



# Saint Charles's Catholic Primary School, Measham

## Inspection Report

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**Unique Reference Number** 120212  
**LEA** Leicestershire  
**Inspection number** 280766  
**Inspection dates** 16 May 2006 to 17 May 2006  
**Reporting inspector** Marianick Ellender-gele HMI

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

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<b>Type of school</b>	Primary	<b>School address</b>	Bosworth Road
<b>School category</b>	Voluntary aided		Measham
<b>Age range of pupils</b>	5 to 11		Swadlincote, Derbyshire DE12 7LQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01530 270572
<b>Number on roll</b>	105	<b>Fax number</b>	01530 270572
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	20 November 2000	<b>Headteacher</b>	Mrs F Smith

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools.

## Description of the school

This small voluntary aided Catholic school draws its pupils mostly from Measham and surrounding villages. Almost all pupils are White British. Few are known to be eligible for free school meals. An average number of pupils receive additional support because they have learning difficulties or disabilities. Three new teachers, in their first year of teaching, joined the school in September 2005. The school has received national awards as an Investor in People in February 2004 and the National Healthy School Standard in December 2005.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

St Charles is an effective school giving good value for money. The school's caring, family ethos makes it an extremely safe and welcoming place to be. The determination of the headteacher and the excellent team work ensure that pupils achieve as much as they can. Standards of behaviour are excellent and pupils enjoy their work very much. The senior team knows the school very well and judges its effectiveness accurately. The commitment from pupils and staff is especially high. The quality of teaching is good, with some very good features. Teachers encourage all pupils to take part, set clear objectives and manage the different abilities and ages in their class very effectively. Provision for the children in Reception is satisfactory and they improve steadily on their low skills on entry. The rate of progress increases as pupils get older and current pupils achieve the expected standards.

Pupils are rightly proud of the school and parents are very pleased with the commitment and expertise of the new teachers and of the senior team. Leadership and management are good. The senior teacher provides good curriculum and subject leadership. The headteacher has been particularly effective in monitoring pupils' progress and supporting the new teachers. Her mentoring skills are excellent. The governors and staff rightly recognise that pupils could do even better in their writing and that strategies to develop investigative skills need reinforcement. Pupils are not yet sufficiently engaged in the review of their work and in the assessment of their progress. Since the previous inspection the school has improved standards in information and communication technology (ICT) and the allocation of time given to the full range of subjects is now satisfactory. The school has good capacity to improve further.

### **What the school should do to improve further**

Implement the priorities already identified in the school improvement plan which focus on the further development of writing and the reinforcement of investigative skills. Involve pupils more in the assessment and review of their work so that they recognise what they do well and identify clearly what they need to improve.

## **Achievement and standards**

### **Grade: 2**

Overall, pupils make good progress. Children enter Reception with standards that are below average. They make satisfactory progress in their personal and social development, although most still do not reach the expected standards when they enter Year 1. However, the rate of progress increases as pupils get older and current pupils achieve broadly average standards. Because the number of pupils in Year 6 is very small, results in national tests vary year on year. The school meets its targets and reviews these rigorously to ensure that they are sufficiently challenging for all pupils, including the more able, who make satisfactory progress.

Standards in listening and reading are particularly strong. Improvement is needed in writing and investigative skills. There is no significant difference in the progress of boys and girls. Pupils with learning difficulties achieve particularly well in relation to their starting points because of the effective identification of their needs and the sensitive way in which support is provided in the classroom or in small groups.

## **Personal development and well-being**

### **Grade: 1**

Pupils praise and love their school. They thoroughly enjoy school life and the extra activities offered to them. Consequently, behaviour, both inside and outside the classroom, is excellent. Pupils show very good attitudes to each other and to their teachers. They are very confident, mature and courteous. They are willing to engage in sensible and responsible discussion. Almost all pupils attend school regularly because they are happy at school and want to learn.

Pupils' spiritual, moral, social and cultural development is very good. Strong Christian values promote respect for all. Pupils have a mature sense of right and wrong. They are offered good opportunities for prayerful reflection and to consider the needs of others. Pupils accept personal responsibility very well and the reward systems contribute greatly to this. For example, older pupils explain clearly how they can help younger pupils in the school and why some children are less fortunate than others. There are many good examples of pupils looking after those who have special needs at break time.

Pupils confidently contribute their views about the school through the school council. The importance of staying healthy and safe is well understood because these aspects are well taught. The playground is an enjoyable place; pupils keep very active, look out for each other and feel confident about telling adults or older pupils if they have a problem. Year 6 pupils show the necessary knowledge, skills and confidence to move to secondary education and understand what is important for their future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good, with some outstanding features. Teachers' quest for perfection in what they do with their class is relentless and they plan carefully to challenge and extend the pupils' knowledge and understanding. These qualities, combined with pupils' positive attitudes towards their work, underpin the good progress that is made. Teachers reward good behaviour consistently and pupils respond positively to this. The support staff offer effective support to the teaching team. Relationships are very positive at all levels.

A key aspect of the outstanding features is the teachers' skilful management of the different age groups in their classes. They use of a variety of groupings and liaise well with each other to ensure that learning needs are met and that interesting work is

provided for all pupils at all times. For example, in a literacy lesson the teachers expertly used a story to enthuse Year 1 pupils, who then acted the story to the children in Reception. The rigorous planning, the precise timing of sessions and the balance between support and independence encouraged pupils to be creative and work things out for themselves. By the end of the lesson pupils demonstrated very good standards and progress. There are clear and well-understood procedures for assessing pupils' work; however, older pupils are not yet sufficiently engaged in the review of their progress. Pupils who have learning difficulties are taught skilfully. Their individual education plans identify clearly where help is needed. Consequently they do well.

## **Curriculum and other activities**

### **Grade: 2**

Frequent comments made by pupils about their teachers were: 'the topics they prepare are interesting,' 'they teach us well,' and 'the visits are great.' These comments accurately depict the well-planned curriculum and teachers recognise that writing should be given more emphasis. Pupils' creativity is developed by the good provision in sports and special activity days, such as the Christmas plays and arts week. Visitors to the school provide valuable specialist knowledge, for example, in music to learn about different cultures.

The skills gained in one subject, such as in ICT, are used well by pupils to extend their learning in other subjects, although investigative skills require further development. In Reception, a good balance is struck between different activities. The personal, social and health education (PSHE) programme is effective in improving pupils' understanding of broader issues in life, such as personal safety, relationships and the dangers of drugs and smoking. Pupils find that PSHE sessions are relevant and interesting.

The range of educational visits and extra-curricular activities is good. These broaden the pupils' horizons and contribute significantly to enabling them to become responsible, mature young people.

## **Care, guidance and support**

### **Grade: 1**

Many parents praise the teachers. The high level of attention that they give to every child is a strength of the school. Staff look after pupils and care for them very well. The headteacher and governors give a strong lead in this, ensuring that all pupils are included equally. The school has very good relationships with a range of agencies, such as the health service, social services and the special educational needs team. Parents appreciate the fact that the headteacher is readily available to talk over any concerns. Pupils with learning difficulties are successfully supported by adults and children alike. Child protection procedures are secure and understood by all staff.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good and are effective in maintaining the special ethos of the school and striving to raise standards further. The headteacher provides very good leadership. She has been instrumental in maintaining a stimulating learning environment for all pupils despite important staff changes. The impact of her mentoring skills on the effectiveness of the newly qualified teachers is exemplary. The senior teacher provides very good support to staff and leads curriculum development well. The senior team and governors have a secure understanding of the school and rigorously check the effectiveness of its work and the impact of any changes made. As a result, staff, parents and governors have a very clear idea of the school's strengths and areas for improvement. The school improvement plan uses the findings of self-evaluation and external reviews effectively to identify key priorities and to ensure the continuing success of the school. Everyone involved in the management of the school has successfully created a positive family ethos where staff, governors, parents and pupils work well together. This helps ensure that all pupils do their best and are cared for to the best of the school's ability. The school has improved since the previous inspection and there is good capacity for further improvement.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming me to your school. I enjoyed my visit very much and loved speaking to you during lessons or at break time. You gave me lots of helpful comments that helped me to form a true picture of your school. This is what I found out:

Your teachers and other adults in the school help you to learn well. You behave very well in lessons and in the playground and you know how to tell right from wrong. You clearly enjoy coming to school because there are lots of interesting activities for you to take part in and your teachers are very enthusiastic. I was impressed that the school is helping you to stay healthy by encouraging you to eat healthy foods and take regular exercise. Most of all I liked the way that you get on well together, support each other and care for one another.

There are two main things that could be even better:

I think that some of you do not write as well as you could. Your teachers are already working hard to help you improve your writing. I have also asked your teachers to discuss your work with each one of you to check whether you know exactly what you need to do to improve.

I think that your school is a good one and it is working towards becoming even better. With your help I am confident that the school will improve still further.

Good luck to you all in the future.