

INSPECTION REPORT

KILSBY CE PRIMARY SCHOOL

Rugby

LEA area: Northamptonshire

Unique reference number: 121979

Headteacher: Mr T Rose

Reporting inspector: Mrs Anne Johns
18579

Dates of inspection: 25th – 27th February 2002

Inspection number: 196739

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Manor Road Kilsby Northamptonshire
Postcode:	CV23 8XS
Telephone number:	(01788) 822711
Fax number:	as above
Appropriate authority:	The governing body
Name of chair of governors:	Mr A Devonald
Date of previous inspection:	28 th April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18579	Mrs A Johns	Registered inspector	Science Information and communication technology Music The Foundation Stage Equal opportunities	How high are standards? How well are the pupils taught? How well is the school led and managed?
9542	Mr B Jones	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? Pupils' attitudes, values and personal development
24342	Mrs D Franklin	Team inspector	English Religious education History Geography Special educational needs	
15011	Mrs M Wallace	Team inspector	Mathematics Design and technology Art and design Physical education	How good are the curricular and other opportunities offered to pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 8
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9 - 11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12 - 13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13 - 16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16 - 17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17 - 18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18 - 20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21 - 24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25 - 39

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school, which is voluntary controlled, is much smaller than other primary schools, with 88 pupils on roll. There are an equal number of girls and boys. The school is situated in the attractive village of Kilsby and, although most pupils who attend the school live in the village, an increasing number attend from further afield. The children come from a range of social backgrounds. Attainment on entry is generally above average and most children have had some pre-school provision. Children join the school in the September of the year in which they are five and they are taught in four mixed-age classes, each with two year groups.

The percentage of pupils from ethnic origin backgrounds is below average and currently there are no pupils who speak English as an additional language. There is a small minority of Traveller children in the school. The percentage of pupils entitled to free school meals is below average at just over one per cent. The percentage of pupils identified as having special educational needs is broadly average at 19 per cent. There are no pupils with a statement of special educational need. Since the previous inspection, there have been several staff changes. At the time of the inspection, the science teacher was absent.

HOW GOOD THE SCHOOL IS

Kilsby CE Primary School is an effective school, which is committed to providing the pupils with a successful start to their education in a caring and stimulating environment. Standards at the end of Year 6 are above average and pupils make at least satisfactory progress through the school. There is a positive ethos in the school, supported by a high level of pastoral care. Although there have been several staff changes, the possible disruptive impact of this on pupils' learning has been kept to a minimum. Permanent staff have now been appointed and the school is firmly committed to continuous improvement. Results from the national tests in 2001 indicate improvement in standards and the school was recently awarded a National Achievement Award. Leadership and management are satisfactory overall and there is good leadership from the headteacher, who has ensured that since the last inspection standards have improved and the school has retained its positive ethos with a committed staff team. The school has effective strategies to ensure educational inclusion¹ and equal opportunities. The costs per pupil are above average; taking this into account with the satisfactory quality of teaching and learning, and the good behaviour, attitudes and relationships, the school provides satisfactory value for money.

What the school does well

- Standards in English, mathematics and history are above average at the end of Year 2 and Year 6. Standards in science and music are above average at the end of Year 6.
- There are good relationships in the school. Most pupils have very positive attitudes to learning and are enthusiastic about school.
- There are very strong and supportive links with parents, which has a positive impact on the pupils' learning.
- There are excellent links with the community, which enriches the curriculum.
- Provision for spiritual, moral and social development is good.
- There is very effective administrative support and the procedures for monitoring and improving attendance are very good.

¹ Inclusion is the term used when a school seeks to promote all groups of children in its educational provision.

What could be improved

- Standards could be higher and learning improved in science in Year 2.
- The management role of subject co-ordinators needs to be strengthened as soon as possible in order to improve the monitoring of teaching and learning.
- There is not enough consistency in the use of assessment to inform planning, or in marking, target setting and presentation of work.
- The current school development plan does not provide sufficient detail about how objectives will be achieved and there is no longer-term strategic plan.
- There is insufficient provision for outdoor play in the Foundation Stage².

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

- The school was last inspected in April 1997. Since then the school has been through a significant period of change. In spite of this, satisfactory progress has been made overall. There has been good improvement in standards in Year 6 and also pupils' attitudes and behaviour. Standards have improved in mathematics, science and art in Years 3 to 6 and writing has improved throughout the school. Teaching and learning in Years 3 to 6 has improved in religious education and is now good. Based on inspection evidence, current standards and learning need to be improved in Year 2, particularly with regard to higher attaining pupils and science.
- Satisfactory improvement has been made with regard to the roles and responsibilities of staff and governors being understood, agreed and implemented. In order to maintain four classes, the headteacher still has a heavy teaching commitment. The very good administrative support ensures effective and efficient administration, but one teacher in school is newly qualified and another is temporary, which has meant that the headteacher and one other teacher have had a heavy load of responsibility. Consequently, the role of subject co-ordinator has not been sufficiently developed and lack of regular monitoring means there is some inconsistency in marking, the use of assessment, target setting and presentation of work. Presentation of work was considered to be in need of improvement in the previous inspection and still requires attention.
- The quality of teaching has improved. In the previous inspection, 25 per cent of teaching was good. In the current inspection, approximately 49 per cent of teaching was good or very good, 49 per cent was satisfactory and only 3 per cent unsatisfactory.
- Governors now have clear terms of reference and staff have informative job descriptions. Financial planning is now more thorough, although there is no longer-term strategic plan. The one-year plan does not contain enough detail with regard to how objectives will be achieved. There is a very good policy for performance management, which is implemented well. A key issue in the last inspection was to continue to develop schemes of work in all subjects. The school has recently adopted national guidance and made reasonable improvement with this issue. Furniture has been replaced in Years 3 to 6. The environment has improved, for example, with the repainting of the hall and new hall floor. Accommodation for outdoor play in the Foundation Stage still requires improvement. The provision for spiritual, moral and social development has improved and is now good overall.

² The Foundation Stage applies to children from three years of age to the end of the Reception year in primary school.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A*	A	A*	A
mathematics	A	A	A*	A
science	B	B	A*	A*

Key	
In the highest five per cent in the country	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Because the cohort is small there is likely to be more variation in standards each year.

- The results in English, mathematics and science were very high compared with all schools and were in the top five per cent. The trend in attainment over five years is above average in each core subject, with girls achieving better than boys. Targets set by the school are realistic and recognise the need to maintain standards. When compared with results in similar schools, standards at the end of Year 6 were well above average in English and mathematics and very high in science, where they were in the top five per cent. In Year 2, there were less than 10 pupils in the cohort last year. The size of the cohort means there is considerable variation in standards each year, but, in the 2001 national tests, they were above average in English and mathematics and were in the highest five per cent for mathematics and science. At the end of Year 2, standards in the national tests in 2001 were in line with results in similar schools for reading and writing and were very high in mathematics and science, where they were in the top five per cent.
- Current standards in Year 6 are above average but they are not as high as the results in the national tests in each core subject. Extra support, for example in mathematics, is already having a very positive impact on standards. In Year 2, current standards are above average in English and mathematics, but about average in science. In science in Year 2, there is very little recorded evidence of what the pupils have achieved. From discussion with the pupils, it is evident that several pupils are capable of achieving more.
- Standards in art and design have improved and are now in line with expectations in Year 2 and Year 6. Standards in history are above expectations by age seven and 11. In music there was insufficient evidence to make a firm judgement on standards at the end of Year 2. They are above expectations in Year 6. In geography, design and technology, physical education, art and information and communication technology standards are in line with expectations. Standards in religious education meet the requirements in the locally agreed syllabus at the end of Year 2 and Year 6.
- When children begin school, most have had some pre-school provision and attainment on entry is above average. Children speak clearly and confidently and many have a good general knowledge. Most children currently in the Foundation Stage have achieved the Early Learning Goals³ in language, communication and literacy, mathematical development, personal and social development, knowledge and understanding of the world and physical development. They are in line to exceed them by the end of the Reception Year. In creative development, standards are in line with expectations at the end of the Reception year.

³ The Early Learning Goals set out what most children should achieve by the time they reach the end of the Reception year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and are keen to learn.
Behaviour, in and out of classrooms	Good. Most pupils behave well in and around the school.
Personal development and relationships	Good. There are positive relationships, which help the pupils to feel confident and valued.
Attendance	Good. Attendance is above average. Punctuality is very good.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Good

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

- In the Foundation Stage, teaching was never less than satisfactory, with a significant amount of good teaching. The children make at least satisfactory progress with their learning. In Years 1 and 2, teaching was satisfactory in each subject except music, art, design and technology and ICT where there was insufficient evidence to make a judgement. In history, teaching was good. In Years 3 to 6, the teaching and quality of learning was mainly good. Teaching in mathematics, science, history, geography and music and religious education was good. Where teaching is less effective, as in gymnastics in Years 1 and 2, more guidance is needed for pupils' skills and performance and higher levels of expectation are required to improve standards. The quality of teaching in English and of literacy skills is satisfactory throughout the school. Mathematics and the skills of numeracy are taught well in Years 3-6 and satisfactorily in Reception and Years 1 and 2. There was insufficient evidence to make a judgement on teaching in ICT in Years 3 to 6.
- In the most successful lessons, teachers had high expectations of what the pupils could achieve, and lessons proceeded at a brisk but appropriate pace. Planning was thorough and indicated appropriate tasks for different ages and abilities. Teachers explained the objectives well at the start of the lesson. In less successful lessons, the planning was not so thorough and tasks did not always provide enough challenge. Marking, target-setting and the presentation of work are inconsistent. Non-core subjects such as history are taught in an interesting way which captures the pupils' interest and imagination. The use of assessment to inform future planning is under-developed.
- Most pupils make at least satisfactory progress throughout the school. They make good progress in Years 3 to 6. Pupils with special educational needs make sound progress with the satisfactory support that is provided. The school meets the needs of all pupils, apart from the higher attaining pupils in science in Year 2. Traveller pupils are included well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is appropriately broad and balanced and enhanced by the wide range of educational visits and excellent links with the community.
Provision for pupils with special educational needs	Pupils with special educational need receive satisfactory support.
Provision for pupils' personal, including spiritual, moral, social and cultural development.	The provision is good overall. Provision for spiritual, social and moral development is good. Pupils have a clear understanding of the difference between right and wrong. Provision for cultural development is satisfactory. There is scope to further develop pupils' understanding of the rich cultural environment, which exists in this country today.
How well the school cares for its pupils	Good overall. The pupils receive a high level of pastoral care. Procedures for assessment are satisfactory, although individual target setting is

	inconsistent.
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The school has excellent links with the local community. These links are used very well to promote learning. The links with parents are very good and have a very positive impact on learning. The parents and community play a very important part in enriching the curriculum. There are a few concerns regarding the health and safety of the pupils, which have been brought to the attention of the governing body.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear and effective leadership and is well supported by the staff, governors and parents. Several changes in staff since the previous inspection have hampered the development of subject co-ordinators.
How well the governors fulfil their responsibilities	The governors are focused on school improvement and have developed their roles since the last inspection. The governors fulfil their role to a satisfactory level. Not all the statutory information is provided in the information for parents.
The school's evaluation of its performance	The school has begun to make effective use of data, for example in identifying pupils who may need extra support. Targets are set in relation to national tests, but the use of individual short-term targets is inconsistent.
The strategic use of resources	The school makes satisfactory use of resources. Financial management has improved since the last inspection and the school strives to ensure that spending is directed towards improving pupils' achievements.

The school development plan does not provide sufficient detail about how objectives will be achieved and there is no longer-term strategic plan. The school is committed to maintaining four classes for as long as possible, which means that the headteacher has a heavy teaching commitment. Very efficient administrative support ensures that procedures run smoothly. After Easter all teaching appointments will be permanent. The school maintained high standards, a united staff team and a positive ethos. Accommodation is satisfactory, apart from the lack of a suitable outdoor area for the Foundation Stage. Although the provision for Information and communication technology (ICT) is satisfactory, an ICT suite would enhance the provision and make teaching ICT easier. Resources are mainly adequate, except in physical education where new mats are required; music, where the range of music and instruments from different cultural backgrounds is too limited and more wheeled toys in the Foundation Stage. The principles of best value are applied appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The teaching is effective and pupils make good progress through the school, achieving high standards. There are strong parental links with the school and parents feel welcome in school. Pupils are well behaved and relationships in the school are good. Children enjoy school. 	<ul style="list-style-type: none"> Some parents would like more activities outside school, including some for younger pupils. The majority of parents were satisfied with the amount of homework, but a small minority would either prefer more or would prefer less.

There was an excellent response to the questionnaire for parents, with the vast majority of parents replying. The inspection team agrees with the positive views expressed. The activities provided outside school are similar to those in most schools. The amount of homework is in line with that which is set in most schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school has made good progress in improving standards, particularly in Key Stage 2 since the previous inspection. Trends in improvement at Key Stage 2 over the past few years indicate overall improvement in all core subjects. The small size of the cohort of pupils means that considerable variation in standards is possible in each year.
2. In English in Year 6 in the 2001 national tests, 64 per cent of pupils achieved the higher levels, compared with 28 per cent nationally. The percentage achieving the expected level or above was 91 per cent, compared with 75 per cent nationally. The performance in English exceeded the national average for the age group by 3.3 points. The performance of boys exceeded the national average by 2.9 points and that of the girls by 4.1 points. When compared with similar schools in relation to free school meals, the results were well above average. In Year 2, where the cohort was very small, standards in reading and writing were above average and when compared with similar schools, they were average.
3. In the national tests in mathematics in 2001, the standards reached by pupils at the end of Year 2 and Year 6 were very high and in the top five per cent when compared with all schools nationally. Over the last four years standards have risen steadily, with an increasing number of pupils achieving higher levels by the end of Year 2 and Year 6. By the end of Year 2 half the pupils attained the higher level 3 in the national tests in mathematics; by the end of Year 6 over half the pupils achieved the higher than expected levels. Rates of progress are satisfactory in Years 1 and 2 and good in Years 3 to 6. This includes those pupils with special educational needs and Traveller pupils. More able pupils in Year 6 benefit from the weekly mathematics booster class. Girls perform better than boys in the national tests. Since the previous inspection standards have risen significantly for older pupils and have been maintained for the younger pupils. The quality of teaching has been maintained in the younger classes but has improved in Years 3 to 6.
4. The results in the 2001 national tests in science in Year 2 and Year 6 were very high, with 82 per cent of Year 6 pupils achieving standards that were above average. The results in science were in the highest five per cent in the country when compared to all and to similar schools. All pupils achieved standards that were at least in line with national expectations. The results in science have improved over the last four years. Pupils' performance in science in Year 6 exceeded the national average for their age group by 4.7 points, which is approximately the equivalent of four and half terms.
5. The school has begun to track results to provide useful evidence for target setting, although this is still at an early stage. The statistics show that in Year 6 girls perform better than boys in each core subject. The school has acted upon this information, for example by ensuring there are sufficient books to interest boys in reading. During the inspection, no differences in performance were observed between girls and boys in any subject.
6. Most children enter school with attainment that is generally above average and most have had some pre-school provision. During the Foundation Stage most children make at least satisfactory progress in their learning. By the time the children begin Year 1, most have exceeded the Early Learning Goals in communication, language and literacy, mathematical development, personal and social development, knowledge and understanding of the world and physical development. In creative development most children are likely to be in line. The provision for imaginative play would be further improved with more adult involvement. Many children can already read and write simple words and recognise numbers to 20. The lack of an easily accessible outdoor area limits the learning which takes place outdoors as part of the daily provision and hinders the learning which takes place overall.

7. There was a small number of pupils in the cohort in Year 2 in the national tests in 2001. In a very small cohort there is considerable variation year to year in the results, depending on the pupils in the cohort. This has been the case over several years in Year 2, although over time the results in all core subjects have improved, particularly in mathematics. In science no pupils achieved the higher than expected levels.
8. Standards of work achieved in English, based on current inspection evidence, are above the national average at the end of Year 2 and Year 6. Overall standards have been maintained since the last inspection, although standards in writing have improved in both key stages. All pupils are making satisfactory progress in their learning. The literacy strategy is having a positive impact on pupils' learning. Trends over the last five years indicate a steady improvement in Year 2 and Year 6, but there is considerable variation due to the small cohorts of pupils taking the tests each year.
9. By the end of Year 2 pupils' attainment in speaking and listening, reading and writing are above average. Most pupils enjoy reading and read a range of books. However few pupils understand library skills. The pupils listen attentively to adults and to each other. By the end of Year 6 standards remain above average and pupils' progress in learning is satisfactory. Many pupils talk and listen confidently in a wide range of contexts, including some of a more formal nature. Pupils in Years 3 to 6 participate fully in discussions and talk quite confidently about their work and everyday experiences. The attainment of pupils, by the end of Year 6 in reading is above the national average; many pupils are fluent and expressive readers.
10. By the end of Year 2, standards in writing are above the national average and pupils' progress in learning is satisfactory. Many pupils use a variety of interesting words to make their writing interesting for the reader. Standards by the age of 11 in writing are above the national average. Pupils' writing is lively and thoughtful and higher attaining pupils are well able to vary their style to convey meaning clearly in different forms for different readers.
11. Inspection findings indicate that by the end of both Year 2 and Year 6, pupils' standards in mathematics are above the national standard. The school is on course to achieve above average results and older Year 6 pupils could achieve standards that are well above average. By the end of Year 2, most pupils are particularly strong in using number facts and in responding quickly and accurately to mental arithmetic questions. They develop a good range of strategies for oral responses to mental work and they explain them to others. By the end of Year 6, pupils' mathematical skills are very good. The higher attainers calculate area and perimeter and have a good understanding of simple algebra. They measure angles accurately.
12. On the basis of evidence gathered during the inspection, standards at the end of Year 6 in science are above average. At the end of Year 6, the majority of pupils make sensible predictions based on their prior knowledge when carrying out experiments. They develop their skills when carrying out fair tests, for example, when testing friction or noise conductors and they use clear diagrams to illustrate their work. At the end of Year 2, standards are currently in line with expectations. There is insufficient recorded evidence of a range of work, including the recording of work in simple table form or diagrams. Higher attaining pupils are insufficiently challenged in science in Year 2 and are capable of achieving more. Pupils can explain about the uses of electricity but are unsure about the way in which devices such as bulbs work in various electrical circuits. They do not use a range of scientific terms and they find it difficult to explain similarities and differences in physical phenomena such as light and sound. The pupils are more familiar with the properties of materials. Standards in science have improved at age 11 and they remain in line at age seven, as at the time of the last inspection.
13. The previous inspection judged standards in information and communication technology (ICT) to be in line at seven and 11. Standards remain in line. During the inspection no work was observed on modelling or control as this is planned for next term. Resources have improved, although the school does not have a dedicated ICT suite where all the class can have specific ICT teaching. This limits opportunities for learning in both key stages. Teachers in Years 1 and 2 are less secure in their own knowledge and understanding of ICT, although training is to take place soon. Standards in writing have improved throughout the school and they have also improved in mathematics at age

11. Standards in history have improved at age 11 and they are now above expectations at 7 and eleven. Standards in design and technology, geography, information and communication technology and physical education have been maintained and are in line with expectations at the end of Year 2 and Year 6. Standards have improved in art in Years 3 to 6, which was a key issue in the last inspection. They are now in line with expectations in Year 2 and Year 6. No music was observed in Year 1 or 2. In Year 6 standards in music are above average. In religious education, standards meet the expectations of the locally agreed syllabus.

15. Pupils with special educational needs make satisfactory progress in relation to their targets in their individual education plans. They make the same progress in lessons as their peers because teachers ensure that they are well supported at all times.
16. Progress overall is satisfactory throughout the school and in most lessons. Higher attaining pupils in Year 2 do not make enough progress in science. In Years 3 to 6, most pupils make good progress, especially when the teaching is good. When teachers have high expectations and the level of challenge is appropriate this has a positive effect on the pupils' learning. The school has made good progress with attainment, particularly in Years 3 to 6 since the previous inspection, but needs to develop regular monitoring of teaching and learning to ensure there is consistent use of assessment, target-setting and marking in order to maintain the improvement throughout the school.

Pupils' attitudes, values and personal development

17. Pupils are proud of their school and most have very good attitudes to learning. An issue identified at the time of the previous inspection was to improve the attitudes and behaviour of pupils in Years 3 to 6. The school has made good progress with this issue. The pupils listen well in lessons and work hard. When teachers give them a challenge they respond positively. A very good example was when Years 5 and 6 pupils re-enacted a local controversy. They played the roles and matched the accents of the different people involved when George Stephenson wanted to build the Kilsby railway tunnel in 1836. They put their opinions across forcefully. Pupils apply their enthusiasm very well to the arts. Fifteen well-practised pupils, from a total of 88 in this small school, played instrumental accompaniment for the other pupils singing in assembly.
18. Pupils behave well in the classrooms and around the school. They respond well to the school's 'Education in Human Values' scheme. They are eager to win rewards for good behaviour. They avoid incurring the sanctions. There was no disruptive behaviour during the inspection. The school has not excluded any pupil during the past year. Parents say that bullying is very rare and that the school resolves disagreements quickly and effectively. The school is free from sexism and other oppressive behaviour. No racism was observed. Boys and girls work and play together with warmth and friendship. Pupils have respect for the school environment. They are very courteous to visitors.
19. Pupils develop their sense of responsibility well. They willingly take on tasks in their classes. From the start, children in Reception independently choose and carry out some of their learning activities. Pupils collect money successfully for children less fortunate than themselves. Last term they raised £50 for Dr Barnardo's. Arts activities build pupils' self esteem. Younger pupils presented a successful nativity play last Christmas. Older pupils achieve good leadership and teamwork in the school's sports teams. Despite the small size of the school, the school won a local soccer competition last year. The girls' soccer and netball teams get good results.
20. Pupils relate well to one another. The school has a strong sense of community as a village school. Pupils take care to welcome newly arrived pupils as friends. They have a good understanding of the effect of their actions on others. Older pupils look after younger children in the playground. Good relationships with the adults have a positive effect in building pupils' friendships. For example, during lunchtime a large number of pupils joined in the traditional game 'Grandma, grandma, can I cross your golden river?' They all feel included in this playtime. Pupils now at secondary school frequently come back to take part in events such as the autumn fair.

21. Pupils like the school and attendance is good. Attendance in 2000/2001 was 95.8 per cent. This is 1.9 per cent higher than the national primary average and 0.9 per cent above the rate in the previous report. Families respond well to the school's encouragement to improve attendance. Traveller pupils attend as regularly as the others. Pupils' punctuality is very good. Their prompt arrival each morning has a positive effect on teaching and learning.

HOW WELL ARE PUPILS TAUGHT?

22. Since the previous inspection all the teaching staff has changed except for the headteacher. There have been several changes of teacher in Year 2. The school will soon have a full complement of permanent staff. Almost all the teaching was at least satisfactory during the inspection and there was less unsatisfactory teaching than at the time of the last inspection. All the teachers are keen to provide good quality education for the pupils and there is a shared commitment to improvement. In the last inspection there was about 25 per cent of good teaching. In the current inspection almost 50 per cent of teaching was at least good with 17 per cent being very good. The teaching in the Foundation Stage was never less than satisfactory, with a significant amount of teaching which was good. In Years 1 and 2 the teaching was mainly satisfactory with a small percentage of unsatisfactory teaching. The teaching in Years 3 to 6 was good overall, with over 60 per cent of good teaching, including 24 per cent which was very good.

23. **Strengths in the most successful teaching include:**

- thorough planning with appropriate tasks for pupils of different ages and abilities;
- a brisk but appropriate pace;
- clear learning objectives which were shared with the pupils;
- clear links with the previous lesson and with the following lessons;
- skilful, probing questioning to reinforce the learning;
- enthusiastic, knowledgeable teaching which makes the learning enjoyable;
- high expectations and sufficient challenge for all pupils; and
- effective class management.

24. **Shortcomings in the less successful teaching include:**

- a lack of consistency in marking;
- a lack of the use of assessment to inform the planning;
- teachers' expectations regarding the presentation of pupils' work were not high enough;
- target-setting for individual pupils was inconsistent;
- expectations were too low and there was insufficient challenge for higher attainers; and
- the pace was too slow.

25. Teaching has improved particularly in Years 3 to 6 where most of the weaker teaching was identified at the time of the last inspection and it is now good overall. The previous inspection identified the teaching in the Foundation Stage as 'sound with some good features'. In the current inspection over 50 per cent of the teaching was at least good. The teacher is enthusiastic and fosters positive attitudes in the children, who consequently are keen to do their best. Planning is thorough and is based on the Foundation Stage curriculum. There are also some Year 1 pupils in the class and the planning reflects the need to provide suitable activities for children of different ages and abilities. The teacher has a good understanding of the needs of young children and ensures that there is an appropriate balance between self-chosen and taught activities. The lack of a suitable outdoor area for the youngest pupils limits the teaching in this area. Small groups of children occasionally work outdoors with a teaching assistant for part of the morning, but the support is only available in the morning and the outdoor area is not easily accessible to the class. There are insufficient large wheeled toys for the children to use.

26. In Years 1 and 2 the teaching was satisfactory overall. This includes pupils in a mixed Reception and Year 1 class and pupils in a class for Year 1 and 2. There was one unsatisfactory lesson when the class management was not effective. In Years 1 and 2 the teaching was satisfactory in

English, mathematics, science, geography and religious education. In music, design and technology, art and ICT there was insufficient evidence to make a judgement on teaching in Years 1 and 2. In history the teaching was good. In Years 3 to 6 the teaching and quality of learning was mainly good with 24 per cent of very good teaching. Teaching in mathematics, science, history, geography, religious education and music was good. The quality of teaching in English and of literacy skills is satisfactory throughout the school. There was insufficient evidence to make a judgement on teaching in ICT in Years 3 to 6. The lack of an ICT suite makes the teaching of ICT more difficult, although good use is made of support staff to support learning.

27. Mathematics teaching and the skills of numeracy are taught well in Years 3 to 6 and satisfactorily in Years 1 and 2. In Years 3 to 6 the teachers' enthusiasm and good subject knowledge make the lessons interesting and challenging. In Years 1 and 2 the pace is slower and there is not so much challenge. The teaching of English and literacy skills is satisfactory throughout the school. Tasks are not always sufficiently planned to meet the needs of different age and ability groups in each class. Assessment is not sufficiently used to inform the planning. This limits the progress that some pupils make. Cross-curricular links are good, which support effective learning and increases the pupils' interest, as for example in history. In Years 3 to 6 appropriate use is made of the current available resources to support work in science, history and geography, for example.
28. In the most successful lessons there are clear learning objectives which are shared with the pupils and revisited at the end to help reinforce the learning. Teachers use praise and encouragement well to develop the pupils' self-esteem and to probe their thinking. There is effective class management and appropriate tasks for different ages and abilities. There are effective behaviour management strategies and most pupils behave well. In most lessons pupils are well motivated and they work well in a calm, orderly atmosphere. Teachers know the pupils well and they present good role models. Support staff are used effectively to support the learning. There is good liaison between teachers and support staff. There is very good use of parents and volunteers to enrich the curriculum, as for example in food technology. Relationships are good, which encourages the pupils to feel confident and to want to do their best.
29. There has been some monitoring by the headteacher, but this now needs to be developed with a clear structure and agreed focus. The staffing situation has meant that all subject management areas have had to be shared between two teachers which has meant a very heavy load. In the near future it will be possible to allocate these responsibilities between more teachers. Insufficient and irregular monitoring has meant that there is inconsistency in practice. There are a few examples of helpful and informative marking which improves the pupils' learning, but too much work, particularly in Years 1 and 2, is unmarked. Some teachers give pupils useful comments when they mark their work but there are very few examples of teachers explaining to pupils what they need to do to improve their work. The standard of presentation of pupils' work is not consistent; too much work is untidy and not completed with sufficient care. This was an area that was commented upon at the time of the previous inspection. The use of homework to reinforce learning is appropriate. The school has not yet developed a teaching and learning policy to provide useful guidance to staff.
30. Overall, there is insufficient use of ongoing assessment outcomes to guide the future planning of work for different age groups. Although this happens in some classes, it is not consistent. This means that in some areas, for example, in science at the end of Key Stage 1, pupils especially higher attainers, do not make as much progress as they could.
31. Pupils with special educational needs are usually appropriately supported in lessons either by the teacher or by classroom assistants. In the Years 1 and 2 class the classroom assistant is deployed well to support pupils with special educational needs and to help them focus on their work. This strategy supports their learning well. In Years 3 to 6, pupils who receive additional help are satisfactorily prepared for the following week's work by the special needs teacher. No judgement can be made on the quality of teaching because no sessions were observed during the inspection. All teachers write the individual education plans for the pupils in their class. The quality of the targets is inconsistent. Where there is good practice, the targets are measurable and precise but many of the targets on the individual education plans are vague and do not indicate clearly what the pupil needs to achieve. There is little indication of how the needs of these pupils are met in teachers' lesson plans.

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

32. Throughout the school a broad and balanced curriculum caters for a wide range of pupils' interests. The quality and range of learning opportunities is satisfactory for all pupils in the Foundation Stage and Years 1 to 6. All statutory requirements for the curriculum are appropriately met. The requirements of the locally agreed syllabus for religious education are met. The breadth, balance and relevance of the whole curriculum are satisfactory in the Foundation Stage and for pupils up to seven years of age. It is good for pupils from Year 3 to Year 6. All pupils experience one lesson of French per week during Years 5 and 6. The national strategy for literacy is well established and is having a positive effect on pupils' learning in English. In mathematics the national strategy is effective and has contributed to the high standards achieved. In other subjects planning is inconsistent. The school uses nationally recommended schemes of work for science, information and communication technology, music and physical education. Yearly planning has recently been adopted and updated in history, geography, design and technology and religious education. Overall the school has satisfactorily addressed the key issue from the last inspection which was to continue to develop schemes of work, although the national guidance needs to be adapted to fully meet the needs of the school.
33. There are policies for all subject areas but these need to be updated in line with National Curriculum 2000. The policies are not dated and there is no indication whether they are reviewed regularly. The strengths of the curriculum include mathematics, science, and music at Key Stage 2 and history throughout the school. The curriculum is stronger in the Years 3 to 6. Art, design and technology, geography, ICT, religious education and physical education are satisfactory but could be improved, especially in Year 1 and 2, by improving the planning and pace of lessons. The school needs to develop a consistent overview of the whole curriculum to ensure appropriate coverage of the National Curriculum and progressive development of pupils' knowledge and understanding.
34. In the Foundation Stage appropriate emphasis is given to personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world, creative and mathematical development. Provision for physical development is hindered by lack of outdoor provision. The curriculum for children in the Foundation Stage meets the latest national guidance for children aged three to five. The steps in all six areas of learning are mentioned in planning. There are appropriate opportunities for children to develop their aesthetic awareness and to enable their creativity to have expression, but these could be better. Opportunities for imaginative role-play are more limited. Children use the hall for physical education lessons but there is limited provision for quality learning outdoors.
35. The school makes satisfactory provision for pupils with special educational needs and this has a positive impact on their learning. There is good practice in some classes where the classroom assistant is used effectively to work with groups of lower attaining pupils to ensure they have a full understanding of the task. Other classroom assistants and parent volunteers regularly hear groups of pupils read. This has a positive impact on their learning. Some pupils are regularly withdrawn each week to work with a special needs support teacher. The teachers ensure that these pupils do not miss the same lessons each week so that they have equal access to a broad and balanced curriculum. The Traveller pupils in the school are included well in all activities and are valued for the contribution that they make to school life.
36. The provision for extra-curricular activities is good. A rich range of visits and visitors enrich the curriculum and extend pupils' experiences. These include visits to the theatre, the Sikh Gurdwara and the Black Country Museum. Music features strongly and pupils have the opportunity to learn the guitar, recorder, violin, clarinet or flute. The provision for extra-curricular clubs and activities is satisfactory but could be better if the school utilised the excellent links with the community. Pupils currently have the opportunity to attend netball, football, chess, guitar and table tennis activities either at lunchtime or after school.

37. Equality of access and opportunity for all pupils is satisfactory. There is a clear policy for equal opportunities and inclusion and all pupils have opportunity to take part in all the activities. It was noted during the inspection however, that some pupils unable to take part in physical education lessons were engaged in using the computer or reading books, neither activity was related to learning about physical education.
38. The provision for personal, social and health education, including sex education and attention to drug misuse, is satisfactory and is covered within the curriculum under human values. All classes experience a weekly lesson focused on human values.
39. There are excellent links with the community. The school forms a central focus for the local village and the relationship with the village is excellent. Local community members play a valuable role in contributing to the effectiveness of the school. Many members of the community enhance teaching and learning, for example through very good sessions on food technology and booster classes for mathematics for Year 6 pupils. The local shopkeeper helps groups of younger pupils calculate change and purchase food items. Local residents support the Open Garden scheme, when the school invites them to view the school maze and wild life area. There are close links with the village church and the local vicar takes a weekly assembly making a valuable contribution to spiritual, moral, social and cultural development.
40. The parents are an energetic body, which supports the school in a variety of ways.
41. Links with partner institutions are satisfactory. There is regular liaison between the local secondary school. There are reciprocal visits from staff and pupils.
42. Since the last inspection there has been satisfactory improvement overall in curriculum provision. The school has continued to enrich and extend the curriculum with a wide range of experiences and activities for all pupils.
43. The provision for pupils' spiritual, moral and social development is good overall. Provision for spiritual, moral and social development is good and provision for cultural development is satisfactory. Since the last inspection standards have improved in spiritual, social and moral development and have been maintained in cultural development.
44. Provision for spiritual development is good. Assemblies are very well planned. They provide opportunities to reflect, celebrate and appreciate the world and others. Pupils are encouraged to think about human values such as kindness and this theme is reinforced in lessons and activities during the week. Simple messages are well delivered and provide good opportunities for pupils to reflect on the theme of kindness and consider their thoughts, actions and words. Collective worship is closely linked to the assembly theme. The local vicar takes an assembly once a week and encourages pupils to reflect and appreciate the beauty of water such as Lake Windermere in the Lake District. Pupils reflect and consider how kindness can spread like the ripples on the water after a stone has been skimmed. In some classes pupils are encouraged to identify their own targets for improvement. Pupils are encouraged to reflect on the wider world and consider the wealth of the western world and compare it to the poverty and lack of regular food and water in many other areas of the world. Achievements are acknowledged and celebrated. Pupils who have worked well during the week or have shown kindness or consideration for others are recognised and their efforts are rewarded with the receipt of the headteacher's achievement award. The work of midday supervisors is appreciated. They award a special trophy each week for pupils or groups of pupils who have behaved particularly well on the playground. Joy in learning was evident in a design and technology lesson in Year 3 and 4 when pupils showed real excitement evaluating the packaging of a variety of Easter egg boxes.
45. The provision for pupils' moral development is good. The school rules provide clear guidelines to all pupils. Clear codes of behaviour and values are communicated strongly through learning about human values. During the lunchtime breaks, mid-day supervisors follow a code of conduct, and sanctions are evident though rarely used. The teachers are good role models for some pupils who

need firmer guidance to ensure they establish a clearer understanding of their responsibilities. Behaviour is good in most classes. Most pupils are polite and courteous to visiting adults. Behaviour in the informal play situations is satisfactory. Teachers have established a supportive atmosphere in which to cultivate pupils' moral development. From the time they enter the school pupils are encouraged to behave sensibly and take care of resources. Moral development is reinforced during human values lessons when pupils are encouraged to share their thoughts and discuss moral concerns. There are very good opportunities for pupils to consider the moral situation and explain their own views.

46. Provision for pupils' social development is good. On the playground pupils interact well with each other in informal play. They play happily in a range of competitive, co-operative and imaginative games. Older pupils play with younger pupils and midday supervisors initiate and encourage pupils to play playground games. In lessons pupils co-operate and collaborate well with each other on tasks. The school provides good opportunities for pupils to consider others and to take actions to improve their lives. The whole school is encouraged to 'sponsor a granny' in Indonesia. Pupils in Year 1 co-operate well together looking after the school rabbit. All classes share the responsibility for the school pets. Pupils are given responsibility with jobs such as returning the register and taking responsibility for the music in assembly.
47. Provision for pupils' cultural development is satisfactory. The pupils experience a wide range of visits to museums such as the Black Country museum and St John's museum in Warwick. These visits enrich learning in history and contribute to the good standards achieved. There are regular visits to the theatre that also involve the local community. The school has developed some links with other cultures but evidence in art work and literature appreciation and knowledge of other cultures is limited. The school has links with Iganga in Uganda and with Iceland. Photographs are exchanged between the two communities. A display board shows photographs and describes differences in lifestyle in the communities. The school supports a wide range of national and international charities such as 'Dr Barnardos' and 'Children in Need'. The satisfactory provision for pupils' cultural development could be brought up to the good level of provision for spiritual, moral and social development if pupils had a more direct experience of different cultures. There is insufficient emphasis on the rich range of cultures that exist in Britain today. Apart from one display in the hall this is not evident around the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The school provides good care for its pupils. It has maintained the high level of pastoral care reported by the previous inspection. It closely follows the procedures specified in its health and safety policy. Governors formally monitor the site once a year. A governor and the local authority have recently carried out risk assessments. The caretaker checks day by day and attends to minor defects. The premises are clean and bright. However, there are two health and safety concerns. The school pond has no fencing around it. The cupboards where the school stores the cleaning materials are not locked during the day. The school takes procedures to ensure that there is safe use of the Internet.
49. The school has appropriate procedures for child protection. The headteacher is the designated teacher. He works closely with local agencies. He updates his training regularly and makes sure that staff are aware of the requirements. Arrangements for first aid are outstanding. Six members of staff hold current first aid certificates. The school secretary keeps accurate records and notifies parents when necessary.
50. The school monitors pupils' academic and personal development soundly and provides satisfactory educational and personal support and guidance. This judgement is similar to that in the previous report. Since that time the school has kept pace with national developments in assessing pupils' achievements.
51. Procedures for assessing pupils' attainment and progress are satisfactory. Procedures are similar to the last inspection but assessment in the non-core subjects is still in the early stages of development. Assessment procedures include the statutory assessments for pupils in Years 2

and 6; the optional tests for pupils in Years 3 to 6 and baseline assessments in the Reception class. The commercial mathematics scheme provides teachers with half-termly assessment tasks for the pupils and the school regularly assesses pupils' reading ages. Teachers are encouraged to use the learning outcomes and key objectives which are identified in the frameworks for literacy and numeracy and also in the nationally suggested schemes of work. However this is still very much at the developmental stage. The school is aware that the policy will need to be reviewed when all members of the teaching staff are permanent.

52. The assessment co-ordinator is beginning to use assessment information to identify areas of weakness and to compare attainment of boys and girls. She has effectively analysed the results of the optional tests in mathematics for pupils in her class and some of the pupils in her previous class. She has used the information well to set individual targets, to highlight general areas of weakness in the subject and also to support the setting of class targets for pupils in Year 5 and 6. Assessment information is not used consistently to set individual targets. The school is beginning to use national data to track pupils' progress between Year 2 and Year 6. The use of assessment to guide curricular planning is unsatisfactory. Assessment information is still used sufficiently or consistently across the school to guide curriculum planning and to continue to raise standards.
53. Teachers keep some records of individual pupils' attainment in a National Curriculum Record Book. These have been reintroduced this year and it is intended that these records be completed at the end of the year and then passed to the next teacher. Teachers are encouraged to complete them during the year but this remains inconsistent. Record sheets at the end of Year 2 and Year 6 give a satisfactory overview of each pupil's attainment and progress. Reading ages and results of standardised and optional tests are recorded on the sheets. However, there is no evidence that teachers predict what level of attainment in English, mathematics and science they hope each pupil will achieve by the end of the year.
54. Individual samples of pupils' work are kept as evidence of their progress. However they do not indicate the context of the lesson, the level of support given to the pupil nor the National Curriculum level of attainment achieved by the pupil. Over the last few years teachers have collected some samples of pupils' work and suggested worksheets in English, mathematics and science to support them with assessment using the National Curriculum levels of attainment. The samples of pupils' writing are effective in guiding teachers, but this has not been developed in other subjects. The school is aware of the need to update the portfolios and to share samples of pupils' work to ensure consistency in judging standards, when the school is fully staffed.
55. The school makes satisfactory use of assessment information to identify those pupils with special educational needs and to set targets on their individual education plans. These are regularly reviewed and new targets set. The authority also provides schools with criteria to help them with identifying pupils with special educational needs, which links to the funding to support these pupils. There are satisfactory links with other agencies, which offer advice and support for the pupils. The school has good links with the Learning Support Service, who regularly visit the school to assess individual pupils and offer advice to staff.
56. Monitoring and support of pupils' personal development are sound. Teachers know pupils and their families well. They take care to include all the pupils in extra-curricular activities, as well as in lessons. They meet parents formally twice a year and discuss the children's personal development, as well as what they have learnt. They give judgements about attitudes and maturity in the annual reports. Parents say it is easy to meet their child's teacher for informal discussions. They appreciate the residential visits for older pupils. In answer to the questionnaire, 95 per cent of parents say the school helps their children to become mature and responsible. A parent wrote: 'I have watched my children grow in confidence through excellent drama presentations, through being encouraged to perform musical items in front of the whole school and through an active interest shown in their achievements both in and out of school.'
57. The school's behaviour policy works well. There are ten rules, worked out in consultation with the pupils. These rules are on display and in the home/school agreement. This is an improvement since the previous inspection. Pupils are eager to win praise and the tickets that teaching and non-teaching staff award for good behaviour and good manners. As a sanction, each classroom

has a 'three strikes' warning board, but teachers hardly ever have to use it. At the pre-inspection meeting, parents said they were confident in the school's procedures to deter bullying. There are clear procedures for response in any cases of sexual or racial harassment.

58. The school has very good procedures to encourage good attendance. It has made clear to parents that it expects regular attendance and a note if the child is ill. The secretary telephones on the same day if she does not receive a reason for absence. The school gets effective support from the educational welfare officer.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. Parents have a very good opinion of the school. At the pre-inspection meeting parents said they appreciate the high standards, good teaching and caring support that their children are getting and the school's very strong ethos. They feel the school has improved communication with them since the time of the previous inspection. Nearly all parents say their children like the school. A mother said in discussion: 'I don't know of any child who doesn't want to come to school.' A minority of parents express concerns. Although most parents were content with the amount of activities outside school, a minority would like more, including some for younger pupils. The majority of parents were content with the amount of homework, but 17 per cent felt their children were not getting the right amount. The inspection findings are that extra-curricular activities are as expected for a primary school of this size and provision of homework is satisfactory. The inspection team agrees with the positive views expressed by the parents.
60. The school has very good links with parents. There are formal meetings with the class teacher twice a year. Parents find it easy to approach the class teacher and headteacher and the school quickly arranges an appointment when necessary. The Kilsby Association is a real strength of the school. Many events in its successful fund raising programme provide opportunities for the children to develop their maturity and social skills. Children organise games and help run stalls at the pre-Christmas fair. They dance round the maypole on Mayday. They take part in family quiz nights. They love the discotheques.
61. Most parents are kept informed of their child's progress through informal meetings with the teachers. They are supportive and willing to help with their child's education. However parents of children with special educational needs are not formally involved in setting of the targets on their child's individual education plan and the meetings with the parents are not formally recorded.
62. Information for parents is satisfactory on balance. The school provides a well-written newsletter each half term. The annual reports to parents have good detailed accounts of what their children know and can do in English, mathematics and science. There are briefer accounts of work in the other subjects. The governors' annual report is clear and well presented. The prospectus is sparse and not as attractive as it could be. It would be worth the school considering producing a more attractive cover which will last for several years, with updated sheets inserted as they are at present. The prospectus and the governors' annual report do not have all the statutory information required. The inspection team has made the school aware of the requirements.
63. Parents support their children's learning very effectively. Parents and community volunteers come in regularly to help with reading, mathematics, cooking and a range of other activities. Parents accompany pupils on local trips to study the environment and historical sites. They have a wide range of skills and talents. The school makes very good use of all parents. It successfully involves families who in the past have not taken much part in their children's learning at school. It has improved arrangements for homework since the previous report. Families make good use of the home reading record. Younger pupils, in particular, read frequently at home. Parents' enthusiasm fosters and sustains the very good attitudes to learning shown by the pupils at this school. Parents make a major contribution to the school's success in achieving and maintaining high standards.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The leadership and management of the school are satisfactory, overall. The headteacher provides purposeful, effective leadership with a clear vision for the school. He receives good support from the staff, governors and parents and there is a shared commitment to further improvement. The leadership has ensured that although there have been several recent staff changes, standards and a positive ethos have been retained. Taking the situation and circumstances into account, satisfactory improvement has been made with leadership and management since the previous inspection.
65. At the time of the last inspection it was reported that the headteacher had a heavy teaching load, which detracted from the management role. A priority for the school is to retain four classes, which means the headteacher still has a heavy teaching commitment. The very efficient administrative staff ensure that there is effective and smooth administration. In addition to the commitment and energy of the headteacher and staff, the strong support from governors and parents enables the situation to be managed satisfactorily. During recent months it has not been possible to delegate management responsibilities to all staff. Consequently, two teachers have shared a heavy load in addition to teaching commitments.
66. The subject management responsibility needs to be reorganised and shared between new staff at the earliest opportunity. There has been regular monitoring of work in pupils' books, but little regular monitoring of the teaching and learning. This has meant that there are inconsistencies in some practices such as marking and target setting and that standards in some subjects, for example, science in Year 2, are not as high as they could be. The system for monitoring the planning and analysing of pupils' work needs to be more consistently applied.
67. A key issue in the previous inspection was to continue to develop schemes of work in all subjects. Satisfactory progress has been made. The school has recently decided to adopt the QCA (Qualifications and Curriculum Authority) guidance. These need to be reviewed and adapted where necessary to the needs of the school. The need to ensure that roles and responsibilities of staff and governors were understood, agreed and implemented was also identified. This has been achieved. Staff have clear job descriptions which are implemented. The school has a very good policy for performance management and procedures are being met. There is also a good policy and system for induction, which works well and ensures that new staff settle quickly into school and become effective team members.
68. A previous issue was to ensure the school development plan and financial plan was used effectively to guide the work of the school. The school development plan still requires more detail about how specific targets will be achieved. There is not a longer-term strategic plan or overview, although governor minutes do indicate that longer-term issues are discussed regularly. This would be a useful addition, particularly in view of the important long-term issues which are facing the school, such as trying to maintain four classes.
69. The school has developed the use of data to measure the effectiveness of the school. Inclusion is satisfactory, overall, although in some lessons in Years 1 and 2, the provision for higher attainers is not sufficiently specific. Traveller pupils, boys and girls and pupils with special educational need are included in the provision. There is a set of aims and values which are reflected in the work of the school.
70. The governors are interested and supportive of the school. Several governors spend much time in school, giving valuable support in class. They are well informed and many have undertaken training. They are developing their role as a 'critical friend' of the school and increasing their first hand experience and knowledge. There are committees in place with clear terms of reference. Governors are in place with responsibility for the core subjects and for special educational needs. They fulfil their role satisfactorily, including accounting for the performance of the school. Statutory responsibilities are met, apart from the inclusion of all necessary information in the prospectus and governors' annual report to parents.
71. Management of special educational needs is satisfactory. The necessary paperwork is in place

and the school has a register of pupils who are causing them concerns. However the register needs to be more regularly reviewed to ensure it is up to date. The co-ordinator does not have any specific release time to fulfil his role and this impedes his efforts to manage the role effectively. There is very little monitoring of individual education plans by the co-ordinator, or the impact of provision on pupils' progress.

72. Financial planning has improved since the previous inspection when it was considered to be weak. The financial plan is used to guide the work of the school, although more detail in the school development plan and a longer-term strategic overview would be helpful. The finance committee monitors spending on a regular basis. However, there is no regular monitoring of the effect of budget spending on standards of attainment. Care is taken to obtain good value on all purchases and the principles of best value are applied satisfactorily. Most issues identified in the previous audit have been met. The smooth and effective day-to-day management of the school by the very effective office staff supports the teachers well. At the end of the financial year the school had a budget carry forward of £25,329 which was over ten per cent. This was to ensure that sufficient funds were available in case the school roof or the boiler needed replacing. In view of the possible need for very high expenditure with regard to these items, the inspection team viewed the carry forward as reasonable.
73. There is an appropriate number of teaching staff whose qualifications and experience match the needs of the curriculum. The support staff work closely with the teachers and provide appropriate support. The overall range and quality of learning resources are adequate. New mats are required in physical education and the range of instruments and music from different cultures needs to be increased. More resources for outdoor play, including wheeled toys, are required for the Foundation Stage. The accommodation is satisfactory overall and has benefited from redecoration and improvements such as the new hall floor. The school does not have a computer suite, which makes teaching ICT more difficult. The Foundation Stage does not have an easily accessible outdoor area, which hampers the provision and progress in this area. The attractive outdoor area has been developed well with a wildlife area, a maze and fruit bushes and flowers.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. In order to build upon the strengths and continue the improvements made, the headteacher, governors and staff should:
- (1) improve standards and learning in science in Year 2.
(paragraphs 12, 103 and 104)
 - (2) strengthen the management role of subject co-ordinators as soon as possible, in order to ensure that there is:
 - regular monitoring of teaching and learning throughout the school;
(paragraphs 29,101,108,114)
 - consistency in the use of assessment to inform planning;
(paragraphs 29, 90 and 108)
 - consistency in the use of informative marking, presentation of work and target setting.
(paragraphs 28, 29, 65, 89, 91 and 108)
 - (3) improve the school development plan by ensuring that there is sufficient detail about how objectives will be achieved and also develop a longer-term strategic plan.

(paragraphs 67 and 71)

- (4) improve the facilities for outdoor play in the Foundation Stage.

(paragraphs 33, 72 and 80)

The following areas for improvement have also been identified and should be considered by the school:

- attend to the health and safety issues that have been identified (paragraph 47);
- ensure all required statutory information is provided for parents (paragraph 61).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	11	17	1	0	0
Percentage	0	17.1	31.4	48.6	2.9	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

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)	88
Number of full-time pupils known to be eligible for free school meals	5

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	24

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

%

Unauthorised absence

%

School data	4.2
National comparative data	5.6

School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2) is not included for 2001, as there were only eight pupils in the cohort.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	4	7	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total		11	11
Percentage of pupils at NC level 4 or above	School		100 (87)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	11	11
Percentage of pupils at NC level 4 or above	School		100 (80)	100 (93)
	National	72 (70)	74 (72)	82 (79)

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

The percentage data for English is omitted as there were only ten pupils who entered the national tests. The data for girls and boys is omitted for mathematics and science, as there were fewer than ten boys or girls.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	75
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.2
Number of pupils per qualified teacher	21.5
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	3.0
Total aggregate hours worked per week	32

Recruitment of teachers

Number of teachers who left the school during the last two years	2.0
Number of teachers appointed to the school during the last two years	2.0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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.

Financial information

Financial year	2000/2001
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	£
Total income	191924
Total expenditure	193435
Expenditure per pupil	2449
Balance brought forward from previous year	26840
Balance carried forward to next year	25329

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	88
Number of questionnaires returned	77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	3	0	0
My child is making good progress in school.	55	43	1	0	0
Behaviour in the school is good.	36	55	3	1	1
My child gets the right amount of work to do at home.	42	39	9	8	3
The teaching is good.	56	44	0	0	0
I am kept well informed about how my child is getting on.	38	49	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	70	30	0	0	0
The school expects my child to work hard and achieve his or her best.	53	40	4	0	3
The school works closely with parents.	34	51	4	3	0
The school is well led and managed.	43	49	1	1	3
The school is helping my child become mature and responsible.	44	51	3	0	0
The school provides an interesting range of activities outside lessons.	31	43	19	0	6

There was an excellent response to the questionnaires, with the vast majority of parents completing and returning the form.

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

75. Provision for children in Reception is satisfactory. Evidence from records and discussion indicates that when most children enter Reception their achievements are above the standards expected and most have attended some pre-school education. Their language skills are particularly well developed and many speak clearly and also listen well. They make at least satisfactory progress during their time in Reception. Many children have already achieved the Early Learning Goals in communication, language and literacy, mathematical development, personal and social development, knowledge and understanding of the world and physical development. They are likely to exceed the Early Learning Goals by the time they join Year 1 except in creative development where they are likely to be in line. Standards are similar to those at the time of the previous inspection. The facilities for outdoor play remain unsatisfactory. Imaginative play has improved, but could be improved further by more adult involvement.
76. The quality of teaching is satisfactory overall. No teaching was less than satisfactory and there was a significant amount of good teaching. The teacher is enthusiastic and has a good understanding of the Foundation Stage curriculum and the needs of young children. The Reception children are taught with a small group of Year 1 pupils and the teacher works hard to ensure that the curriculum is suitable for both age groups and a range of ability. There is an appropriate mix of direct teaching with the class or group and self-chosen activities. Skilful questioning challenges the children's thinking and extends their learning, for example in the literacy lesson. A range of practical activities reinforces the learning, for example sorting activities in mathematics. Clear explanations are given about the tasks and the children consequently feel secure and happy in the environment. Play is mostly purposeful and helps to reinforce the learning. The good liaison between the staff and between staff and parents also helps the children to feel confident. Behaviour is managed well and the children develop good work habits. Children with special educational needs receive appropriate support. There are no children who speak English as an additional language. Higher attaining children are encouraged and challenged, for example, in their counting and their reading. Space is limited in the classroom, but the provision of an attractive book corner and an easily accessible outdoor area are important priorities.

Personal, social and emotional development

77. The children make good progress because of the effective teaching and are likely to exceed the Early Learning Goals by the end of the Reception year. The teacher has high expectations and the children respond well. They are polite to each other, taking turns and listening well to what others have to say. The environment, although rather cramped, is organised well with clear labels, which encourage the children to pack away and tidy up. The clear routines help the children to feel secure and confident. They develop independence through the opportunity to choose from different activities for part of the day. The children quickly learn the accepted behaviour code, for example, in taking turns on the computer. They get themselves changed for physical education in a sensible way, making sure that their clothes are tidy. The children show a range of feelings, for example, when imagining what the 'Three Bears' would have felt like, or how St David felt when he lived on a diet of bread, cress and water. The teacher's good preparation and use of artefacts helps to bring these things to life for the children. Children are made to feel important and special by the teacher, which helps them grow in confidence. The children develop respect for the culture and beliefs of themselves and others.

Communication, language and literacy

78. The children listen well to the teacher and to each other. They do not interrupt and they make interesting and relevant comments, for example in relation to the story of the 'Three Bears'. Children acting out the part speak in a loud or quiet voice pretending to be the different bears.

They enjoy a range of stories and books and many can recognise initial sounds and recognise simple words. They can retell a story in their own words. They enjoy playing in the 'Three Bears' House' and take on different roles. They talk in sentences, for example, in relation to the story of St David. Many children can write their name and a few other words correctly. They know how to write the letters correctly and identify the sounds that they make. The staff use opportunities well to reinforce language skills by the range of experiences provided, including purposeful play. Effective learning is also fostered by the way in which the staff value the children's attempts at writing. The teaching is satisfactory and pupils make sound progress in this area of learning. Most children are likely to exceed the Early Learning Goals by the end of the Reception year.

Mathematical development

79. In mathematics, attainment is likely to be above the standards expected by the end of the Reception year and most children make satisfactory progress. The teaching is satisfactory with an appropriate balance of activities to extend the children's thinking and understanding. Many children can already count beyond ten and recognise numbers up to 20. In the sand and water, children develop correct mathematical language and explore weight and capacity. The understanding of shape is developed through play with construction materials. There are useful opportunities for counting and sorting in the 'Three Bears' Cottage'. These could be usefully developed with more adult participation. Many children can write numbers correctly and solve simple problems such as adding one more or taking away one.

Knowledge and understanding of the world

80. Attainment is likely to exceed the Early Learning Goals by the end of the Reception year. The teaching is satisfactory and children make sound progress in this area of learning. They have a good general knowledge and enjoy finding out about the world in which they live. The children talk about things which they like and dislike. They recognise what is old and new and can explain their reasoning. They explore the local environment and draw maps showing where they live and where the school is. Visitors to school and visits in the local environment support the learning well. They know about how a frog develops and can name some body parts. The children cut, join and build for a range of purposes, for example, they make figures with moving parts. Information and communication technology is used appropriately to support the curriculum. Many children know how to use the computer mouse and they can also print out their work. The lack of an easily accessible outdoor area limits the on-going provision in this area. The teacher works hard to compensate for this, for example, small groups of children sometimes work outside with the classroom assistant in the mornings.

Physical development

81. The teaching during the inspection was good and children made good progress. There is regular use of the hall for physical development. The planning was thorough and appropriate for the different age groups and abilities. The children moved in different directions and made good use of space. The teacher introduced the activity well, making sure that the children understood the task. Several children performed a well-controlled 'bunny-hop', which they improved after a demonstration by the teacher. The children stopped quickly and safely when asked to do so. Fine manipulative skills are developed through daily activities, which involve the use of scissors, pencils and small construction toys. There was no opportunity to observe the pupils on wheeled toys during the inspection. There are insufficient toys for their use and the lack of an easily accessible area makes it difficult to organise.

Creative development

82. The teaching is satisfactory, with appropriate use of praise and encouragement to reinforce the learning. Most children are in line to achieve the Early Learning Goals by the end of the Reception Year. The last inspection indicated that provision for imaginative play was underdeveloped. The provision has improved, but there is scope to develop imaginative play further by giving it a higher priority and also using adults to help develop the play. The children explore colour through paint,

dough and drawings. They develop the use of colour in their paintings. They develop their skills in making a collage and in printing. The computer is used effectively to support the learning in this area and the children create attractive designs. No dance or music was observed during the inspection, but regular lessons do take place.

ENGLISH

82. In English in Year 6 in the 2001 national tests, 64 per cent of pupils achieved the higher levels, compared with 28 per cent nationally. In Year 2, where the cohort was very small, standards in reading and writing were above average and when compared with similar schools, they were average.
83. Standards of work achieved in English are above the national average at the end of Year 2 and Year 6. Overall standards have been maintained since the last inspection, although standards in writing have improved throughout the school. All pupils are making satisfactory progress in their learning. The literacy strategy is having a positive impact on pupils' learning. Trends over the last five years indicate a steady improvement at the end of Year 2 and Year 6 but there is considerable variation due to the small cohorts of pupils taking the tests each year. In tests, girls perform better than boys do, but no significant differences were observed during the inspection.
84. By the end of Year 2 pupils' attainment in speaking and listening is above average. They are keen to answer questions and contribute to discussions. Many are articulate and speak confidently in a range of situations. For example, during a religious education lesson, pupils confidently discussed how they would feel if they were alone in a desert and talked about the things they would particularly miss. They listen attentively to adults and to each other.
85. By the end of Year 6 standards remain above average and pupils' progress in learning is satisfactory. Many pupils talk and listen confidently in a wide range of contexts, including some of a more formal nature. For example during a debate in a history lesson, pupils in Years 5 and 6 took on the roles of various residents of Kilsby in 1836, responding to George Stevenson's proposal to build a railway tunnel in the area. They put forward their views very clearly and listened attentively to each other's points. They confidently questioned each other to develop thoughts and ideas. Pupils in Years 3 and 4 were well able to use photographs during a geography lesson to prepare a set of interesting questions to ask about the weather in Uganda. Pupils in Years 3 to 6 participate fully in discussions and talk quite confidently about their work and everyday experiences.
86. By the end of Year 2 reading standards are above the national average and all pupils, including those with special educational needs, make satisfactory progress in their learning. Most pupils enjoy reading and have the opportunity to read a wide range of books. They are able to talk about the book which they are reading and know the type of books they enjoy reading best. They have an appropriate range of strategies to tackle unfamiliar words and use them well. Although pupils understand the use of context and index pages in books, few fully understand the purpose of the library or how to use it. The use of the library is limited in helping to meet the objectives of the National Literacy Strategy.
87. The attainment of pupils, by the end of Year 6 is above the national average in reading. Reading skills are well developed and most read confidently for a range of purposes. They know their favourite authors and offer opinions on a range of books. For example one pupil in Year 5 explained clearly why he enjoyed reading storybooks, which also give him facts about science and history. Pupils in Year 3 and 4 read a set of instructions clearly on how to make an origami book. Some pupils in Year 3 read and follow a set of instructions, each making a 'man-eating shark card'. Pupils in Years 5 and 6 explain how the school library is organised and many use the local library for books to help them with their homework. Few pupils in Years 3 and 4 could confidently explain the organisation of the school library.
88. By the end of Year 2 standards in writing are above the national average and pupils' progress in learning is satisfactory. Pupils' writing is appropriately organised and they begin to write for a

range of different purposes. For example, pupils regularly write their news in their diaries and have written simple poems. They have written their own versions of the story of 'The Three Little Pigs'. They develop their ideas in short sections and are using simple punctuation appropriately in their writing. Simple spellings are generally accurate and several use initial letter sounds effectively to help them spell unfamiliar words. Many are beginning to use a variety of interesting words to make their writing interesting for the reader.

89. Standards by the age of eleven are above the national average. Pupils' writing is lively and thoughtful and higher attaining pupils are able to vary their style to convey meaning clearly in different forms for different readers. Pupils in Years 3 and 4 have evidence of writing for a good range of different purposes in their books. For example, they write their own fables, poetry stories and instructions. Pupils have written verses for a poem based on the work of Chief Dan George called 'And my heart soars'. They indicate in their writing a clear understanding of the poet's use of descriptions of the environment and how the world makes him feel. Most pupils are able to use picture clues well to write a set of simple instructions for making an origami book. In Year 5 and 6 pupils understand how to use different lengths of sentences to create tension in writing. Most succeed in using this technique, by the end of the lesson and vocabulary choices are imaginative. Handwriting is joined and pupils are using their own handwriting styles satisfactorily, but many do not appear to take a pride in their work and written work is often untidy.
90. The quality of teaching and learning is satisfactory and has been maintained since the last inspection. Lessons are satisfactorily planned but tasks are not always sufficiently planned to meet the needs of the different age and ability groups in each class. The use of assessment to inform planning and identify areas for improvement is underdeveloped. As a result the higher attaining pupils are not always sufficiently challenged, particularly in Years 1 and 2. What it was intended for the pupils to learn was usually shared with pupils at the start of the lessons. In one lesson these were often referred to again during the lesson and used effectively to assess pupils' understanding of tasks. Explanations were clear and expectations are satisfactory, for example, in one lesson pupils were given a satisfactory explanation of how to use an index, which made a positive impact on their learning. Behaviour management is good and pupils are interested and enthusiastic about their work. The literacy strategy is taught satisfactorily and is having a positive impact on pupils' learning. However lessons often lack pace and this inhibits learning. Where teaching of literacy is good, activities are well planned to meet the needs of all pupils and guided reading is used effectively to support pupils' learning. Praise is used effectively to raise self-esteem and to support learning. Good use is made by all teachers of classroom assistants to support pupils with special educational needs and this ensures that all pupils can be fully involved in lessons. There is good inclusion for Traveller pupils. Parental support, hearing their children read, has a very positive impact on standards in reading.
91. Assessment procedures are satisfactory and the school is just beginning to use national data to support the continual raising of standards in English. Records are kept of individual attainment at the end of each year but teachers are not yet in the habit of predicting what level they hope each pupil to achieve by the end of the year, using assessment information. Examples of pupils' work in English, particularly writing, have been collected and discussed by staff but many are now out-of-date. The school is aware of this and there are plans to look at samples of pupils' work so that staff can agree on expected National Curriculum levels of attainment once they have a stable staffing situation next term. Marking is inconsistent and, although often positive, less frequently gives pupils an indication of what they need to do to improve their work. There are often good cross-curricular links with other subjects, particularly history and geography. In history and geography pupils debated the impact of the railways on their local environment and in literacy another teacher made good links with the history topic about famous Victorian people. The use of ICT makes a satisfactory contribution to teaching and learning in English.
92. Management is satisfactory. A new literacy co-ordinator has been appointed to start next term. The present co-ordinator effectively monitors teachers' planning, samples of pupils' work and with the LEA (local education authority) link inspector has observed some teaching of literacy lessons. However the role of the subject co-ordinator is underdeveloped, particularly to support the continual raising of standards in English. Resources are satisfactory and the school makes good use of the

local library lending service to extend its range of non-fiction and fiction books. Pupils benefit from regular visits from theatre and puppet groups to enhance their learning and annual book fairs promote an interest in reading effectively. This also enhances cultural provision for all pupils.

MATHEMATICS

93. In the national tests in 2001, the standards reached by pupils at the end of Year 2 and Year 6 were very high and in the top five per cent of all schools nationally. In Year 2 when compared with results in similar schools the results were in the top five per cent. Over the last four years standards have been rising steadily with an increasing number of pupils achieving higher levels by the end of Year 2 and Year 6. By the end of Year 2 and Year 6 over half the pupils attained the higher level 3 and 5 in national tests. Rates of progress are satisfactory in Years 1 and 2 and good in Years 3 to 6. More able pupils in Year 6 benefit from the weekly mathematics booster class. Girls perform better than boys do. Since the previous inspection standards have risen for older pupils and have been maintained for the younger pupils. The quality of teaching has been maintained in the younger classes but has improved in Years 3 to 6. Pupils with special educational needs make satisfactory progress throughout the school. There is good provision for Traveller pupils and they make good progress.
94. Inspection findings indicate that by the end of both Year 2 and Year 6, pupils' standards are above the national standard. The school is on course to achieve above average results and older Year 6 pupils could achieve standards that are well above average.
95. Literacy skills are used well by all teachers. When planning is good, for example in Years 3 and 4, key vocabulary, ideas and concepts are clearly identified. All teachers emphasise mathematical language appropriately in lessons. The knowledge of mathematical language is good throughout the school. Teachers reinforce the use of vocabulary well and check pupils' understanding and use of it in mathematics. Numeracy is used well across the curriculum to reinforce other subject areas such as geography. In Years 3 and 4, pupils research statistics about weather from the Internet. They use the statistical information about rainfall, sunshine and temperature to analyse the information and interpret graphs. The use of ICT is less well developed and could be better. Opportunities are often missed for all pupils to develop their mathematical skills by using the computer.
96. By the end of Year 2 most pupils are particularly strong in using number facts and in responding quickly and accurately to mental arithmetic questions. They develop a good range of strategies for oral responses to mental work and they explain them to others. Pupils in Year 1 know and explain the meaning of estimation, they count accurately and higher attaining pupils count in twos. They estimate with reasonable accuracy groups of objects over ten and write numbers accurately such as 18 and 17. Pupils in Year 1 with special educational needs touch count to up to ten objects accurately. Pupils have a very good knowledge of place value. They identify how many tens and units there are in two digit numbers up to 100. Average pupils quickly identify numbers that make ten and 20. Higher attaining pupils quickly add numbers to make 100, they know 40 and 60 make 100. Average pupils double numbers and they divide and multiply by two. Higher attaining pupils in Year 2 solve simple problems using the two and ten times table and some pupils use division. They measure hand span and length of body parts accurately and record in centimetres. Pupils are confident solving problems using time. All pupils have a good understanding and knowledge of shape and space, lower attaining pupils identify basic shapes.
97. Good progress in learning is evident in Years 3 and 4. Pupils have a good knowledge of their two, five, ten and three times tables. Average and higher attaining pupils count in multiples of three up to and down from 30. They identify simple fractions and know the equivalent of basic fractions. All pupils understand time and solve simple problems involving it. Lower attaining pupils understand two-dimensional and three-dimensional shapes and they identify right angles and equilateral triangles.
98. By the end of Year 6 pupils' mathematical skills are very good. The more able calculate area and perimeter and have a good understanding of simple algebra. They measure angles accurately. A

strength is the frequent opportunity pupils have to apply their knowledge and use their mathematical skills. They identify the formula value of a box of crunch flakes accurately when given the length, width and height of a cuboid. Pupils have detailed knowledge of two and three-dimensional shapes and understand their properties. They are secure in their knowledge of rotational symmetry and lines of symmetry in equilateral triangles. Most pupils have a good understanding of fractions and percentages and enjoy the challenge of identifying 57 per cent of 400. Their enjoyment and confidence is enhanced because the teacher gives pupils clear guidelines and strategies which ensure success. Pupils are confident identifying strategies needed to solve mathematical problems. Pupils order decimals in size order and can change fractions into decimals and percentages. They can carry out long multiplication and division. They read graphs and collect and collate information and use it to solve problems.

99. The teaching during the inspection was very good in Years 3 to 6 and satisfactory in Years 1 and 2. In the very good lessons, brisk pace and very good subject knowledge contributed to a very good pace of learning. Teachers are confident and knowledgeable teaching mathematics and their enthusiasm for the subject is reflected in the pupils' positive response. The higher attaining pupils in Year 6 benefit from the weekly booster classes with a local, enthusiastic mathematician from the local community who enjoys sharing his expertise with local pupils. In the most successful lessons teachers use a wide range of strategies and interact with pupils well, using appropriate questions to explore knowledge and understanding. Teachers have high expectations of pupils' ability in Years 3 to 6. In the satisfactory lessons in Years 1 and 2 higher attaining pupils could be challenged more and the pace of individual work could be increased, with higher expectations of what pupils could achieve. Although the teaching in Year 2 is satisfactory, standards are above average because most pupils are exceeding the expected standards in the Early Learning Goals at the end of the Reception year. Planning is broadly satisfactory in Years 1 and 2 and satisfactory in Years 5 and 6. Planning is good in Years 3 and 4. Work is marked regularly, although it does not include useful comments to help pupils improve their work. Homework is used well to support lessons. In the better lessons the final session enables pupils to recap on the main learning thrust of the lesson. Attitudes are good and reflect the teacher's enthusiasm and high expectations. Pupils with special educational needs are well supported by the teacher, who directs challenging questions to them.
100. Assessment procedures in mathematics are satisfactory in Years 3, 4, 5 and 6. The school can track pupils' development in mathematics and identify strengths and weaknesses. The use of assessment in curriculum planning is still at an early stage. There is no current assessment in Year 1 and 2.
101. The co-ordinator is enthusiastic about mathematics and is well organised. Management of the subject is however not sufficiently well developed. There is no development plan for the subject and no curriculum file containing useful evidence about the subject. Because of the current staffing difficulties, there has been no monitoring of teaching and learning throughout the school. The co-ordinator monitors planning, but not teaching and learning. Resources are satisfactory.

SCIENCE

102. In the 2001 national tests and assessments in science, standards at the end of Year 2 and Year 6 were very high in comparison with the national average and with similar schools were in the top five per cent in the country. It is important to remember that the size of the cohort, particularly in Year 2 was very small. At the end of Year 2, the percentage of pupils achieving the higher than expected Level 3 was well below the national average. In Year 6, 82 per cent of pupils achieved the higher levels.
103. Standards at the end of Year 2 are currently in line with expectations and could be higher. In Year 6, they are currently above average. The previous inspection indicated that standards were in line at the end of both key stages. Standards have improved in Year 6 and been maintained in Year 2.
104. Current standards in science in Year 2 are not high enough. There is insufficient recorded work both in written or pictorial form, with a lack of correctly labelled diagrams, or results of experiments

in simple table form. Higher attaining pupils are not sufficiently challenged. Pupils have not covered a sufficiently broad range of topics. Discussion with pupils shows that they have a sound knowledge of living things and of materials. They are less confident with physical processes and with carrying out investigations. They find it difficult to explain what an electrical circuit needs to make it work. Their knowledge of technical vocabulary, particularly for the higher attaining pupils, is limited. Most pupils know that a healthy diet and exercise are both necessary for them to grow and to stay healthy.

105. At the end of Year 6, pupils make sensible predictions and can explain their reasons. They use their previous knowledge and apply it well, for example, when trying to test whether water is pure. They hypothesise in a sensible way, sharing their findings with each other. They understand what is necessary to make a fair test and their diagrams and recording of experiments indicate that this is used well in their work. They understand the properties of different materials and can identify good noise conductors. Most pupils realise what is necessary to muffle a noisy sound. They identify some situations when evaporation and condensation will occur. Most pupils understand how a mixture such as salt and water can be separated. Pupils develop their knowledge of physical processes by investigating the solar system and how this affects aspects of our daily lives. They use more sophisticated technical terminology. There is less evidence of them planning and carrying out their own experiments independently.
106. In the three lessons observed during the inspection, the teaching was good overall with some very good teaching of the pupils in Year 3 and 4. Teaching was satisfactory in one lesson observed in Years 1 and 2. Subject knowledge and an understanding of National Curriculum requirements is less secure in this age group and consequently there is insufficient challenge particularly for higher attaining pupils. When teaching was very good there were high expectations and thorough planning for different ages and abilities. For example, in a Year 3 and 4 lesson investigating rocks, the teacher used open-ended questions very well to develop and encourage pupils' reasoning skills and further their knowledge and understanding. Pupils supported each other well in interesting and challenging tasks. There was very effective classroom management using a range of well-presented resources. The topic was very well linked to history and geography, which inspired the pupils' interest and enthusiasm. Weaker aspects of teaching occurred when planning was in insufficient detail, for example, by not making the targets for learning for different ability levels of pupils explicit. This resulted in underachievement.
107. In Years 1 and 2, children with special educational needs and pupils of average attainment make satisfactory progress. In the lessons observed, Traveller pupils were included well and made satisfactory progress. The quality of learning for higher attaining pupils is unsatisfactory in Year 2. In Years 3 to 6 the quality of learning is good because of the teachers' high expectations and the level of challenge which is provided. Boys and girls perform equally well. There is satisfactory use of ICT to support teaching and learning. Science work makes a sound contribution to literacy and numeracy skills.
108. The current co-ordinator has a heavy commitment with regard to the management of several subjects. This has made it very difficult to manage the subject satisfactorily. A specialist science teacher, who was unfortunately absent at the time of the inspection, usually provides support. Although there has been regular monitoring of work in pupils' books, there has been insufficient regular monitoring of teaching and learning. This has resulted in some inconsistencies in practice. The presentation of work requires improvement. Too much of the work in Years 1 and 2 on worksheets is too rushed and many older pupils could improve the presentation of their work. The marking in Years 1 and 2 is very limited and the majority of marking throughout the school does not help to improve the pupils' knowledge, skills and understanding. It does not inform each pupil about what they need to do next to improve. The use of assessment to plan future work and to ensure that work is sufficiently challenging is underdeveloped in Years 1 and 2. The school has adopted the QCA (Qualifications and Curriculum Authority) guidance, although the current use of this varies in each class. In order to improve standards in Years 1 and 2 the school needs to develop regular monitoring of teaching and learning, with informative feedback, as soon as possible.

ART AND DESIGN

109. Pupils' standards are in line with those expected nationally for seven and eleven year old pupils. All pupils, including those with special educational needs, make satisfactory progress throughout the school in their knowledge, skills and understanding of art forms but standards could be higher in some aspects of the work.
110. Since the previous inspection standards have been maintained in Years 1 and 2. Standards in Years 3 to 6 have improved from below what is expected to standards that are typical for this age range. During the inspection no lessons were observed in Years 1 and 2 and only one lesson was observed in Years 3 to 6. Scrutiny of planning and pupils' work, together with discussion with pupils and teachers enabled judgements on standards to be made.
111. By the end of Year 2, pupils have used an appropriate range of materials and processes. Pupils in Year 1 and 2 design and make clay tiles depicting different types of houses. Their tiles are detailed and show that they have concentrated hard. A visiting parent who is a sculptor enriches the work. She visits the school to talk about her work and explain how she uses her tools. Their still-life representations of sunflowers show appropriate skill in using and applying paint. Colour mixing and exploration with colours could be stronger. Scrutiny of work shows pupils use pencils to draw still-life objects. They use pastels and chalk and make black and white collages. Pupils use crayons and print simple shapes and patterns.
112. By the time they leave the school pupils achieve average standards in their skills, knowledge and understanding of art and design. Pupils in Years 3 and 4 show satisfactory progression from Year 2. They experience three-dimensional work, for example pupils in Years 5 and 6 use clay to make animal shapes. A strength in the artwork is the pastel and chalk drawings. Pupils are able to use techniques to give texture and depth to their pictures, for example shading is used well to show the light and shade of an apple. Pupils have learnt about perspective and have created some good work using black and white chalk drawings capturing the winding road getting narrower as it disappears into the distance. Work with paint is less well-developed. Pupils use a grid to transfer an animal picture onto an A2 sheet. Pupils in Year 5 and 6 are beginning to use different sized brushes to add detail to their pictures and are beginning to use a range of techniques such as dabbing and applying paint with a sponge. Lower attaining pupils are not as careful with their paint as they could be. Opportunities to evaluate and improve their work are not well developed. Links with other subject areas including literacy and ICT could be stronger.
113. Insufficient teaching was observed to make an overall judgement on teaching in Years 1 and 2. The scrutiny of pupils' work and teachers' planning in addition to one lesson indicates that teaching is satisfactory overall in Years 3 to 6. In the lesson for pupils in Year 5 and 6 teaching was satisfactory and pupils were making steady progress in learning new skills. The teacher emphasised the importance of careful observation and gave appropriate guidelines about techniques such as how to use the fine brush to paint details. The teacher introduced the lesson clearly and used resources well. Pupils enjoy the subject and manage very well in the small classroom. They are sensible and responsible when using and applying paint. The main learning thrust of the lesson is shared with pupils and expectations clearly identified. The end of the lesson is used well to reflect on what has been learnt and to appreciate work well done. Awareness of evaluation and the use of it to improve work could be better, as could the use of professional artists' work to emphasise the main learning thrust of the lesson. The use of ICT makes a satisfactory contribution to artwork.
114. The headteacher is currently responsible for art and design until the current staffing situation has stabilised. There has been no monitoring of teaching and learning and assessment in art is not currently taking place. All classes have an art and design portfolio and pupils have their own sketchbooks. The portfolio of art and design would be better if the work was annotated to provide information about progress. Classrooms lack useful space for art and design but resources are adequate. Artwork is appreciated and displayed around the school but the quality of the display work could be better.

DESIGN AND TECHNOLOGY

115. Standards of attainment by the end of Year 2 and Year 6 are in line with those expected nationally for pupils of this age. This is the same judgement as made in the previous inspection. All pupils, including those with special educational needs make satisfactory progress in their learning. Considering the high standards achieved in a number of other subjects these standards could be better.
116. No lessons were observed in Years 1 and 2. Evidence is drawn from a scrutiny of pupils' work, displays and discussion with staff. Standards have been maintained since the last inspection. Planning shows that all aspects of the curriculum are covered. A volunteer from the local community teaches food technology. These sessions were of a high standard and the quality of the work produced was good.
117. Pupils in Year 1 and 2 assemble and join different materials together. They use clay, string, straw, sticks and cardboard to make houses for the three little pigs. Pupils shape and decorate the clay houses. They make a card with moveable flaps and use butterfly clips to make a moving model. Pupils use simple running and cross stitches in different patterns on textile material. There is no written evaluation of the work. The current planning does not support effective learning, particularly in the progression of pupils' skills, knowledge and understanding. The quality of work produced in food technology is of a higher standard. Pupils in Year 1 and 2 follow instructions carefully to make sausage rolls and ginger biscuits to celebrate St Lucia day in Sweden. They record the method and ingredients.
118. Progress throughout the school is satisfactory. Pupils in Year 3 and 4 evaluate the purpose of the Easter egg packaging and are developing a good awareness of packaging, the design, colours used, presentation and decoration. They identify their own criteria for designing packaging for an Easter egg. In food technology pupils in Year 3 and 4 follow instructions to make cheese pizza and notice any changes in ingredients. They make cheese scones and record the process for making bread. The work is well linked to subjects such as geography and history. Design and technology makes a satisfactory contribution to numeracy skills, for example in measurement and estimation.
119. By the age of 11 pupils explore ways to make a simple construction toy using a cam. Pupils draw simple design ideas and they shape wood using a vice, saws and nails. The quality of the work produced could be better, for example the wood splits as the nails are hammered in. Pupils comment that the wood is too narrow and the nails too wide for the purpose. They use construction kits to make a device using a cam and rotary motion. They evaluate the effectiveness of their device. Pupils enjoy their work in design and technology but the pace of working could be improved, as could the quality of the product. Pupils do not measure the wood and the work lacks quality. There is no evidence of written evaluations in other aspects of design and technology. In food technology the quality of work is good. Pupils explain clearly how bread is made and the importance of yeast in the process. Pupils learn about different shapes the bread can be made into. The quality of the product was good, the bread was tasty and looked appetising. Pupils record the process for making bread with comments and illustrations using the computer. Learning and standards achieved in food technology are very good. The process and methods used need to be spread to other aspects of design and technology.
120. No teaching was observed in Years 1 and 2. Teaching is satisfactory overall with good teaching in Years 3 and 4 and food technology. In the better lessons language is well used to extend learning, for example pupils learn the names of different types of bread. There are appropriate links with science. In Years 5 and 6 pupils experience a carousel of activities moving round to a different activity each week. This method does not encourage quality work, as pupils need more than one session to design, plan, make and evaluate their work. Teaching could be better if pupils had more time to focus on the practical part of the session. In some lessons pupils were sitting listening to the teacher for too long thus depriving them of hands-on activity. All pupils enjoy design and technology. The use of ICT to enhance learning is developing well. Pupils use the computer to create a hyperlink selecting design ideas and adding sound.

121. The headteacher is currently responsible for design and technology until the current staffing situation has stabilised. There has been no monitoring of teaching and learning and assessment is not currently taking place. Resources are satisfactory.

GEOGRAPHY

122. Evidence from a few lessons and from a scrutiny of work indicates that standards in geography are as expected when pupils leave the school at the end of Year 6, although higher attaining pupils achieve standards above those expected for this age. All pupils, including those with special educational needs, make at least satisfactory progress in their learning. Standards have been maintained since the last inspection.

123. By the end of Year 2, pupils use appropriate geographical language to talk about features of their local environment such as roads, road signs and buildings. They compare features in the local area which they like or dislike. For example, many pupils liked to go into the local shop but they thought that the playground was uninteresting. They can satisfactorily make a plan of their route to school. They have kept a record of the weather in Kilsby in November. Pupils know that they live in England and can identify the countries of the United Kingdom on a map. Some higher attaining pupils are able to name some countries on a world map. They are beginning to understand that some countries have different climates and this affects the way the inhabitants live. For example, they are beginning to study the life of a family living in Mexico. Year 1 pupils use the information about the weather in Mexico to decide what they would pack in their suitcase if they visited that country. Year 2 pupils satisfactorily label the main physical and human features of Tocuaro, a town in Mexico and also plan how they would travel from Kilsby to Tocuaro. These comparisons are having a positive impact on pupils' acquisition of geographical skills.

124. By the end of Year 6, pupils show their knowledge, skills and understanding of a range of places in different parts of the world. They recognise and describe physical and human processes and are beginning to understand how these can change the features of places and how these changes affect the lives and activities of people living there. Pupils in Years 3 and 4 compare the weather conditions in Baffin Island with desert areas. They look at photographs of Uganda and begin to ask and respond to questions about the weather in that area and the effect the weather has on their living conditions. They can identify areas on a map of the world which have hot and cold climates and talk about how weather affects where you choose to go for a holiday. Most are confident to use a range of sources to compare climates in different parts of the world. Some pupils use the Internet effectively to find out the local weather forecast for the next five days, while others write weather reports for England and Uganda using information from bar graphs. Pupils in Year 5 and 6 discuss the issues arising from building a railway terminal on established farmland. Pupils show a clear understanding of how the building of a terminal would have both an environmental and economic impact on an area. Pupils also make an in-depth study of Scandinavia and through this study appreciate geographical features of different places in the world, comparing them satisfactorily with their own country.

125. The quality of teaching and learning is satisfactory in Years 1 and 2 and good in Years 3 to 6. Lessons are appropriately planned, using the nationally recommended guidelines for geography as their scheme of work. This has successfully addressed the issue of the scheme of work raised in the previous inspection. Tasks are usually planned to meet the needs of the mixed age and different ability groups within the class. This has a positive impact on pupils' learning. Teachers question well to assess knowledge and understanding and geographical language is clearly explained. Teachers' subject knowledge is secure and resources are used effectively to promote learning. For example, one teacher used photographs sent to them from Uganda to give pupils the opportunity to make suggestions about the weather conditions there and how it affects their lives. In the lesson where teaching was very good the teacher's enthusiasm and very secure subject knowledge enabled him to inspire the pupils and keep them extremely interested throughout the lesson. The lesson had a good pace. Resources are relevant and used very effectively to support learning. As a result pupils learnt very well during the lesson.

126. Management is satisfactory, although the role of the subject co-ordinator is underdeveloped. There is no evidence of monitoring of teaching and learning. The school is beginning to consider using the key objectives from the national guidelines to assess individual pupils' knowledge and understanding of geography, but overall assessment remains underdeveloped. Resources are satisfactory, overall. The school makes good use of its links with other countries to promote learning and to provide good opportunities for pupils' spiritual, moral, social and cultural development. They also make very effective use of the local environment. This has a positive impact on pupils' learning. There is reasonable use of the library to support learning. Geography makes a satisfactory contribution to the development of literacy and numeracy skills.

HISTORY

127. Standards of work by the end of Year 2 and Year 6 are above those expected for their age. All pupils, including those with special educational needs make good progress in their learning, often because they have very good opportunities to visit museums and experience days in the life of people living in the past. For example, pupils in Years 5 and 6 recently experienced a 'day as a Victorian servant' and a 'day as a Saxon'. All pupils use a good range of historical resources to support them with their learning and has a positive impact on the standards that they achieve. Standards have been maintained since the last inspection in Years 1 and 2 and have improved in Years 3 to 6.
128. By the end of Year 2, pupils show a developing understanding of chronology and are beginning to recognise similarities and differences between different periods in history. They have good knowledge of famous people living in Victorian times, such as Charles Dickens, Dr Barnado and Mary Seecole. They have good knowledge and understanding about Victorian kitchens and schools and have valuable experience of 'wash day' in Victorian times. They record information about Victorian shops and give opinions about their favourite shop. For example, some like the chemist shop because of the brightly coloured bottles and jars on display, others like the interesting things you could buy in a hardware shop. Some Year 1 pupils confidently explain how toys from the past were used and begin to identify differences between toys used in the past and ones used today.
129. By the end of Year 6, most pupils show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world. In Years 3 and 4 pupils begin to understand the impact of the Romans' invasion of Britain. They use historical artefacts well to gain good knowledge and understanding of life in Roman Britain. For example, during a visit to a museum pupils examined Roman pottery for clues and were able to try on helmets and other armoury used by the Romans. They understand that different interpretations can be made from historical material. Pupils in Years 5 and 6 use the local area very effectively to study the Victorian era. They look at Victorian buildings around the village and have a good understanding of life in Victorian times, particularly from visits to museums. They use the information well to confidently debate the implications of building a railway and tunnel in the village Kilsby during Victorian times. The use of ICT makes a good contribution to literacy skills, for example in research using the Internet and a satisfactory contribution to numeracy skills. There is a limited amount of use of the library to support learning.
130. The overall quality of teaching and learning is good and pupils achieve well. Planning is carefully matched to pupils' interests and teachers use a very good range of visits and visitors to school to enhance pupils' learning. As a result pupils are extremely interested and enthusiastic about history. Lessons have a brisk pace and teachers have good subject knowledge. This supports learning well and enables pupils to make good progress in their learning. Behaviour management and classroom organisation is good and this has a positive impact on pupils' learning. Where teaching is very good the teacher sets the scene well for an interesting debate on building a railway tunnel in Kilsby. Good individual support and careful questioning ensures that all pupils are fully involved in lessons.
131. Management is satisfactory. Pupils' work is examined regularly but there is no evidence of the monitoring of teaching and learning in history. Photographic evidence and displays around the school contributes to the monitoring of standards. The school has appropriately adopted the

national guidelines for teaching history, which ensures progression of skills, but have not yet adapted their own long-term plan to indicate exactly what is being taught from the national scheme of work. Procedures for assessing individual pupils' attainment and progress are satisfactory overall but assessment procedures are not used to support teachers with planning activities to meet the individual needs of all pupils. Resources are satisfactory and are particularly enhanced by visits, visitors to school and resources provided by the library service. This has a positive impact on pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

132. The previous inspection report judged standards to be in line with national expectations at the end of both key stages. Standards have been maintained since the last inspection and satisfactory progress has been made in this area of the curriculum. Resources have improved, although the lack of an ICT suite makes the teaching more difficult. Training is under way, which is helping to increase the teachers' confidence. No judgement can be made on the teaching of ICT as no direct teaching was observed during the inspection. The scrutiny of teachers' plans, pupils' work and discussions, show that most pupils achieve appropriately as they pass through the school, including those with special educational needs. Boys and girls achieve equally well.
133. In Years 1 and 2 pupils begin to show confidence with computers and most can use a mouse competently. They develop their word processing skills and can find their way around the keyboard. They know that text can be entered and printed out and that corrections can be made. They use an art related program to develop their creative skills. In geography they accurately find specific countries on a map of the United Kingdom and the world. During the inspection no control technology was observed, but this is included in next term's planning. There is less evidence of data handling taking place.
134. At the end of Year 6 pupils have developed their understanding and skills in the use of ICT. They know how to use different keys and icons and many develop good levels of expertise. Many pupils have computers at home, which supports their development. They use the computer to write stories and attach a graphic display to create more interest. Using 'clip-art' the pupils create a 'hyper-link' attaching a sound to their chosen picture. There is evidence of the use of information and communication technology in other subjects, for example, in using the Internet to find out about Victorians, or in Year 3 and 4 to find the weather forecast for the next few days. Graphs are produced on, for example, favourite animals, types of cars and favourite colours. There is less evidence of pupils extracting information from the graphs. Throughout the school there is less use of ICT to support numeracy skills. No control or modelling was observed during the inspection. This is planned for next term. From discussion with the pupils it is evident that they have a sound understanding of these aspects of ICT.
135. Resources are adequate. The computers have been updated and there are two in each classroom, two more in the area that was previously a kitchen and an additional spare computer on a trolley. There is no Internet access in the classroom for Year 2, which makes use of this facility more difficult. Teachers are aware of the need to include ICT in their planning for other subjects, but there are some opportunities missed, particularly in Years 1 and 2 and in mathematics. The co-ordinator is relatively new but is knowledgeable and well informed about the subject. The QCA planning guidance has recently been adopted, but as yet the use of this is not consistent. As yet there has not been time to monitor the quality of teaching and learning in each class to ensure that the curriculum is being covered throughout the school. There is also a need to ensure that assessment procedures are carried out and that the information gained is used to plan future work for individuals and groups. A governor, who works in the school and also has responsibility for ICT, provides good support. Most pupils have positive attitudes to the subject and are interested in the work that they do. They concentrate and put effort into their work. They co-operate by supporting each other and sharing their work, which has a positive impact on their learning. Further resources, particularly in the form of an ICT suite, which would enable more direct teaching to take place, would be very beneficial to the school. There is an interesting school Internet web-site, which is organised by a parent.

MUSIC

136. The previous inspection found that standards at the end of Year 2 were in line with national expectations and that they were above national expectations at the end of Year 6. As no music was observed in Years 1 and 2 during the current inspection it is not possible to make a judgement on the standards or teaching. Standards at the end of Year 6 are above average and the high standard has been maintained. Music plays a very important role in the school. Many pupils learn to play musical instruments, including clarinet, flute, recorder, guitar, violin and keyboard. In assembly the pupils sing tunefully and with enthusiasm.
137. In a dance lesson in a Year 1 and 2 class the pupils listened well to music by Strauss before moving to it. They have used the Internet to research Victorian composers and listened to some of the music. Older pupils in Years 3 to 6 play a range of musical instruments well. They enjoy performing and they evaluate and improve their work. In assembly a large group of pupils accompanied the hymns on their guitars. Another group tunefully accompanied the singing on their wind instruments. Assembly is used well to provide opportunity for thoughtful and sensitive listening to music. Pupils sing in a tuneful and thoughtful way, with much enjoyment in assembly. They evaluate and compare different features of music and most realise how music can reflect mood, time and place. In a successful lesson with Year 3 and 4, pupils created rhythms based on a spoken theme. They developed and improved their work well during the lesson. Pupils in Year 5 and 6 develop and improve their lyrics for a composition in preparation for a performance.
138. In Years 3 to 6 the quality of learning is good. Pupils with special educational needs make similar progress to other pupils. Higher attaining pupils are challenged well and make good progress. Inclusion is good, with equal opportunity for girls and boys. The school takes care to ensure that pupils do not miss class work on a regular basis, by altering the time of different lessons each week.
139. The quality of teaching is mainly good in Years 3 to 6. The music co-ordinator, who is knowledgeable and enthusiastic, teaches the pupils in Years 3 to 6, which helps to ensure good continuity and progression. This, combined with the expertise of specialist peripatetic teachers, ensures that there is good provision for music for the older pupils. Planning is clear and effective. Effective class management ensures that most pupils listen well. Lessons have a brisk but appropriate pace, which also ensures there is time for consolidation.
140. The good relationships in the school help to foster positive attitudes and encourage the pupils' confidence in performing. Boys enjoy music in the school just as much as the girls. Pupils generally behave well and they handle the instruments with care. The subject is managed well, although as yet there has been insufficient time to monitor the teaching and learning, particularly in Years 1 and 2. This is an area for development as soon as possible. The use of assessment to inform the planning is at an early stage. A large number of pupils play the recorder and there is also a weekly guitar club. There are regular musical events in the school. Resources are satisfactory, but the school would benefit from a range of music and instruments from different cultures. It would also be helpful to increase the use of ICT in music by purchasing appropriate software.

PHYSICAL EDUCATION

141. Standards of attainment in physical education by the end of Year 2 and Year 6 are broadly in line with what is expected of pupils of that age. By Year 6 several pupils are achieving standards above those expected for the age, for example in football skills. All pupils, including those with special educational needs, make satisfactory progress in their learning as they progress through Years 1 and 2. Pupils, including Traveller pupils, achieve well in Years 3 to 6, however achievement by pupils in Years 1 and 2 could be better. Since the last inspection standards and the quality of teaching have been maintained.
142. During the inspection gymnastics was observed in Year 1 and 2 and 5 and 6. Games was

observed in Years 3 to 6 and dance was observed in Years 1 and 2. The weekly swimming was cancelled. Discussion with staff, pupils and a scrutiny of planning enabled judgements to be made.

143. By the end of Year 2 pupils' co-ordination is well developed. In dance, pupils link movements in response to the music 'Tales from the Vienna Woods'. There are good links with music and 'rhythmic response to music is well-developed. Standards in gymnastics in Year 2 are not as good as expected, because there is insufficient challenge. Pupils travel around the room using their hands and feet. They travel onto and off apparatus confidently but resilience is not as well developed as it could be. Pupils observe the performance of others and the teacher guides their observation but this takes up a disproportionate amount of time and reduces activity time during the lesson. Pupils are not given the opportunity to suggest improvements to their own and others' performance. Pupils lift and carry apparatus with others but the procedures for getting out apparatus could be better. They know and can describe the effect of exercise on their bodies.
144. Pupils in Years 3,4 and 5 swim every year for 18 weeks and they are taught in ability groups. All pupils can swim 25 metres. They achieve the swimming activities and requirements for water safety by the time that they leave the school. Higher attaining pupils attain gold survival level, but this is often taken outside school.
145. By the age of 11, standards in gymnastics are in line with those expected nationally. Resilience is well-developed and pupils know an appropriate range and vocabulary of gymnastic movements. Higher attaining pupils perform handstands and forward rolls with good levels of control. They select and combine movements to meet given criteria, for example, they perform travelling and balancing movements with a partner. They know and explain the meaning of synchronised and canon movements and a few higher attaining pupils are able to show this in their movements. Pupils achieve well despite the cramped hall conditions for a large class. They understand and can explain the importance of warming up before physical activity and know and understand the benefits to health and fitness of physical activity. Standards in games are average in hockey and above average in football. All pupils can explain the principles of attack and defence strategies in competitive games. In hockey the majority know how to hold the stick correctly and can pass and receive a ball accurately to a partner. In football pupils dribble and stop the ball. They are challenged to use both their right and left foot. Higher attaining and average pupils flick the ball forwards and sideways. A clear demonstration from the teacher enabled pupils to use the skill when dodging an attacking player. Higher attaining pupils managed a throw-in with a run up. In games, pupils used the space well and co-operated well with each other. Pupils achieve very well in local competitions, often beating other larger schools and winning local tournaments.
146. Teaching in the younger age group is broadly satisfactory, although it was unsatisfactory in one gymnastics lesson when class management was not effective. Where teaching is less effective, as in gymnastics in Years 1 and 2, more guidance is needed for pupils' skills and performance and higher levels of expectation are required to improve standards. The teacher's subject knowledge is less secure. Teaching is good in Years 3 to 6 and most pupils make good progress. Lessons usually contain a good level of physical activity. Appropriate teaching points are given to guide improvement in skills. Teachers in Years 3 to 6 have good subject knowledge generally, however some teachers need to update their knowledge on safe exercises for warming up prior to activity. In Years 3 to 6 discipline and control is good and pupils work very hard during lessons. Attitudes are good and pupils enjoy their physical education.
147. The teaching of the skills of numeracy and literacy is good in the better lessons. Pupils talk about the effect of exercise on their body. The explanations reflect the standards achieved in science. Knowledge of vocabulary is good, for example older pupils refer to forward rolls, backward rolls and can explain attack and defence strategies for games clearly using appropriate technical language.
148. The co-ordinator has specialist knowledge, experience and expertise. He is a good role model and contributes to the standards achieved. There is insufficient monitoring of teaching and learning. The use of assessment to inform planning is underdeveloped. Resources are satisfactory but the mats are old and need replacing.

RELIGIOUS EDUCATION

149. Standards in religious education are in line with the expectations of the Locally Agreed syllabus by the end of Year 2 and Year 6. In Year 1 and 2 all pupils, including those with special educational needs, make satisfactory progress in their learning. In Years 3 to 6 the quality of teaching and learning is good overall. This is beginning to have a positive impact on raising standards. Pupils' knowledge of major world faiths has improved significantly since the last inspection and overall standards have been maintained.
150. By the end of Year 2, pupils begin to understand the significance of some of the important beliefs and practices of the Christian and Jewish religions. Some Year 1 pupils know the importance of St David to Christians and that he set a good example to others by living a very simple life. Pupils in Year 1 and 2 know some of the stories in the New Testament about the life and work of Jesus. They understand the significance of him inviting himself to Zacchaeus' house and the impact this had on the people in the crowd. Several pupils confidently suggested how Zacchaeus could improve his way of life so that he could be more popular and have some friends. For example, one pupil said that he could take less money for the taxes and not keep some of the money for himself. They know the importance of the festivals of Hanukkah to Jewish people and of Divali to Hindus.
151. By the end of Year 6, most pupils have a broader understanding of Christianity and are satisfactorily developing their knowledge and understanding of other world faiths. Pupils in Years 3 and 4 know that Ash Wednesday is the first day of Lent and that during this time Christians remember the 40 days which Jesus spent alone in the wilderness, talking to God. They confidently discuss the things they would miss if they were alone in the desert for any time. Several pupils recognise the similarities with that of Ramadan, a special time for Muslims when many spend the daylight hours abstaining from food and drink. They also have a satisfactory understanding of some Islamic beliefs and practices, including 'The Five Pillars of Islam' and the festival of Eid. They compare one of their typical days with that of a young Muslim, satisfactorily highlighting differences and similarities. Pupils in Years 5 and 6 have sound knowledge of some of the differences and similarities between Sikhs and Christians. They use their experience from a visit to a Sikh Gurdwara effectively to gain knowledge of the Sikh religion. They begin to understand how people of different cultures can feel threatened by others. Most pupils can recall some of the important stories found in the Old Testament of the Bible and can compare the stories of the birth of Jesus in the Gospels in the New Testament.
152. In Years 1 and 2 the quality of teaching and learning is satisfactory overall, with some good teaching in the Reception and Year 1 class. In this lesson the careful planning ensured that pupils of different ages and abilities were interested and challenged. The quality of teaching and learning is good overall in Years 3 to 6 and pupils achieve well. This has improved since the last inspection and teachers' subject knowledge of other major faiths is secure. This has a positive impact on pupils' learning and evidence indicates that standards are improving. Lessons are appropriately planned and the learning aims are often shared with pupils at the start of the lesson. Teachers question skilfully to assess knowledge and understanding and to encourage discussions. For example, pupils were encouraged to discuss how they would feel if they were alone in a desert. Strategies are used effectively to promote learning. For example, one teacher used a role-play activity well to develop pupils' knowledge and understanding of the differences between Sikh and Christian religions. Teachers provide pupils with good individual support to ensure that all are fully included in all activities and discussions. Behaviour management is good and as a result pupils listen attentively and are enthusiastic about their work. Teachers have a sensitive approach to their teaching and give pupils opportunities to reflect on their own beliefs, those of others and the impact of their actions on others. For example, through role-play the teacher demonstrated effectively how people with different religious beliefs and cultures can feel threatened by others in certain situations. This is also good provision for pupils' spiritual, moral, social and cultural development. Marking of pupils' work is inconsistent and mainly consists of ticks at the end of a piece of work. Resources are appropriately organised and used effectively to support learning. Teachers also make good use of visits to places of worship such as a Sikh Gurdwara and the local church and this has a positive impact on pupils' learning.

153. Management of religious education is satisfactory but the role of the subject co-ordinator is underdeveloped. There is no evidence of monitoring of teaching and learning in the subject. In order to improve standards further, particularly in Years 1 and 2, this needs to be developed as soon as possible. Statutory requirements are met and the school uses the Locally Agreed syllabus, supported by material from the national guidelines, for planning religious education lessons. However the school's long-term plan is very brief and does not clearly identify pupils' progression in skills, knowledge and understanding. Assessment procedures are in the early stages of development. The school is using the suggested assessments from the national guidelines together with the assessments in the Locally Agreed syllabus to judge individual pupils' knowledge and understanding. Resources are satisfactory and have improved since the last inspection and the school makes good use of visits to enhance pupils' learning. For example, pupils in Years 5 and 6 have recently visited their local church and a Sikh temple. There are attractive displays around the school, which support pupils' learning effectively.