performed better than girls.

- 8 Trends for the last four years indicate that standards in English have risen; however, they have fallen from the high point achieved in 1998. In mathematics, the school has made significant improvements; over the four years from 1996 standards have improved faster than the national rate. In science, standards have remained static and have not kept pace with the national rate of improvement. Current performance indicates that standards at age eleven are as expected for English and science but are good in mathematics.
- 9 In reading, pupils make satisfactory progress and by the age of seven, most pupils are fluent readers, enjoying a range of books that is appropriate for their age. All pupils are enthusiastic about reading, and many read with expression. At seven, pupils write effectively. Handwriting and presentation are generally satisfactory, with some pupils writing in a neat, cursive script. Pupils write in sentences that are well structured. Most understand and can use full stops and capital letters to mark sentence boundaries. Spelling standards are generally good: most pupils are able to spell simple words appropriate to their age.
- 10 Pupils make satisfactory progress; by the age of seven the quality of their speaking and listening is as expected. Pupils are attentive to their teachers, and listen well to instructions and explanations.
- 11 In mathematics, pupils make good progress and, by the time they are seven, they have good skills in calculating, using simple addition and subtraction with numbers up to 100. They understand the significance of the position of a digit in a number to its value and are beginning to develop good strategies for calculating mentally. They have good recall of those multiplication tables that they have learnt. They are able to recognise simple fractions, divide numbers into halves and quarters and name and describe common, two dimensional and three dimensional shapes.
- 12 In science, pupils make satisfactory progress through the key stage. They are given opportunities to develop their investigative skills and, as a result, these are good. Particular emphasis is placed on testing ideas, observing and recording. Satisfactory progress is made in the development of scientific knowledge and understanding of life processes and living things (Attainment Target 2), materials and their properties (AT3) and physical processes (AT4).
- 13 By the age of seven, pupils are making satisfactory progress and achieving the expected standards in design and technology, history and geography. A lack of evidence means that it was not possible to make a judgement on standards and progress in art, music and physical education.
- 14 Pupils make good progress through Key Stage 2 in developing their reading skills. By the age of eleven, pupils continue to be very positive about their reading, and build successfully upon the skills and attitudes they have developed at an earlier age. Pupils are able to discuss their preferences, and clearly find the reading of fiction an enjoyable and worthwhile activity. Most pupils understand the differing skills needed to tackle an information text. However, as a result of the lack of sufficient opportunity to develop their own independent learning skills, pupils' research and library skills, for

example, skimming and scanning are weak. Many pupils can write narrative, using appropriate vocabulary. Many can use paragraphs well to organise their writing. Handwriting and presentation is inconsistent. Spelling is generally good. The writing of non-fiction forms is not as good as narrative writing.

- 15 By the age of eleven, the quality of pupils' speaking and listening is satisfactory. Many pupils talk in extended sentences, showing considerable command of the language and an awareness of their audience. When invited to contribute their viewpoints, or to offer an explanation, most pupils are able to do so with confidence. These opportunities occur most often during whole class teaching.
- 16 Pupils make good progress in mathematics. Most pupils, by the age of eleven, have a good understanding of number patterns and relationships between numbers. They can calculate angles of rotation and can recognise and explain numerical patterns and relationships. They have a good understanding of fractions and shape and space. They are able to calculate mentally and give reasons for their answers.
- 17 By eleven, in science, pupils have good investigative skills and their scientific knowledge and understanding are satisfactory. A significant feature of older pupils' learning is their ability to undertake investigations independently.
- 18 Pupils make satisfactory progress through Key Stage 1 and attain the expected standards in information and communication technology. By the age of seven, pupils are able to control a mouse, use a word processing program to write sentences and are able to use a CD Rom to find out information about another country. Progress through Key Stage 2 is unsatisfactory because the full programme of study is not being taught. As a result pupils do not achieve the standards expected for eleven year olds.
- 19 By the age of eleven, pupils make satisfactory progress and achieve the expected standards in design and technology, history and geography. It was not possible to make judgements on progress and the standards achieved in art, music and physical education.
- 20 Pupils with special needs make good progress towards the targets set for them in their individual education plans (IEPs). This progress is reflected in the overall standards attained, especially in the core subjects of English, mathematics and science. This is closely linked to the good quality support which is provided in the school. Almost without exception, the special needs pupils observed in class and during withdrawal sessions have positive attitudes to their work; this assists their good progress.

Pupils' attitudes, values and personal development

- 21 Pupils clearly enjoy coming to school; they are happy and display positive attitudes to their work. They are interested, show good levels of concentration and complete their set tasks. They are enthusiastic and eager to participate, willingly answering questions. In a science lesson on electricity, clear excitement was evident when pupils successfully designed and built circuits that resulted in bulbs being lit. Pupils of all ages settle quickly, listen well to their teacher and to each other and enjoy learning. Pupils are co-operative, work well together and willingly share materials and equipment. Good examples were observed in science investigations and when making in design and technology, where pupils worked well together and shared equipment sensibly. Pupils also worked well together in small groups when sharing

the computers in an ICT lesson. The youngest children are able to take turns in games.

- 22 The standard of behaviour, both in lessons and around the school, remains very good. Pupils are courteous, polite and sensitive to others' needs. Movement in school is very safe and orderly; routines are well established and rules obeyed. Rewards are actively sought and good behaviour celebrated. No inappropriate behaviour was observed and there are no exclusions. Pupils display respect for resources and the fabric of the building. Behaviour at lunchtime is of a very high standard whether indoors or in the playgrounds. Excellent behaviour was observed in the dining hall at lunchtime. Pupils of all ages chatted enthusiastically, were polite and patient when awaiting their turn.
- 23 Pupils of all ages act responsibly and take pride in their work and appearance. In assemblies they listen well, sing enthusiastically and are eager to be involved. Older pupils set good examples to the younger ones and the house system encourages competition and team spirit. Relationships are a strength of the school, both between pupils and all staff and pupils. Respect is evident; pupils feel valued and have confidence in their teachers and helpers. Pupils are very sympathetic to others' needs when given the opportunity; they diligently take on responsibility, e.g. mentor's duties. They complete their tasks with enthusiasm and pride. Several examples were observed of pupils willingly helping each other.

HOW WELL ARE PUPILS TAUGHT?

- 24 On balance, the quality of teaching is good. Teaching is good or better in almost half of the lessons seen and is almost always at least satisfactory. Most of the good and all of the very good teaching was seen in Key Stages 1 and 2; teaching for the foundation stage children was mainly satisfactory. Standards of teaching have improved since the last inspection.
- 25 A particularly strong feature of the teaching throughout the school is the management of pupils which is very good at Key Stages 1 and 2, and good for foundation stage children. High expectations of pupil behaviour and caring relationships result in high levels of co-operation and mutual respect. This led to good quality learning experiences and good progress made by pupils in almost half the lessons seen.
- 26 Teaching for the youngest pupils in the school is satisfactory overall. There is, however, a lack of an effective system to enable the use of ongoing assessment and evaluation to inform the planning process and meet the needs of individual children. Adults demonstrate care and respect and have high expectations of these young children in relation to their behaviour and self-management skills.
- 27 The quality of teaching in the core subjects of English and mathematics is good, and in science, teaching is satisfactory. Teaching of the foundation subjects is generally satisfactory but the number of lessons observed in these subjects was limited. It was not possible to make a judgement about the teaching of information and communication technology. On the one occasion when the teaching was less than satisfactory, the teacher's learning intentions were not related sufficiently to the appropriate programme of study. As a result, the work was unfocused and the pupils did not make sufficient gains in their learning.
- 28 The National Literacy and Numeracy Strategies are having a positive effect on the quality of teaching of English and mathematics throughout the school. In literacy,

teachers plan to the recommended framework and display good phonological knowledge enabling them to support the pupils well in developing their reading skills. They model reading well which motivates pupils and helps them develop their own skills. In numeracy lessons, teachers help pupils develop mental strategies and calculation skills. They use differentiated questioning to enable pupils to achieve success, be motivated and develop their skills and understanding further. A very good lesson with Years 3 and 4 pupils demonstrated this. In the mental mathematical work at the beginning of a lesson on fractions, the teacher questioned pupils in relation to their ability, framing questions around those including numbers greater than 25 and those including numbers up to and over 100. Pupils were, therefore, challenged at a level appropriate to their prior attainment. Plenary sessions in both the literacy and numeracy lessons are used effectively to help pupils to reflect upon what they have learnt. In a Year 2 literacy lesson, for example, the teacher returned to the main teaching objectives on the important aspects of story writing which contributed to good quality learning taking place. The teacher also explained and demonstrated why individual pupils had written an exciting account; this motivated other pupils, encouraging their skill development and their understanding.

- 29 Teachers' planning is generally thorough: it includes clear learning intentions, but insufficient use is made of ongoing assessments and evaluations to ensure that future plans match very closely what pupils need to learn next. Pupils' work is marked frequently but there is inconsistency in the approach. Marking does not always make clear to pupils what they need to do next in order to improve their work. Teachers are also inconsistent in their expectations of the quality of the work produced. In English, for example, pupils are given too few opportunities to use draft books to try out ideas. There is no consistent approach to the teaching of handwriting.
- 30 Teaching throughout Key Stage 2 is in mixed age classes. In this part of the school insufficient attention is given to the range of pupils' achievement within the class. As a result some pupils are given work that is insufficiently challenging and not pitched sufficiently to pupils' prior attainment.
- 31 The quality of teaching for pupils with special educational needs is effective in promoting their learning. Adults are aware of the targets set for pupils and work together to achieve these. Classroom assistants have good relationships with pupils and have built up positive relationships based on mutual respect.
- 32 The setting of homework has a positive impact upon pupils' learning. The school has a policy for homework which is adhered to by all teachers. Pupils have a homework diary that supports the pupils in managing their own learning and aids communication between home and school.
- 33 Teachers make effective use of support staff. The learning support assistants contribute significantly to the good progress made by pupils with special educational needs. Teachers use time appropriately, particularly when teaching English and mathematics. This ensures that the pupils maintain their interest and concentration and continue to work throughout their lessons. However, in science, at Key Stage 2, over long lessons, result in some loss of interest and concentration towards the end of the lesson.
- 34 Good teaching across the school enhances the progress of pupils within Key Stages 1 and 2, and has helped to raise standard particularly in English and mathematics. Effective questioning in mathematics enables the pupils to make good progress in using and applying mathematics and number. In science in both key stages, good

teacher knowledge and an appropriate emphasis placed upon experimental and investigative work, ensures that pupils make good gains in developing their investigative skills.

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

- 35 Provision for the personal, social and emotional, communication language and literacy and mathematical development of the children in the reception class is appropriate and relevant to their learning needs. However the quality and range for the foundation stage children is limited in knowledge and understanding of the world, physical and creative development.
- 36 The school offers its pupils a broad curriculum that meets statutory requirements and includes all subjects of the national curriculum including religious education. However, there is a lack of both depth and balance in the curriculum. There are several contributory factors that account for this fact.
- St Charles Roman Catholic Primary school is a Foundation School; greater emphasis is given to the teaching of religious education and, as a result, more time is allocated to its teaching.
 - The school does not comply with the recommended length of time given to teaching for Key Stage 2. The amount of time the children are taught during a week is 35 minutes shorter than that recommended for pupils of this age.
 - The school's topic approach to teaching the foundation subjects results in some of the subjects not being taught for half a term.
 - Pupils are not receiving their entitlement to ICT. Aspects of the programmes of study are not taught. Too much emphasis is being given to keyboard skills and word processing with too little emphasis on the other applications of ICT such as sensing, control and simulations. Each pupil receives insufficient time on the computer each week.
- 37 These factors result in the foundation subjects not being allocated sufficient time to ensure continuity learning; this is particularly evident in the teaching of history and geography. A lack of continuity in learning in some subjects leads to a fragmented access to the National Curriculum programmes and of pupils having to be reminded of previous work before they can resume their learning. This lack of clear progression constrains the potential learning and attainment of pupils, particularly of the more able. The short term planning of most subjects is satisfactory but long term planning, in the light of the weaknesses above, needs to be reviewed and modified.
- 38 The school has a comprehensive sex education policy which is taught mainly within science lessons. Local Education Authority advice is followed when teaching about the use and misuse of drugs. The Life Education bus visits the school and supports pupils' personal, social and health education (PSHE). Although taught at Key Stage 1, PSHE, does not appear on the Key Stage 2 timetable but is being taught informally. There are plans within the school development plan to formalise such teaching.
- 39 There is effective planning for literacy and numeracy, taking appropriate account of the guidance provided by these two national strategies. Provision for pupils with special educational needs is good with the school effectively adhering to the Code of Practice for all the stages of identified special needs.
- 40 The school is supported well by the 'Friends of St Charles'. This group is comprised mainly of parents who raise funds and organise social events. There are a few

examples of the contribution made by the community to pupils' learning. Pupils attend a Eucharist service each week in the adjacent church. The school participates in 'small schools' sporting competitions. The school is taking active steps to increase and improve its links with the local community.

- 41 A good range of extra-curricular activities enriches the curriculum. This is a very positive feature of the school, especially when the size of the school and the number of teachers is taken into account. Pupils have opportunities to participate in hockey, football, cricket, craft and recorder clubs. Girls are encouraged to attend all after school clubs but apart from the craft club, boys predominate. The school also holds a booster club to support the learning of its Year 6 pupils.
- 42 Overall, the school makes very good provision for the spiritual, moral, social and cultural development of its pupils. Provision for pupils' spiritual development is very good. Great emphasis is placed upon this by the school and is a major contributory factor to the very good ethos that permeates the school. Regular opportunities are provided for pupils to hear about and reflect upon spiritual and moral values through assemblies, the curriculum and the daily life of the school. Class prayers are said at the beginning and end of the school day; pupils attend a weekly Eucharist service; there are daily acts of worship and displayed around the school are various religious quotations that encourage reflection and promote a Christian way of life.
- 43 Provision for pupils' moral development is also very good. The school promotes high standards of behaviour, pupils are successfully encouraged to develop an understanding of the difference between right and wrong. There is a weekly 'celebration' assembly that focuses on the celebration of pupils' good work, behaviour and personal news. Teachers provide very good and effective role models; and the relationships between adults and children throughout the school are always very good.
- 44 Provision for the social development of pupils is good. Relationships in the school are positive and an atmosphere of genuine mutual respect exists in all classes. Pupils know and understand and consistently adhere to the rules of the school. Pupils were always seen to be kind and considerate, holding doors open for each other and adults, ignoring the behavioural outbursts of some pupils within their peer groups and co-operating and sharing well when working separately in groups. The school conveys a strong message of consideration for others within and beyond the school community through the attention given to the needs of others across the world. Through the topic of 'Celebrations' pupils compare their lives with those of children in other countries. Although there are delegated responsibilities such as dinner, lights, register and bus monitors, the house system, based on well known saints, could be expanded to give pupils greater, delegated responsibilities.
- 45 Provision for the cultural development of pupils is good. Pupils are given opportunities to appreciate their own culture through topic work and the celebration of national customs and history such as bonfire night and Remembrance Day. They learn about major religions and their celebrations, again mainly through topic work, such as Divali, Ramadan, Judaism, Hinduism and Islam. They study the changes in life styles between present and pre World War 2 families and produce artefacts related to other religions in both art and design and technology.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 46 The quality of care provided for pupils remains a strength of the school. Staff are

caring, committed and provide good role models. Parents confirm that their children like school, that behaviour is good and that the school is helping their children to become mature.

- 47 The site is clean and well maintained; there are no health or safety hazards. Regular risk assessments take place. Medical needs are met well with sufficiently trained first aiders. Parents are contacted quickly in case of concern. Effective procedures are in place to handle child protection issues should they arise. Staff are trained and vigilant.
- 48 Levels of attendance are just above the national average. The main reasons for absence are illness and some holidays taken within term time. Registrations take place twice daily and are both prompt and efficient. Absences are quickly followed up, with the Education Welfare Officer involved if necessary. Punctuality to school is good; lessons start on time. Very high standards of behaviour, both in and around the school, prevail. Parents praise the high standards achieved. Clear procedures are in place; pupils and parents are fully aware of the standards expected. Pupils work and play happily together and are well integrated. No inappropriate behaviour was observed and there have been no exclusions. High standards are implicit at all times and across all age groups. Rewards and sanctions are known well and applied consistently. Pupils are clearly happy and feel secure. The quality of care for these pupils with special educational needs is very high and appreciated by parents. Identification of pupils is prompt. Effective use is made of outside agencies for their support and professional advice. All staff value and treat children with respect, knowing and understanding their needs.
- 49 Parents of pupils new to the school visit the school prior to their formal start. Advice and guidance is given to ensure confidence and allay fears. Induction programmes are in place to ensure a smooth transition of older pupils to their next school. Visits are made by staff to the school and induction days arranged for pupils to attend lessons at their new school. Exchange of information takes place to ensure a smooth transition for all pupils. The high number of and quality of support given by ancillary staff have a positive effect on support and standards of achievement.
- 50 Procedures for assessing pupils' attainment and progress are satisfactory overall. Particular strengths are mainly in the quantitative analysis of pupil performance, from the baseline assessment on entry to the ongoing end of year testing for each year right up to Year 6, including the national test results at the end of both key stages. The progress of each pupil is tracked. Each term, discussions take place between the headteacher and class teachers about all pupils, but especially those who are underachieving. These pupils are specifically targeted, and supported appropriately as a priority. The school is aware that assessment data needs to be translated further into learning targets in a more formal and structured way, thus ensuring that teachers take sufficient account of the individual needs of all pupils in their class. This extension of individual target setting should enable standards achieved by pupils to rise, especially for higher attaining pupils. Tracking of pupil progress in science has only recently begun: the school has plans to record pupil progress in the foundation subjects. Pupils are not sufficiently involved in assessment as an ongoing process. They are not able to evaluate their own progress effectively and know the best way they can improve. Assessment arrangements and the identification of pupils with special needs are effective. The principal focus is on pupils with deficiencies in literacy skills. Baseline assessment, standardised assessments and teachers, each contribute to the tracking and identification of pupils whose performance and rate of progress is below average.

- 51 Teachers' assessment records are generally detailed and the records maintained in the Individual Education Plans, (IEP) for pupils on Stage 2 and above are detailed and well documented. The assessment information is used to set targets and monitor progress at suitable intervals, usually once each term but occasionally more frequently. The curricular provision and support matches well with identified needs and the targets set for SEN pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 52 The school strives hard to involve parents in the life of the school. Parents are supportive of the school and the values and attitudes it promotes.
- 53 Parents are particularly pleased with the high standard of behaviour, that their children like school and that the school is helping their children to become mature. The inspection team agrees with these views. A number of parents had concerns regarding the amount of work given to their children and the range of activities outside lessons. The inspection team found that there is a clear homework policy linked to age. In addition, the policy is fully complied with by staff; pupils accurately complete homework diaries. Homework is both sufficient and appropriate. There is a wide range of activities for pupils appropriate to the size of the school. Clubs are held regularly after school; they are enthusiastically attended by pupils who clearly enjoy participating.
- 54 Parents are kept informed through the school's prospectus, letters, parents' evenings, workshops and topic evenings. Questionnaires are issued to consult parents on a variety of issues and findings, and actions taken to improve are published. Reports to parents are satisfactory; they comply with statutory requirements. However, there is insufficient detail to inform parents fully of what their child knows, understands and can do. Parents of pupils with special educational needs are invited to be involved in the review process and do so.
- 55 Parents are encouraged to help their children in school. All parents have signed the home/school agreement. Parents' evenings are well attended and appointments made where necessary. The Parent Teacher Association hosts a variety of social and fundraising events that are well supported. Funds raised enable the purchase of extra resources that benefit all pupils, e.g. computers and early learning equipment. Programmes are in place to involve both parents and children effectively in the transition to their first or next school, thus ensuring confidence and allaying concerns.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 56 The headteacher and governors provide the school with effective leadership. Together they have a very clear understanding of the strengths of the school and the areas that they need to address, in order to improve the quality of education that the school provides and to raise standards further.
- 57 The headteacher displays good leadership. She has been in post three years and during this time has successfully led the school through many significant changes which have brought about improvements. These include the appointment of new staff and the completion of a building project that has enhanced the accommodation of the school. The head teacher has been extremely successful in establishing, throughout the school, a community in which all are cared for and valued. She has established good working relationships within the staff team, several of whom are new to the

school, and who show a commitment to whole school improvement.

- 58 The mission statement and aims of the school are very well reflected in all its work. The mission statement expresses a commitment to high achievement based upon strong religious values, good relationships and equality of opportunity for all pupils. The school places great emphasis on the promotion of high standards of morals, values and behaviour. This was very evident, not only in the arrangements that the school makes to care for its pupils, but by the care and support that the pupils show towards each other. This results in high standards of behaviour shown by the pupils.
- 59 The school development plan plays a very important part in school development. It underpins all school initiatives. The plan is soundly based upon an evaluation of previous plans, the results of a parental survey and an analysis of the standards that the pupils achieved. It is a considerable document but is understood well by staff and governors who have been involved in its conception and its review. The plan displays both the head teacher's and governors' knowledge of the needs of the school. The many initiatives are appropriate and suitably prioritised. They have at their root the intention to raise the quality of education and the standards that pupils achieve. Each initiative identifies the persons responsible for carrying out the plan and the success criteria by which the plan is evaluated. It is set within very clear timelines. However, whilst the resources are identified for each initiative, detailed costings are not included. The overall plan is for three years, each annual plan is more detailed. The school monitors the plan monthly and all staff are aware of the progress that the school is making towards achieving the goals associated with each initiative.
- 60 The previous inspection report, in 1996, highlighted the need for the governors and staff to ensure that the headteacher provided appropriate leadership. A new headteacher was appointed soon after the last inspection; this has resulted in the school being provided with a clear educational direction. The school was also advised to create formal systems for monitoring and evaluating teaching and learning. This they have successfully done. The headteacher and key curriculum co-ordinators undertake systematic monitoring of the quality of teaching and learning. Strengths and areas for development are fed back to staff, and targets for improvement are set. This process determines the professional development programme of the school. The school development plan identifies the need for all co-ordinators to have an opportunity to be able to monitor standards of teaching and learning within their subjects for which they are responsible.
- 61 The headteacher and other key staff undertake careful analysis of the standards that pupils achieve. The results of this analysis are shared with staff and governors, and targets for whole school improvements are set. Curriculum co-ordinators for English and mathematics take note of this analysis and review their planning accordingly. The headteacher and teachers monitor the progress of all pupils rigorously and underachieving pupils are identified. Pupils who are not making the expected progress are set curriculum targets for English and mathematics.
- 62 There has been an improvement in the quality of teaching since the last inspection. At that time, eighty nine per cent of teaching was judged to be satisfactory with one lesson in five being judged to be very good or better. The recent inspection found almost all of the teaching to be satisfactory. Amongst the permanent members of staff six out of every ten lessons were judged to be good or better. This improvement in teaching has largely been brought about by the successful implementation of the National Strategies for Literacy and Numeracy and by the establishment of a more systematic process for monitoring the quality of teaching.

- 63 Monitoring and evaluation of the standards achieved by pupils and of the quality of teaching, has been undertaken by the English and mathematics co-ordinators but, because of the size of the school, the role is less well developed in other areas of the curriculum. This fact has been recognised within the school development plan: the head teacher has plans to develop the role of subject co-ordinator in order raise standards further and improve the quality of education that the school provides. The 'topic' curriculum co-ordinators have a good understanding of the areas for improvement within their subjects and have appropriate plans to bring these about.
- 64 The school has a special educational needs co-ordinator who is new to the post. She has undertaken an analysis of the school's provision for special educational needs, devised the school's policy, and ensures that procedures for pupils with special needs meet the recommendations of the Code of Practice. This represents an improvement made since the last inspection. The co-ordinator is responsible for liaising with parents and appropriate agencies. An up-to-date special needs register is maintained and there is a member of the governing body with responsibility for special needs provision. Assessments are undertaken, reviews are conducted and parents are informed as is required. Links with external agencies such as the Leicestershire Support Services are particularly strong and effective. The school prospectus provides appropriate information about the arrangements made for children with special needs. The statutory requirement relating to the governors' Annual Report to Parents does not provide an evaluation of the school's provision but it does provide detailed information well above that normally found in documentation available to parents.
- 65 The governing body is fully involved with the work of the school. Several governors have been appointed to the school since the last inspection and the governing body has reviewed their working practices to ensure that they play a full part in improving the school. They are fully involved in determining and monitoring the school development plan; they regularly analyse test results; they are aware of the standards that the school achieves and, with the headteacher, have set realistic targets for improvement. The governors both challenge and support the school. Governors make regular visits to school and report back to governor meetings. Through discussions with the headteacher and staff, the governors are very aware of the improvements that the school has made and, also, of what the school needs to do to improve further.
- 66 The effectiveness of the school's induction arrangements are borne out by the way in which new teachers have settled quickly into the life of the school and are making their contribution. The school provides all staff with a handbook which gives them much useful information. All staff undertake effective professional development. Training is determined following appraisal or professional interviews. The headteacher carries out appraisal interviews and, in discussions with staff, sets targets for improvement.
- 67 The governing body and headteacher carefully determine the budget, taking due consideration of the desired developments and improvements. Governors monitor any specific grants that the school might be given, e.g. for information and communication technology or for providing support for pupils with special educational needs. Governors apply the principles of best value to all their spending decisions. They make good use of the analysis of assessment results, including comparisons with other schools, to target spending on bringing about improvements in standards. The school finances and administration are managed well. The recent local authority

audit reflected this. Minor recommendations have been carried out.

- 68 For a number of reasons there has been a significant number of staff changes in recent years. New staff have quickly settled in and are playing a full part in the life of the school. At the time of the inspection, one member of staff was absent on long term sick leave; the youngest pupils were being taught by temporary supply teachers. This situation is not ideal and was having a negative impact upon the quality of education being provided for these youngest pupils. For the other pupils in the school, there are sufficient staff to ensure that they receive their entitlement to the national curriculum programmes of study. Learning support assistants support the teachers effectively and play a full part in all aspects of school life. Lunchtime supervisors support pupils well at lunchtime and share responsibility for the good behaviour of children, both within the school and outside.
- 69 The school building and grounds provide a suitable, safe and secure environment for all pupils. Classrooms are of an appropriate size. One class is taught in a temporary, mobile classroom adjacent to the main school building. The accommodation has recently been improved by the provision of a new computer suite, an improved library and enhanced cloakroom facilities. The school has a hall that is used for physical education, music and assemblies. The school is in good decorative order, having been almost completely redecorated within the last three years. The outside accommodation is good. The attractive grounds are used and looked after well. A large field with a fenced environmental area, together with sufficient playground space, provide opportunities for all the pupils to enjoy. The playground has recently been fenced to ensure pupil safety.
- 70 Resources to support learning are generally adequate. The school has recently increased the number of reading books, the quantity of equipment for mathematics and has significantly increased the number of computers available to the pupils. Resources for the youngest children in school are inadequate to provide them with suitable opportunities for play.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 71 To improve further the quality of education and standards of achievement, the governors, headteacher and staff should:
- raise the standards achieved by pupils in information technology in Key Stage 2:-
 - ensuring that the pupils are taught all aspects of the subject as determined within the programme of study.(refer to paragraphs 138, 139, 142, 143)
 - improve the quality and range of relevant curricular experiences for the Foundation Stage by:-
 - developing the use of the outdoor curriculum to enhance all areas of learning;
 - providing more opportunities for pupils' creative and physical development and for work with natural materials and construction equipment;
 - reviewing the balance between child initiated and adult directed experiences to develop pupil independence and responsibility.(refer to paragraphs 73, 74, 75, 77, 83, 85, 86)
 - review the curriculum to ensure that:-
 - pupils receive their entitlement to the national curriculum programmes of study;

- sufficient time is allocated to each subject;
 - pupils' learning is continuous, especially in the foundation subjects.
- (refer to paragraphs 35, 36, 37, 110, 116, 128, 134)
- make more use of the results of day to day assessment to enable teachers to plan and provide work that more closely matches the range of ability within their class.
- (refer to paragraphs 50, 74, 96, 105, 112)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	41	50	3	0	0

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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	96
Number of full-time pupils eligible for free school meals	8

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	27

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	7
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	95.3
National comparative data	94.4

Unauthorised absence

	%
School data	0.6
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
	2000	13	7	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	12	13
	Girls	-	-	-
	Total	14	18	20
Percentage of pupils at NC level 2 or above	School	70 (94)	90 (94)	100 (94)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	10	10
	Girls	-	-	-
	Total	13	16	16
Percentage of pupils at NC level 2 or above	School	65 (75)	80 (94)	80 (94)
	National	84 (82)	88 (86)	88 (87)

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
	2000	11	7	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	10
	Girls	-	-	-
	Total	14	15	15
Percentage of pupils at NC level 4 or above	School	78 (84)	83 (84)	83 (79)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	11
	Girls	-	-	-
	Total	17	17	17
Percentage of pupils at NC level 4 or above	School	94 (89)	94 (95)	94 (79)
	National	70 (68)	72 (69)	80 (75)

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

Note

Where a group of pupils is smaller than eleven, OFSTED does not publish the figures since one pupil represents a large proportion

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	93
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, 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
Number of pupils per qualified teacher	16.1
Average class size	23.5

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	133

FTE means full-time equivalent.

Financial information

Financial year	1999
	£
Total income	209511
Total expenditure	219710
Expenditure per pupil	2093
Balance brought forward from previous year	21634
Balance carried forward to next year	11435

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	96
Number of questionnaires returned	35

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	24	5	0	0
My child is making good progress in school.	63	26	3	3	5
Behaviour in the school is good.	50	45	0	5	0
My child gets the right amount of work to do at home.	39	45	13	0	3
The teaching is good.	53	37	5	3	3
I am kept well informed about how my child is getting on.	50	42	5	3	0
I would feel comfortable about approaching the school with questions or a problem.	79	11	8	3	0
The school expects my child to work hard and achieve his or her best.	66	24	0	0	11
The school works closely with parents.	47	42	5	5	0
The school is well led and managed.	58	29	11	0	3
The school is helping my child become mature and responsible.	55	37	5	0	3
The school provides an interesting range of activities outside lessons.	61	21	5	8	5

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

- 72 The education of the youngest children in the school takes place in a mixed Year 1 and reception class. The class is currently being taught by supply teachers, with continuity provided by good classroom assistant support.
- 73 Baseline assessment results suggest attainment on entry to school to be higher than average. Discussions, lesson observations and analysis of work indicate, however, that it is broadly average in communication, language and literacy and mathematical development. By the end of the reception year, children attain the early learning goals and achieve the standard expected in personal, social and emotional development, communication language and literacy and in mathematical development. Attainment in knowledge and understanding of the world, creative and physical development is weaker as there are insufficient opportunities for children to explore, use their imaginations and practise skills. Children do not, therefore, achieve all the early learning goals in these areas by the end of the reception year and attainment is below what is expected in these aspects.
- 74 The teaching seen during the inspection was satisfactory. Planning takes account of the areas of learning and the early learning goals for communication, language and literacy and for mathematics. The experiences planned in these areas of learning are appropriate and relevant. The headteacher plans the work for the children and, therefore, on-going assessment and evaluation is not used effectively to inform the planning process. There is a lack of a secure, accessible outdoor area and too little use is made of the outdoors to contribute to and enhance children's learning. There is an over-emphasis on adult directed activities with insufficient time given for children to develop independence and to take responsibility for their own learning.
- 75 The headteacher recognises the need to write a scheme of work. This will focus attention on what needs to be done to develop the quality of provision for children in the reception class.

Personal, social and emotional development

- 76 Provision for the personal, social and emotional development of the children is good. The headteacher plans sensitive induction arrangements to help children feel secure and valued and to give parents the opportunity to share in the process. This is achieved through a series of visits, an attractive 'Welcome' booklet and a pack for parent and child to complete together.
- 77 Children learn to care for and respect each other. They demonstrate considerable maturity in their relationships with all other children, whatever their learning needs. They have very positive attitudes to school and join in all the activities provided. They are able to concentrate and persevere when the tasks provided are appropriate and relevant. They are independent in looking after their own needs, such as dressing and undressing for physical development activities and to go outside at playtime. They are, however, given too few opportunities to be independent learners through

provision for children to initiate their own activities such as role play.

- 78 Adults provide good role models; they demonstrate care and respect and have high expectations of what is an acceptable way to behave. They praise kind and considerate behaviour so that children know what is valued, and they teach them to take turns and share resources.

Communication, language and literacy

- 79 Children are able to listen attentively to adults and to each other. They take part in discussions and develop confidence in speaking to the class or group. They enjoy books and good modelling of reading by the teacher is effective in developing expression, even at this young age. For example, when reading a shared text of 'The Three Bears' children were able to use different voices for the bears when joining in the repeated phrases. Children understand that print carries meaning and recognise their names and some familiar words. They can already recognise many initial sounds and letter names. Most children are able to write using recognisable letters in both capital and lower case, for example when writing their names.
- 80 Elements of the Literacy Framework are used well. The knowledge of how young children learn has been used to develop the objectives in an appropriate way. Texts are chosen to interest the children such as 'The Three Bears', and phonics are developed well using the text. Relevant experiences are provided following whole class work, such as playing a dinosaur game which was fun and which developed children's phonetic awareness.

Mathematical development

- 81 Children are developing good mathematical skills and understanding through appropriate learning experiences. They learn about the value of coins and how to count by 'going to the bank and the shop'. Active games such as 'Five little speckled frogs', complete with frog masks and lily pads, help children to develop number recognition and understanding. Children can recognise numbers to five and answer questions such as 'how many frogs are left now?'
- 82 Good intervention and questioning by the adult enables learning to take place and to be consolidated. Learning is made fun for the children who become very involved in the activity.

Knowledge and understanding of the world

- 83 Children are given too few opportunities to explore and experiment with natural materials such as sand and water or to use construction kits, wooden blocks and other materials for designing and making. They learn about themselves and their lives through topic work and celebrate their own and others cultures and beliefs, for example Divali.
- 84 During the week of the inspection, the children used a computer to support their work in Divali by designing and drawing a lamp. They were able to control the mouse to draw the picture they required with good adult support.

Physical development

- 85 Children take part in physical education lessons in the hall with the Year 1 pupils. Only one lesson was observed during the inspection; this consisted of the use of a

tape in a dance lesson. This lacked meaning and relevance to the children, who lost interest and involvement in the work as the session progressed. They did, however, learn to use space and control their movements during the lesson. The outdoor environment is not used effectively to contribute to children's physical development. Indoors the children have only limited opportunity to select and use equipment such as painting tools, cutters, rolling pins, scissors and glue spreaders to develop physical skills.

Creative development

- 86 There are too few opportunities planned on a daily basis for children to make choices from, to respond creatively to and to explore a range of materials such as paint, dough, dressing up and collage materials. Progress towards the early learning goals in this area of learning is therefore slow and attainment is below average.

ENGLISH

- 87 Standards in English have been maintained since the last inspection report and continue to be typical for seven and eleven year olds. The 2000 Year 2 national tests in reading, showed that standards attained by seven year olds are in line with the national average in relation to all schools, but are below average when compared to similar schools. Evidence from hearing Year 2 pupils read suggests that standards are currently improving. Results in writing show an overall increase in performance over time with pupils achieving higher than both the national average and in similar schools in 2000. At age eleven, attainment was broadly in line with all schools and similar schools in the percentage achieving Level 4 and above. In relation to similar schools, the percentage of pupils achieving the higher Level 5 was, however, low. This result indicates that the attainment of some of the more able pupils is not high enough.
- 88 Pupils' attainment in speaking and listening is typical for their age. Pupils are confident; they contribute well in discussion in large and small groups. Their vocabulary and use of words develops through language associated with the literacy hour and the use of appropriate language in other subjects of the curriculum. Pupils in both Year 2 and Year 6 presented an assembly to the rest of the school during the inspection week. They demonstrated confidence and an ability to speak clearly to an audience. Plenary sessions in lessons are effective in enabling pupils to reflect on their learning and develop their speaking and listening skills.
- 89 Pupils read with increasing confidence, fluency and understanding as they progress through the school. As part of the daily literacy hour, pupils share texts which is effective in helping to improve their understanding and fluency. They read together successfully and develop a love of books with good teacher support and intervention. Year 1 pupils, for example, are able to read together 'The Three Bears' with expression and enjoyment, using different voices for the bears. Pupils develop the ability to use a range of strategies such as phonics, picture cues and overall meaning to work out unfamiliar words. Older pupils are introduced to a range of different reading materials such as texts related to their work in science. They are able to make inferences from the text, for example when studying newspaper reports, and to distinguish facts and opinions. Year 5 and Year 6 pupils are able to read aloud fluently and with understanding.
- 90 Pupils' library skills are weak. Too little use is made of the library for independent research, further development of reading skills and increasing pupils' knowledge of

books.

- 91 Younger pupils learn to write sentences with correct use of punctuation. They use phonetic awareness to help them spell with increasing accuracy. Older pupils write for a range of purposes including poetry, play scripts and story writing. The vocabulary used in creative writing such as the 'Haunted House Stories', is lively and expressive. Pupils use the writing skills and techniques learnt during literacy lessons but they are not always transferred so successfully to their work in other subjects such as science. Presentation of work lacks consistency across the school. Pupils are given too few opportunities to use draft books and/or individual white boards to try out ideas and there is no consistent approach to the teaching of handwriting.
- 92 Throughout the school, pupils' attitudes to English are positive. Pupils enjoy their work, listen carefully and are keen to respond to teachers' questions. In the classes where the teaching is good pupils respond very positively to the interesting and stimulating lessons. They listen attentively, apply themselves diligently to their work and are keen to answer questions and to put forward ideas. This is supported by their good behaviour and social skills.
- 93 Pupils with special educational needs are supported well both by teachers and classroom assistants. They make good progress due to effective teaching strategies such as the good quality withdrawal work. Pupils are challenged, and praise is used effectively to give them confidence and self-esteem. Relationships between pupils and adults are good, enabling pupils to persevere with and concentrate on their work.
- 94 Teaching in English is good across the school. Teachers demonstrate a good understanding of how to teach reading and writing. The good teaching includes strategies such as the choice of texts which are challenging but which interest the pupils. Different versions of 'Red Riding Hood', for example, led to lively debate about preferences and different styles of writing by Year 2 pupils. There is good modelling of reading which motivates pupils and helps them to develop their own skills. Good links are often made between reading and writing which contribute to learning and skills development. Good questioning and teacher involvement in discussion helps pupils to write interesting accounts.
- 95 Plenary sessions are often lively, involve the whole class and return to the lesson objectives. Humour is used to good effect to motivate and involve pupils. Aspects of teaching which are less effective include expectations of pupils working independently which are not always high enough in relation to the quality of the work produced. Higher attaining pupils are not always given work which really challenges and extends their thinking and learning.
- 96 Management of the subject is good. The headteacher co-ordinates the work and has effectively implemented the National Literacy Strategy. Since the last inspection, a scheme of work has been developed which complements the literacy strategy and provides clear guidance for all staff. The school development plan highlights the need to give more time to writing and handwriting following an analysis of assessment results. Some work has been done on setting individual targets but this is in the early stages of development. Staff have all been observed teaching by the co-ordinator and individual feedback for development given. Whilst regular assessments are made and recorded, there are no formal systems in place for the use of on-going assessment to inform planning. This results in the lack of a consistent approach to daily planning for differentiation to ensure that the work set gives an appropriate

challenge to all pupils.

MATHEMATICS

- 97 In the national tests for seven year olds in 2000, pupils achieved standards that were above the national average in mathematics. Results were also well above average when compared to similar schools. The proportion of pupils achieving the higher Level 3 was also above average. Although the number of pupils taking the tests was small, resulting in considerable year to year variations, results show a continuing improvement since 1998, when attainment was well below the national average. Standards observed during the inspection, taking into account the lessons observed and pupils' work examined in their workbooks, are good overall, particularly in Year 2, and suggest that the school is on course to continue its improvement.
- 98 Progress at Key Stage 1 is good. In Year 2, pupils are making good, and in some lessons observed, very good gains in their learning. Many were able to recognise simple fractions, divide numbers into halves and quarters, make coin combinations to 10 pence, and recognise many simple shapes. Pupils in Year 1 made slower progress as a result of insufficient attention being paid to the range of abilities within the class.
- 99 In the national tests for eleven year olds in 2000, pupils achieved standards that were above the national average in mathematics. Results were also well above average when compared to similar schools. The proportion of pupils achieving the higher Level 5 was close to the national average. Taking into account the prior attainment of the pupils, they made good progress through the key stage.
- 100 Pupils at Key Stage 2 are making good progress overall. The progress of higher ability pupils is slowed by the lack of challenge in tasks set and by teachers not providing sufficient opportunities for pupils to apply for themselves, the skills and knowledge they have learnt in investigative and problem solving contexts. By the end of the key stage pupils are able to calculate angles of rotation and to recognise and explain numerical patterns and relationships. They have a good understanding of shape and space and can calculate mental problems quickly and accurately.
- 101 Pupils with special educational needs are supported well. They make good progress due to effective teaching. Pupils are appropriately challenged, and praise is used effectively to increase their confidence and self-esteem. Relationships between pupils and adults are good, enabling pupils to persist with their work.
- 102 Pupils' attitudes to learning are very good throughout the school. They co-operate and share resources well when working individually in groups, and ignore the behavioural outbursts of some of the pupils that have special educational needs. The very good rapport they have with their teachers results in them concentrating and listening and generally creating a very good, industrious atmosphere.
- 103 Teaching is good throughout the school. It was never less than satisfactory; in two lessons observed, one in each key stage, it was very good. Lessons are organised and planned well, enabling the teacher to circulate around the class during group work. A feature of all lessons observed is the very good rapport and relationships between teacher and pupils, particularly during the early part of lessons when tasks are introduced. Pupils are eager to answer questions and show a very good response to the teacher's questioning. This is both helpful and supportive to the

pupils' learning process. Where teaching is good or better teachers make effective use of their relationship with pupils by the use of questioning to guide pupils' thoughts and responses. Where teaching is less than good the pace is sometimes too quick and doesn't allow the lower attainers sufficient time to consolidate their learning. A recurrent weakness in too many lessons is the teacher's failure to provide work that adequately challenges all ability levels, particularly the more able. Too often a lively and informative introduction is followed by activities that rehearse the learning and do not extend the pupils sufficiently. Pupils' work is almost always marked, although some comments lack sufficient guidance for the pupil.

- 104 The school has made good progress since the last inspection. Standards have improved and the quality of teaching has improved from 'mainly satisfactory' to good overall. Teachers provide frequent opportunities for pupils to use and apply their mathematical skills. The National Numeracy strategy is used well to plan for all aspects of mathematics.
- 105 The subject co-ordinator has been in post for a year. The previous co-ordinator led workshops and staff meetings on the introduction of the National Numeracy Strategy (NNS). All staff teach to this strategy and appear confident and competent in using it. The headteacher and co-ordinator monitor the standards achieved by pupils and the quality of teaching and learning. Although there is some evidence that other subjects are contributing to pupils' competence in mathematics, there is no monitoring of this and the co-ordinator for mathematics needs to liaise with the other subject co-ordinators to ensure that this is in their planning. There is an effective assessment and recording system for numeracy in place but the results of analysis are under-used. However, there is no assessment or recording of pupils' progress in the application of mathematics (AT1).

SCIENCE

- 106 Teacher assessment of pupils aged seven in 2000 showed that attainment was just below average. This is below that of the previous year. Evidence suggests that this is attributable to the nature of the pupils in the year group. A feature of both years is that the proportion of pupils achieving the higher Level 3 is below the national average. Current performance indicates that standards at age seven are improving and the children are achieving the expected standards.
- 107 Performance at the age of eleven in national tests was well below average in 2000. This was due largely to the small proportion reaching the higher Level 5, which was very low. In comparison with pupils in similar schools, performance was well below average. Standards in science from 1996 to 1999 improved in line with the national rate of improvement and were close to the national average.
- 108 Pupils at Key Stage 1 make satisfactory progress in their learning. They are given good opportunities to develop their investigative skills. Particular emphasis is placed on testing ideas, observing, hypothesising and recording. Satisfactory progress is made in the development of scientific knowledge and understanding of life processes and living things (Attainment Target 2), materials and their properties (AT3) and physical processes (AT4).
- 109 The rate of progress between the ages of seven and eleven is also satisfactory. Investigative skills and scientific knowledge and understanding are developed systematically. Pupils with special educational needs make satisfactory progress.

- 110 Throughout the school, pupils show very positive attitudes to their work in science. The great majority listen carefully to their teachers and concentrate well on their given tasks, even when lessons are unduly long. Behaviour is consistently good and all pupils show an enthusiasm for practical activities. The high level of co-operation and collaboration is a significant feature of their social development. Standards of presentation especially within Key Stage 2, do not reflect the enthusiasm and interest that the pupils display for science, as too often the work is presented untidily. The degree of independence with which practical and research work is undertaken is good.
- 111 Although only three lessons were observed, the quality of teaching within Key Stage 1 was good, and at Key Stage 2 it was always satisfactory. No unsatisfactory teaching was seen in any of the science lessons.
- 112 Teachers plan their lessons in good detail and are always well prepared. In some cases, however, there is a lack of clarity because of a failure to identify the intended learning outcomes. Insufficient attention is given in the planning to meet the needs of different ability groups particularly the higher attainers. This may account for the low proportion of pupils who reach the higher levels by the ages of seven and eleven.
- 113 In a good lesson on the topic of electricity in Year 2, pupils had to make a complete circuit using a bulb and wire. The teacher carefully explained to the pupils the task, ensuring that they had a good understanding of the purpose of the investigation. By careful questioning, using correct scientific vocabulary, the teacher enabled pupils to increase their knowledge and understanding that for a bulb to light up one needs a complete circuit and a battery. Very good emphasis was given to the skill of predicting what might happen to the bulb given a range of different circuits. Pupils recorded their predictions before testing their ideas and recording their results.
- 114 In a satisfactory lesson on forces, older pupils investigated which materials were magnetic. They were encouraged to predict what might happen before testing their predictions and recording their results. The teacher's plans indicated what she wanted the pupils to learn. However, insufficient account was taken of the range of abilities within the class, particularly the higher attaining pupils. She carefully explained the task to the pupils using appropriate scientific language; her clear instructions ensured that all the pupils understood what they had to do. The teacher paid appropriate attention to the pupils' safety and had taken correct steps to ensure that the pupils did not directly handle iron filings. Pupils demonstrated their ability to undertake an investigation and most were able to predict and test their hypotheses.
- 115 Pupils' work is marked appropriately. However, too rarely do comments provide help to pupils to consider what they should do next in order to improve further. Individual records of achievement have recently been introduced throughout the school. These will be useful in assisting teachers have a clearer understanding of what their pupils know, do or understand and will enable them to provide more challenging learning for the higher attaining pupils.
- 116 At Key Stage 2, a part-time teacher teaches science lessons for a whole afternoon each week. This results in the lessons being too long, resulting in a lack of pace and a loss of interest by some pupils. The subject is managed by the headteacher. In the short time that she has been leading the subject, the school has adopted the nationally recommended scheme of work published by the Qualifications and Curriculum Authority (QCA).

- 117 A policy for science has been drawn up but this lacks depth of detail. The co-ordinator has identified the need to review the policy as well as to introduce a cohesive system of assessment. She has recently scrutinised pupils' work and has had the opportunity to monitor the quality of teaching and learning; however this work is so recent that there has been little opportunity to evaluate this monitoring and plan for improvement. Resources are stored centrally and are adequate to enable the programmes of study to be taught. There are plans to undertake an audit of resources later in the year and extend their quality and range.
- 118 Since the previous inspection standards at Key Stage 1 and 2 have remained much the same. There is room for further improvement at both key stages, particularly in the proportion of pupils who might achieve the higher standards.

ART AND DESIGN

- 119 During the inspection only one lesson was observed in art. No overall judgements on standards or quality of teaching can, therefore, be made. In the art lesson observed, Year 2 pupils were engaged in a variety of activities around the theme of Divali. Pupils concentrated well and enjoy the work. They were developing observational skills, an understanding of pattern and the use of colour. Pupils are encouraged to evaluate their designs and make improvements.
- 120 There is a policy for art which is helpful to staff. It is not yet completely in line with the new National Curriculum requirements but it does emphasise the need to use information and communication technology within the curriculum. Art displays around the school include observational drawings using the local environment and work in pastels and paint. Art is used effectively to develop understanding about other cultures such as the lamps and patterns that the pupils were making in relation to Divali celebrations.
- 121 The subject is managed by the recently appointed co-ordinators for topic work for Key Stages 1 and 2. There are plans to review the policy shortly and an intention to undertake some monitoring to ensure that all aspects of the programmes of study are covered and that the pupils' experiences in art and design build year on year.

DESIGN AND TECHNOLOGY

- 122 Standards in design and technology are satisfactory across the school. Only one lesson was observed in Key Stage 1 and evidence of recent work is limited because the inspection was early in the school year. The evidence indicates however that, by the age of seven, pupils can generate their own ideas and create designs on paper, identifying the different components. They are able to mould materials to make a candle holder and decorate it and can make a collage of paper to form Rangoli patterns as part of their topic on Celebrations.
- 123 The oldest pupils in the school can design to a given brief. For example, they are able to plan and choose appropriate materials to design make a variety of fairground models. They show good understanding of techniques to make their models stronger. Pupils in Key Stage 2 build on the evaluation skills developed in the lower part of the school. They record their personal evaluations of their understanding of the process, difficulties encountered and what they might do differently next time.
- 124 The teaching of design and technology is satisfactory. Teachers plan well and make

their expectations clear to pupils. They encourage pupils to evaluate their work and identify ways to improve both designs and outcomes. The quality of teachers' questioning makes a significant contribution to pupils' learning. This is effective, both to individual pupils as they are carrying out the tasks and in whole class sessions at the beginning and end of lessons. Making tasks are often linked well to a topic focus and other subject areas. This gives a context and a reason to pupils for what they are producing. Teachers effectively use toys and familiar objects as a starting point to which pupils can relate. Throughout the school, pupils are given frequent experiences of working with paper products, food and textiles. Opportunities to work with a wider range of materials and tools appear to be less well developed.

- 125 Pupils' positive attitudes to their work and the very good working relationships ensure that practical lessons are productive. Pupils handle tools and materials sensibly. They are able to discuss what they are doing and to share ideas.
- 126 The subject is managed by the recently appointed co-ordinators for topic work for Key Stages 1 and 2. They have plans to review the policy shortly and intend to undertake some monitoring to ensure that all aspects of the programmes of study are covered and that the pupils' experiences in design and technology build year on year.

GEOGRAPHY AND HISTORY

- 127 It was not possible to observe any history lessons during the inspection, and only two geography lessons were observed, one in each key stage. Analysis of pupils' work, discussion with pupils and scrutiny of teachers' planning show that attainment by the ages of seven and eleven is satisfactory and in line with national expectations at both key stages. Standards in history identified in the previous inspection report have been maintained. No judgement was previously made about standards achieved in geography.
- 128 History and geography are taught in blocks, usually of a half term in length. The content of these blocks is focused around the topic or theme that the class is studying. Long and medium term plans identify the learning objectives that are to be taught, and ensure that the programmes of study are covered. This way of organising the curriculum results in periods of time, sometimes of a significant length, when pupils are not taught any history or geography. This has a negative impact upon the continuous development of knowledge, skills and understanding. The recently appointed co-ordinators for Key Stages 1 & 2 are aware of this and have plans to review the way the history and geography curriculum is organised. The Key Stage 1 co-ordinator is working with co-ordinators from other local small schools to review the curriculum. The school intends to take account of this work and apply the principles within Key Stage 2.
- 129 In history, younger pupils are showing an awareness of the differences between past and present in their observations and discussions of everyday things. For example, pupils had a good understanding of how the food we eat had changed over time. Year 2 pupils are able to understand the way people acted as they did, for example, in their study of Guy Fawkes. They are also showing an increasing sense of chronology through their use of timelines.
- 130 Older pupils are able to link information from a variety of sources, including first-hand reports, pictures, television programmes and artefacts to learn about the experiences of people during the war. Their grasp of chronology is developing well, as seen in their effective use of timelines. Pupils in Years 3 & 4 are able to answer questions

about the past through the use of pictorial evidence from Tudor times. They are able to select and use evidence as a way of learning about the period. Most are able to undertake research using sources of information, including a CD ROM of Tudor Life, and in doing so, pupils realised that some sources are not as reliable as others.

- 131 In geography, pupils in Year 2 are developing their geographical knowledge satisfactorily by plotting locations on a world map. Their knowledge and understanding of places around the world is strengthened by their work on food. Many pupils were able to identify from where in the world different items of food came from. In the one lesson observed, pupils were identifying some of the similarities and differences between life in Britain and India. This work was linked to their topic of celebrations and their work on Divali. Pupils used a CD ROM to gather their information. Following this work, pupils were able to name the main cities of India and locate them on a world map as well as increasing their knowledge of the Indian way of life.
- 132 Pupils at Key Stage 2 are making satisfactory progress in the development of their geographical skills and understanding. Older pupils, for their topic, had visited and studied local Tudor buildings, developing their knowledge and understanding of where they were and what they were made of. In the one lesson observed, pupils were using atlases and on maps of the British Isles and the world were locating countries, cities and towns. Most had a good understanding of places and could confidently discuss the reasons certain food came from where it did.
- 133 Pupils enjoy history and geography and talk about the displays in their classrooms with enthusiasm. Interest is also achieved through good use of educational visits, for example to Bosworth Field. In this way, deeper knowledge and understanding ensure satisfactory progress. Older pupils were able to extend their geographical knowledge, skills and understanding through a school visit to Osmington Bay, Dorset. This visit provided good opportunities to highlight contrasts between that area and their own local environment.
- 134 It is not possible to make an overall judgement of the quality of teaching as only two lessons were observed, one at each key stage. At Key Stage 1, good teaching was characterised by the teacher having high expectations of her pupils' work and behaviour and using effective questioning, expecting all pupils to participate, to encourage the pupils to think and work out answers for themselves thus increasing their knowledge and understanding. Where the teaching was less than satisfactory, the learning intentions were not sufficiently clear, nor related sufficiently to the appropriate programme of study for geography. As a result, much of the work was unfocused and the pupils did not make sufficient gains in their learning. This lack of focus is a direct result of using the topic as the starting point for learning rather than appropriate learning intentions. In both classes the teachers have very good relationships with the pupils and use humour well to maintain interest and motivation their. It is not possible to give a judgement on the quality of teaching of history.
- 135 There are policies in place for history and geography. However, the co-ordinators have plans to review these. Assessment opportunities have yet to be formally identified; their use in the planning of future lessons is therefore inconsistent. The co-ordinators do not monitor the teaching of history and geography although this is planned for. Standards are monitored informally through discussions with teaching colleagues. There is a growing collection of resources chosen in consultation with other teachers.

INFORMATION TECHNOLOGY

- 136 It was only possible to observe three sessions, of fifteen minutes duration each, of pupils learning discrete information communication technology (ICT) skills, one in Key Stage 1 and two in Key Stage 2. Attainment in the subject generally meets national expectations at Key Stage 1 but is unsatisfactory at Key Stage 2.
- 137 At Key Stage 1, pupils are making satisfactory progress. They are able to control a mouse, use an art program to select required tools and colours and type in their name before selecting the correct menu button to print their work. Evidence from the examination of pupils' work shows that they are able to undertake word processing of firework rules, using the shift and return keys. Curriculum planning also indicates that use is made of subject specific programs such as Amazing Maths and Little Red Riding Hood within the relevant subjects.
- 138 At Key Stage 2, pupils' progress is unsatisfactory. There is little progression in the various applications of ICT. In Years 3 and 4, pupils were copying sentences from a word card, using word processing skills similar to those seen in Year 2. Pupils have had experience of using an art program to design and draw invitation cards and they have interrogated subject specific CD ROMs such as The Tudors. In Years 5 and 6 there was evidence both in displays and curriculum planning, that pupils had combined text and pictures to produce a 'wanted' poster.
- 139 Pupils' attitudes to using ICT are very good. Pupils showed an enthusiasm for working with computers and co-operated very well in working in groups, giving advice and support to each other and sharing their expertise.
- 140 At present, the school is unable to provide the pupils with all the experiences that the national curriculum programmes of study require; pupils are not receiving their full ICT entitlement. Pupils spend too little time on the computer and, as a result, the development of their ICT skills is not continuous. Each pupil, working in a group of three, has access to the computer for fifteen minutes each week. Pupils undertake activities determined by a work card. The work cards that the pupils use are part of a progressive scheme of work. What little teaching and learning of ICT the pupils receive, is confined mostly to word processing, with some art and data handling. The teacher intervenes when the pupils are experiencing difficulties. This makes assessment of pupils' information and communication technology capability difficult and tenuous. Planning indicates that pupils are given further experiences of ICT in their work in other subjects. The teaching that was observed, did show that the teachers were competent and confident users of ICT at the relevant level.
- 141 Pupils with special educational needs are generally making satisfactory progress. Some pupils with learning difficulties, and with individual education plans, have further access to computing to support their learning within literacy and numeracy lessons.
- 142 There has been significant improvement since the last inspection and most of the issues raised have been addressed. The school has invested in a number of multimedia computers for classroom use and has increased the amount of software available for pupil use, including a number of subject specific CD ROMs. The provision will be greatly enhanced by the availability, in February 2001 of a suite of ten computers. The school has made a significant investment both in terms of finance and staff training. However, whilst pupils access to computers and ICT has improved

significantly since the last inspection, there still remains the issue that not enough regular opportunities are provided for pupils to learn the knowledge, skills and understanding related to ICT, particularly within Key Stage 2.

- 143 The co-ordinator for ICT has advised colleagues and provided them with software to support the teaching of their subject. At present, too little teaching of ICT skills, such as data handling occurs within the teaching of other subjects. The co-ordinator has not as yet had the opportunity to evaluate the standards that the pupils are achieving nor to monitor the quality of teaching and learning.

MUSIC

- 144 During the inspection only one music lesson was observed. No overall judgements on standards or quality of teaching can, therefore, be made. In the one lesson observed, Year 1 pupils were using percussion instruments to tell the story of "The Three Little Pigs". They were able to listen to the story narrated by the teacher and play their instrument at the appropriate time to illustrate characters and events in the story. They were using music to express their ideas and feelings and they were exploring the use of sound. Pupils sang enthusiastically in the school hall during assemblies.
- 145 The school has appointed a new co-ordinator to manage the subject. The three year development plan highlights music as a priority for development, with plans to write and implement a revised policy and scheme of work and to provide staff training days on teaching music in 2001. The musical instruments are stored appropriately in the hall. The school has plans to carry out an audit of resources next year.

PHYSICAL EDUCATION

- 146 During the inspection only three lessons were observed and these were all in dance. No overall judgement on standards can be made as pupils were not observed in games, gymnastics or athletics lessons. Progress in dance throughout the school is satisfactory. Younger pupils develop a good awareness of space and how to use it safely. They are able to put a sequence of movements together. Year 2 pupils respond well to different rhythms and develop movement patterns representative of other cultures, for example in their response to Indian music. Older pupils are able to improve the quality of their movements through evaluating their own work and that of others. They are able to refine complex movements such as spiralling and floating, and respond well to the rhythm of the accompanying music.
- 147 Evidence for planning and from photographs indicates that the appropriate breadth of study in physical education takes place. Pupils in Key Stage 2 take part in swimming lessons and residential experiences which give opportunity for outdoor and adventurous activities.
- 148 Teaching is at least satisfactory and sometimes good. Teachers structure the lessons well with opportunities for warm up and cool down activities. Where teaching is good, pupils are given opportunity to practise and refine movements and individual pupil demonstration is used to good effect. Praise is used well and is followed with points for further development for individuals. When teaching is less effective, there are some missed opportunities to develop and extend fully pupils' sequences of movement.
- 149 Pupils with special educational needs are well supported. The good quality work by classroom assistants enables pupils to participate fully in the lesson and to make

good progress.

- 150 Pupils are aware of the expectations of behaviour when working in the hall and respond well to these. They enjoy the work and persevere to achieve success when faced with challenging tasks. For example, Year 2 pupils working on Indian dance, concentrated and practised until, by the end of the session, they had developed a good quality sequence with attention given to the refinement of the movements. Pupils in Years 5 and 6 were able to give positive and sensitive comments to their peers to enable them to improve their performance. A good range of extra-curricular activities, including football, hockey and cricket, enhances the curriculum.