

INSPECTION REPORT

COSBY PRIMARY SCHOOL

Cosby

LEA area: Leicestershire

Unique reference number: 119919

Headteacher: Mr D Fox

Reporting inspector: Mrs M Gough
22361

Dates of inspection: 30th September – 3rd October 2002

Inspection number: 248062

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Portland Street Cosby Leicester
Postcode:	LE9 1TE
Telephone number:	01162 863103
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr David Burgess
Date of previous inspection:	May 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22361	Mrs M Gough	Registered inspector	Music English as an additional language Equal opportunities	The school's results and pupils' achievements How well are pupils taught What could the school do to improve further
9619	Mr R Miller	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils How well does the school work in partnership with parents
22556	Mr E Morgan	Team inspector	Science Design and technology Religious education	
27735	Mr J Devine	Team inspector	Information and communication technology	How well is the school led and managed
10228	Mrs S Russam	Team inspector	History Special educational needs	
31807	Mr D Carpenter	Team inspector	The Foundation Stage Art and design	
27324	Mrs D Crow	Team inspector	English Geography	
18130	Mr A Ford	Team Inspector	Mathematics Physical education	How good are the curricular and other opportunities offered to pupils

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the small village of Cosby, which is close to Leicester. It is a larger than average primary school, and there are three hundred and forty-one pupils on roll. The school caters for pupils between the ages of four and eleven. When pupils join the school in the Reception class, their attainment is generally below average. Almost all pupils are of white ethnicity, and only two pupils have English as an additional language. Neither of these pupils is at an early stage of learning English. Nineteen pupils are known to be eligible for free school meals. This represents 5.6% of the school population and is well below the national average. Fifty five pupils are on the school's special educational needs register, and eight of these pupils have statements. The percentage of pupils with special educational needs is average, but the percentage of pupils with statements is higher than average at 2.7%. The school has recently achieved the Basic Skills Award and is currently participating in the Investors in People initiative. Pupil mobility is high, because although most housing in the village caters well for small families, as the children grow, or increase in number, families have to move out of the area if they wish to purchase larger houses.

HOW GOOD THE SCHOOL IS

This is a very effective school that has moved forward considerably over the past two years, and which now has very many significant strengths. By the time pupils leave school at the age of eleven, standards in English, mathematics and science are in line with national expectations. The quality of teaching and learning is good throughout the school, enabling pupils of all ages and abilities to make at least satisfactory progress. The leadership and management of the school by the headteacher and key staff are very good, and the headteacher enjoys the loyal support of a committed and hard-working staff, and a well informed Governing Body. The school no longer has serious weaknesses in any aspect of its work and is giving good value for money.

What the school does well

- Standards are above the expected level in information and communication technology, history and art and design at the end of both key stages, and above the expected level in design and technology and religious education at the end of Key Stage 1.
- Teaching is good throughout the school and is excellent in the Reception class. During the inspection, the teaching was very good or excellent in a high proportion of the lessons seen.
- Pupils' behaviour is good, and they have positive attitudes to school and to their learning. Attendance is very good and is well above the national average.
- The provision for the Reception children is excellent and is a real strength of the school.
- The curriculum for pupils in Key Stage 1 and Key Stage 2 is good.
- The school's procedures for assessing the pupils' attainment and for tracking their progress are excellent.
- The leadership and management of the school by the headteacher and key staff with management responsibilities are very good. The Governing Body is effective, well informed and supportive of the school's work.

What could be improved

- Standards in music at the end of both key stages.
- Some of the school's current schemes of work.

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 May 2000. At that time there were serious weaknesses in terms of the quality of teaching. The provision for the Reception classes was unsatisfactory. Co-ordinators did not have enough time to carry out their monitoring roles, and the deputy headteacher's role was under-developed. Not enough use was made of assessment data to set targets and to raise expectations. Very good progress has been made since the time of the last inspection, and the headteacher, staff and Governing Body have fully addressed and resolved the issues identified in the last report.

At the time of the last inspection, 15% of the teaching observed was unsatisfactory or poor. Almost all of the unsatisfactory teaching was attributable to two temporary staff who have since left the school. Teaching is now good throughout the school, and a high proportion of very good and excellent teaching was seen during the current inspection. However, there are some variations in the quality of teaching between subjects and classes, which have been picked up by the school through its rigorous programme of monitoring. At the time of the last inspection, the school occupied two sites almost one mile apart, and the Reception classes and a Year 1 class were located in the 'annexe' to the main school. Following extensive building work, the Reception and Key Stage 1 classes now occupy a new building on the main school site. This move has only recently been completed, but already the school is functioning very well as one community. The provision for the Reception pupils is now excellent, and is a real strength of the school. The monitoring role of the co-ordinators has been developed extremely well, and many co-ordinators have been involved in observing lessons, and scrutinising the pupils' books, so that standards can be raised further. The deputy headteacher had only been in post for a few months at the time of the last inspection, and her management role in the school is now very clearly defined. Excellent progress has been made in developing assessment throughout the school, and assessment information is used extremely well to identify areas for whole school development, and for highlighting areas of strength. Because of the ongoing commitment of the headteacher, staff and Governing Body, the school has the capacity to continue to move forward, and to maintain its many strengths.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	B	D	C	C	well above average A above average B average C below average D well below average E
Mathematics	D	E	C	C	
Science	C	D	B	C	

The table shows that, based on the 2002 end of Key Stage 2 national test results, pupils' attainment is in line with the national average in English and mathematics and above the national average in science. In comparison with similar schools, pupils' attainment is average in all three subjects. The Year 6 group that took the tests contained a significant number of pupils with special educational needs, which accounts for the dip in the results for

that year, and which masks the steady improvement in pupils' attainment in mathematics and science over the past four years. The test results in English are more variable from year to year but show an overall improvement over the past four years. The inspection findings paint a very similar picture to the test results and show that pupils' attainment is in line with national expectations at the end of Key Stage 2 in English, mathematics and science. The discrepancy between the inspection findings and the test result in science is because pupils' ability to carry out investigations is a weaker element of their learning, and this aspect is not measured by the tests. The school makes very good use of assessment information to set accurate targets.

The 2002 end of Key Stage 1 national test results show that pupils' attainment is in line with the national average in reading and writing, and just below the national average in mathematics. In comparison with similar schools, pupils' attainment is below average in reading and mathematics and average in writing. On the basis of the test results, standards have been reasonably steady over the past few years. The teacher assessments show that pupils' attainment in science is average. The inspection findings paint a similar picture to the test results for reading, writing and mathematics, and the teacher assessments for science, and indicate that pupils' attainment is in line with national expectations in English, mathematics and science at the end of Key Stage 1. The discrepancy between the inspection findings in mathematics and the 2002 test results reflects the positive impact of newly introduced initiatives.

In art and design, history and information and communication technology, standards are above national expectations at the end of both key stages. In geography and physical education, standards are in line with national expectations at the end of both key stages. In religious education and design and technology, pupils' attainment is above the expected level at the end of Key Stage 1 and at the expected level at the end of Key Stage 2. Pupils' attainment in music is below national expectations at the end of both key stages.

The children's attainment when they start school in the Reception class is below the expected level, especially in language and mathematics. The children make good progress and attain the Early Learning Goals in communication, language and literacy, and in terms of their mathematical, physical and creative development. They attain beyond the expected level in terms of their personal, social and emotional development and in their knowledge and understanding of the world.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes to work and to school. They are keen to take part in all activities. Pupils often show high levels of enthusiasm, especially in practical sessions.
Behaviour, in and out of classrooms	Good. Pupils generally behave well in and around the school. They are polite and helpful, and work co-operatively on shared tasks.
Personal development and relationships	Good. Pupils have good opportunities to develop a sense of responsibility and willingly take on jobs around the school. Relationships amongst pupils are good, and relationships between teachers and pupils are very good.
Attendance	Very good. Attendance is well above the national average.

TEACHING AND LEARNING

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

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

Teaching is good overall in Key Stage 1 and in Key Stage 2. In the Foundation Stage, the quality of teaching is excellent. Teaching has improved significantly since the time of the last inspection when it was a serious weakness of the school.

In the Reception class, the children benefit from taking part in a wide range of extremely exciting activities, which very successfully capture their attention and promote very good learning. The children have an excellent grounding in terms of learning basic skills of reading, writing and number. There is a very good balance between activities that are directed by the teacher and those the children select for themselves, enabling independent learning skills to be very effectively taught.

Basic skills of literacy and numeracy are taught well in all Key Stage 1 and Key Stage 2 classes, and there are many good opportunities for the pupils to practise these skills across the curriculum. However, although the teaching of science is satisfactory, and some good lessons were seen during the inspection, teaching in this subject could be even better if teachers were less reliant on the current scheme of work, and linked planned activities more closely to the requirements of the National Curriculum programmes of study. The teaching of information and communication technology, art and design, music and physical education is good in both key stages, and there are strengths in the teaching of design and technology and religious education in Key Stage 1. In all other subjects the teaching is at least satisfactory, and variations are due to the teachers' individual levels of expertise.

Relationships between teachers and pupils are very good, and the vast majority of teachers have high expectations of behaviour and academic achievement to which the pupils respond well. Teachers' planning is very thorough, and very good team work amongst the teachers ensures that activities are similar for pupils in the same year group but who are taught in different classes. Most teachers manage mixed age classes well, and successfully accommodate the range of age, maturity and ability of the pupils. Where the best teaching occurs, teachers are very enthusiastic, and really motivate the pupils in their learning. In these lessons, pupils' learning moves at a good pace, and pupils of all abilities are fully challenged in their thinking. Where teaching is less effective, teachers do not always successfully manage the pupils' behaviour, and tasks are not closely enough matched to the pupils' ability levels.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for the Reception children is excellent, and the children take part in a wide range of stimulating and relevant activities. The curriculum for pupils in Key Stage 1 and Key Stage 2 is good, although some schemes of work do not provide enough guidance for teachers.
Provision for pupils with special educational needs	Satisfactory overall. This aspect of the school's work is very well managed by the special educational needs co-ordinator, and provision is satisfactory. The school has implemented the new Code of Practice.
Provision for pupils with English as an additional language	The school has only two pupils who have English as an additional language, and neither requires additional support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school makes good provision for pupils' personal, moral and social development. The provision for spiritual development is satisfactory, and the provision for cultural development is very good.
How well the school cares for its pupils	The school has good levels of pastoral care to ensure the health and well-being of pupils, and appropriate procedures are in place for child protection. Assessment systems are excellent, and assessment information is used extremely well to raise standards. The main entrance to the school is hazardous, and although the school has firm plans to address this, not all parents are responsive to the school's requests and strategies to reduce the congestion of cars at key times during the day.
How well the school works in partnership with parents	The school has developed effective links with parents and provides good levels of information about the life and work of the school. Most parents are supportive and keen to help their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The school has moved forward significantly since the last inspection. The headteacher and key staff with management responsibilities provide very good leadership, and have a very good overview of the school's work.
How well the governors fulfil their responsibilities	Good. The Governing Body is well informed and knowledgeable and provides very good support for the school. Statutory duties are fully met.
The school's evaluation of its performance	Very good. The headteacher and Governing Body are particularly effective in the way in which they evaluate the school's performance to highlight relative strengths and weaknesses. Excellent use is made of all available assessment information to guide whole-school development. The Governing Body and headteacher ensure best value for money through the processes of comparison, consultation, challenge and competition.
The strategic use of resources	Good. The school uses its funds wisely and appropriately to support educational development.
The adequacy of staffing, accommodation and learning resources	The accommodation is good and provides a very attractive learning environment for the pupils. There are enough teachers and support staff for the number of pupils on roll. Resources are satisfactory overall, although more are needed for geography and music. Resources for information and communication technology are very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents agree that the children behave well in school. • Parents are pleased with the quality of teaching. • Most parents agree that the school encourages pupils to work hard and to do their best. • Parents are pleased with the values and attitudes the school promotes. • Parents agree that the headteacher and staff are approachable and accessible if they have any problems or concerns. • Parents are pleased with the progress their children make. • Parents are pleased with the way in which the school is run, and praise the organisational skills of the headteacher. • Parents agree that the school encourages them to take an active role in their children's education. 	<ul style="list-style-type: none"> • Some parents are not happy about the amount and frequency of homework. • Some parents would like more information about their children's progress and do not agree that the school works closely with parents. • A high number of parents would like more extra-curricular activities. • Some parents do not think that the school is well managed.

The inspection findings fully confirm the parents' positive views of the school, but do not support their negative views. The school provides satisfactory levels of information for parents about how their children are getting on in school, and welcomes parents into school at any time to discuss their children's progress in more detail. The school provides a satisfactory range of extra-curricular activities, and has rightly concentrated more on developing statutory provision over the past two years than in extending additional learning opportunities. The school has gone to great lengths over the past two years to respond to the parents' suggestions about homework, and although tasks could be more imaginative in some subjects, a satisfactory amount of homework is provided for each year group. The inspection findings indicate that the school is very well led and managed, and it is not clear which aspect of the school's management some parents are displeased with.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children's attainment when they start school in the Reception class is below the expected level, especially in language and mathematics. The children make very good progress and attain the Early Learning Goals in communication, language and literacy, and in terms of their mathematical, physical and creative development. They attain beyond the expected level in terms of their personal, social and emotional development and in their knowledge and understanding of the world. The Reception children benefit from excellent teaching and receive a very good start to their education.
2. The 2002 end of Key Stage 1 national test results show that pupils' attainment is in line with the national average in reading and writing, and just below the national average in mathematics. In comparison with similar schools, pupils' attainment is below average in reading and mathematics and average in writing. On the basis of the test results, standards have been reasonably steady over the past few years. The teacher assessments show that pupils' attainment in science is average.
3. The inspection findings indicate that, at the end of Key Stage 1, pupils' attainment is in line with national expectations in English, mathematics and science. The school has worked hard to raise standards in these areas, and some of the recently introduced initiatives are now starting to have a positive impact. This is particularly evident in mathematics where pupils' attainment on the basis of the inspection findings is higher than suggested by the 2002 test results. Across all subjects, the spread of ability amongst pupils is wide, and this is most evident in English where there is a wide gap between the attainment of the lowest and highest attaining pupils. Most pupils make good progress in reading, and benefit from additional support at home and at school. Higher attainers read with good levels of fluency and expression, but lower attainers struggle to decode unknown words and do not always use the phonic strategies they have been taught. In writing, many Key Stage 1 pupils sequence their ideas well, with the highest attainers being more consistent in their use of punctuation and spelling. Speaking and listening skills are satisfactory within Key Stage 1 and pupils are encouraged to take part in a wide range of discussions, and to develop subject specific vocabulary in their work across the curriculum. In mathematics, most pupils have a satisfactory grasp of number and pattern, although some pupils are too slow in their recall of number bonds and multiplication facts. Their understanding of aspects of shape, space and measure is secure, although lower attainers have difficulty in making accurate estimates of length. In science pupils have a satisfactory knowledge of scientific facts, and enjoy taking part in investigative work. Most pupils observe carefully, but are not always sufficiently independent in terms of recording their findings. Most pupils have a secure understanding of the notion of a 'fair-test', and make sensible predictions based on their previous knowledge. Pupils have good opportunities to use their literacy and numeracy skills across the curriculum, enabling them to practise and reinforce their learning in these areas.
4. On the basis of the 2002 end of Key Stage 2 national test results, pupils' attainment is in line with the national average in English and mathematics and above the national average in science. There is no significant difference between the attainment of boys and girls. In comparison with similar schools, pupils' attainment is average across all three subjects. The Year 6 group for 2001 contained a significant number of pupils with special educational needs, which accounts for the dip in the results for that year, and

which masks the steady improvement in pupils' attainment in mathematics and science over the past four years. The test results in English are more variable from year to year but show an overall improvement over the past four years. The inspection findings paint a very similar picture to the test results and show that pupils' attainment is in line with national expectations at the end of Key Stage 2 in English, mathematics and science. The discrepancy between the inspection findings and the test result in science is because pupils' ability to carry out investigations is a weaker element of their learning, and this aspect is not measured by the tests. The school makes very good use of assessment information to set appropriately challenging and accurate targets in English and mathematics.

5. In English, as in Key Stage 1 the spread of ability is wide. However, the percentage of pupils working at the higher Level 5 is increasing year on year and this is helping to raise standards. Most pupils read with good levels of confidence, and higher attainers make good use of higher order skills such as skimming and scanning when carrying out research in other subjects. Speaking and listening skills are at the expected level, and pupils of all abilities are confident about expressing their ideas. In writing, the highest attainers produce work of a good length which is well structured, well presented and well punctuated. Lower attainers sequence their ideas well but often have difficulty in sustaining and developing their ideas. In mathematics, pupils attain standards that are in line with national expectations in both their number work and in their work relating to shape, space and measure. Higher attainers use a good range of strategies to check the reasonableness of their answers and to help them to quickly manipulate numbers in their heads. Lower attainers are slower in their number work, and sometimes make careless mistakes. Pupils of all abilities demonstrate a secure grasp of the properties of two and three dimensional shapes, and higher attainers start to make generalisations about the relationship between edges, corners and faces for example. In science, pupils' knowledge is satisfactory across all strands, but their ability to carry out independent investigations is a weaker aspect of their learning and could be better. As in Key Stage 1, teachers provide good opportunities for pupils to use their literacy and numeracy skills across the curriculum.
6. In art and design, history and information and communication technology standards are above national expectations at the end of both key stages. In geography and physical education, standards are in line with national expectations at the end of both key stages. In religious education and design and technology, pupils' attainment is above the expected level at the end of Key Stage 1 and at the expected level at the end of Key Stage 2. Pupils' attainment in music is below national expectations at the end of both key stages. Despite placing emphasis on English and mathematics over the past two years, the school has maintained a broad and well balanced curriculum, and this has had a positive impact on pupils' progress and attainment in other subjects. Where standards are marginally better at Key Stage 1 than they are at Key Stage 2, for example in religious education and design and technology, this is because strategies that the school have introduced have not yet worked their way through Key Stage 2, and proportionally more time is given to these subjects in Key Stage 1 than in Key Stage 2. In music, where standards are below the expected level at the end of both key stages, this is partly because the subject has not been given enough priority in recent years, and partly because of a shortage of resources. Given the high levels of commitment of the staff and headteacher, standards are poised to rise further in all subjects. However, for some subjects, the lack of good quality schemes of work that link into the National Curriculum programmes of study, and support teachers in their planning, means that progress will be slower.
7. The school caters well for pupils of different abilities, and most teachers are effective in the way in which they plan different work for lower and higher attaining pupils. The

school's programme of support for pupils with special educational needs is effectively organised to meet the needs of pupils who require additional help in class. This ensures that they make similar progress to that of their classmates. Arrangements for supporting pupils who have statements of special educational needs are effective and ensure they attain standards which are in line with their prior achievements. Pupils who have individual education plans make satisfactory progress in meeting their targets. Pupils who are withdrawn from class to receive additional help with literacy and numeracy gain additional competence in basic reading, writing, spelling and mathematical skills, but because they miss parts of other lessons, such as religious education, their attainment in these areas of the curriculum is, on occasions, adversely affected.

Pupils' attitudes, values and personal development

8. As at the time of the last inspection, pupils' attitudes to school are good. Pupils of all ages and abilities, including those with special educational needs, enjoy coming to school. Pupils often show high levels of interest and enjoyment in their work, especially when the teaching is challenging and inspiring. Pupils usually take an active role in lessons, and in group activities, and when the opportunities arise, they are keen to demonstrate their capacity for independent learning. Pupils throughout the school are courteous and friendly, and many older Key Stage 2 pupils provide very good role models. Pupils show pride in their school, and have a responsible attitude to the building, and to their own and others' property. Because of the very good relationships that exist between pupils and teachers, pupils are confident about expressing their ideas and opinions without fear of ridicule or failure. Teachers work hard to boost pupils' self-esteem, and the good use of praise and encouragement helps to create a positive learning environment. Parents are pleased with positive attitudes and values the school promotes.
9. The behaviour of the vast majority of pupils is good in lessons, assemblies and during break times, and this represents an overall improvement since the time of the last inspection. In the Reception class, the children's behaviour is very good, and the children respond very well to the teacher's very high expectations. In Key Stage 1 and Key Stage 2, most teachers manage pupils' behaviour well, but occasionally, teachers do not consistently apply the agreed behaviour management systems, and inappropriate behaviour from one or two pupils is not dealt with sufficiently firmly. Those pupils who have identified behavioural problems often work well in class, especially when they are highly motivated by the activities they are given. For example, in a Year 6 music lesson seen during the inspection, all pupils, including those who regularly present challenging behaviour, were thoroughly engrossed in the composing activity and no inappropriate behaviour was observed throughout the entire session. The effective support of learning support assistants often enables potential behaviour problems to be deflected so that the learning of others is not disrupted. No incidents of bullying, racism, sexism or other oppressive behaviour were seen during the inspection. Pupils and parents agree that bullying is not a problem. Playtimes and lunchtimes are pleasant social occasions where pupils socialise well with one another. Year 6 pupils are given suitable opportunities to show initiative and develop personal responsibility by undertaking tasks such as looking after younger pupils and helping to distribute packed lunches. One pupil was temporarily excluded last year after all other courses of action had proved to be unsuccessful. Pupils generally, move around the school in a quiet and orderly manner.
10. Pupils' personal development is good. The school is effective in promoting the pupils' personal, social and health education and children are taught to show respect for the feelings, values and beliefs of others. Incidental opportunities that arise during the

course of the day are used well to develop the pupils' understanding of the impact of their actions on others. Pupils work very well together on joint tasks, and often show very good levels of co-operation and collaboration. Often more able pupils help others who are having difficulties without prompting from their teachers, for example when sharing computers in the computer suite. Relationships amongst pupils are good, and most pupils are considerate and kind. The vast majority show respect for their teachers and classmates.

11. Attendance is very good, as it was at the time of the last inspection and at around 96% is well above the national average. Punctuality is good for the vast majority of pupils and lessons start and finish on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. During the inspection fifty eight lessons were seen. In these lessons, the quality of teaching was excellent in 5% of lessons, very good in 36%, good in 38%, satisfactory in 16%, and unsatisfactory in 5%. Overall the quality of teaching and learning is good throughout the school, and there has been a significant improvement in the quality of teaching since the last inspection, when there were serious weaknesses in this aspect of the school's work.
13. The teaching of the Reception children is excellent, and is a real strength of the school. When children join the school their attainment is below the expected level, and the teacher and support staff work hard to develop the children's basic language and mathematics skills, and skills of social and personal development. There are some excellent opportunities for the children to make important decisions about their work, and adults strike a very good balance between directing the children in their learning, and encouraging them to find things out for themselves through experimentation, and the exploration of their surroundings. The teacher and support staff are very effective in the way in which they promote the children's personal, social and emotional development, and there are many excellent opportunities for the children to develop independent learning skills. There is a very good combination of whole-class, group and individual work, and a very good balance of activities throughout the day so that the children's interest and enthusiasm are maintained. The nursery nurse works very effectively with individual children and groups of children, and is a great asset. The teacher is particularly adept at building up a sense of anticipation so that the children are excited about their learning. For example, in a movement lesson seen during the inspection, the children's sense of expectation was extremely high as they entered the activity room to take part in a dance activity, because of the dialogue between the teacher and the children that had taken place in the classroom just before the lesson started. One of the main strengths of teaching is the way in which the teacher uses assessment to continually monitor the progress of individual children. Her observations and records feed into the next stage of planning, ensuring that the children's learning builds very effectively on what has gone before.
14. The teaching of literacy and numeracy is good in Key Stage 1 and Key Stage 2, and some very good examples of teaching were seen during the inspection in both key stages. The National Literacy Strategy and National Numeracy Strategy have both been effectively implemented, and the most effective teachers are starting to be a little more flexible in their interpretation of these strategies. The teaching of Year 6 pupils in classes grouped by ability for mathematics is proving to be beneficial in ensuring that tasks are well matched to the need of individual pupils. Time is generally used effectively, and most English and mathematics lessons move at a good pace, although introductory discussions are sometimes a little too long. Teachers have a good subject

knowledge which enables them to teach with good levels of confidence and to really stretch the highest attaining pupils. Teachers effectively encourage pupils to use their literacy and numeracy skills in other subjects, and there are some good examples in both key stages of pupils using these skills across the curriculum.

15. The teaching of science is satisfactory throughout the school, but could be even better. Teachers do not always pay enough attention to the National Curriculum programmes of study in their planning. As a result, not enough emphasis is placed on the development of investigative and experimental skills, especially in Key Stage 2, and some activities are not pitched at the right level for the particular age group. The current scheme of work is constraining the creativity and flair of the most effective teachers, and does not provide enough guidance and support for less effective teachers. Science is taught regularly in all classes, but some sessions are too long, and this causes the pupils' attention to wander.
16. The teaching of information and communication technology, music, art and design, history and physical education is good in both key stages. In information and communication technology, pupils benefit from regular access to a good quality computer suite, and enjoy the additional support of a part-time information and communication technology technician. Pupils are encouraged to try new ideas out for themselves, enabling them to develop good levels of confidence. Some opportunities are provided for pupils to use information and communication technology to support their learning across the curriculum, although this practice is not yet consistent in all classes. In music, teachers are beginning to raise standards through their enthusiastic approach to the subject, and are rapidly gaining in confidence with the support of a newly appointed specialist co-ordinator. In art and design, pupils are encouraged to develop original ideas, and to learn through experimentation. Art skills and techniques are taught well, and pupils throughout the school are effectively encouraged to interpret the ideas of well-known artists and craftspeople, and to study and appraise their individual styles. In history, teaching is characterised by good opportunities for pupils to carry out research, and to develop historical enquiry skills. Physical education is taught in all classes, and teachers are effective in the way in which they encourage the pupils to evaluate their own learning, and to critically appraise their own work and that of others.
17. In geography, religious education, and design and technology, the teaching is satisfactory overall, but there is some variation in the teaching of these subjects. In both design and technology and in religious education, teaching is better in Key Stage 1 than in Key Stage 2. This is because newly introduced initiatives are having the greatest impact in Key Stage 1, and have not yet worked through Key Stage 2. Some variations in the quality of teaching are the result of the teachers' differing levels of expertise and knowledge, and this leads to some inconsistencies in the pupils' learning. However, because of the school's very rigorous and extremely effective monitoring process, the best teaching practice has been identified and shared amongst staff, and weaknesses have been noted and are in the process of being addressed.
18. Relationships between teachers and their pupils are very good, ensuring that pupils of all ages and abilities are confident about voicing their opinions and expressing any concerns they may have. The vast majority of teachers are very skilful in their use of questions, using them well to draw out pupils' ideas, and to check pupils' understanding of what they have learned. Most teachers have high expectations of behaviour, although the few incidents of unsatisfactory teaching seen during the inspection were mostly attributable to the inconsistent management of the pupils' behaviour. Support staff are often used well to support those pupils whose behaviour

is difficult, and whilst this works well on most occasions, on others, the support staff lack the necessary training to deal with the more challenging pupils.

19. Teachers often use a very good variety of approaches, and there is generally a good balance between class, group and individual activities. Pupils are successfully encouraged to develop independent learning skills, and confidently and co-operatively work together on shared tasks. This is particularly evident in subjects such as history where the pupils are encouraged to carry out research, both individually and with partners, and in science and music where pupils work very well together on joint tasks, willingly sharing resources and ideas.
20. In many lessons, there are very good opportunities for the pupils to evaluate their learning through discussion. This is particularly the case in physical education lessons where pupils have very good opportunities to evaluate their own performance, and that of others, thereby gaining an appreciation of what can be done to improve their work further. There are other very good opportunities for pupils to share their work with their classmates at the end of literacy and numeracy sessions, and often in practical subjects, such as art and design, design and technology and music. In addition to giving pupils a good understanding of the extent of their learning, these opportunities also serve to promote high levels of confidence and self-esteem.
21. Support in whole class lessons for pupils with special educational needs is satisfactory, and where the best teaching occurs, additional support is often very well targeted. Pupils with special educational needs are encouraged to participate fully in all activities, and teachers work hard to ensure that the pupils are confident and have good levels of self esteem. Trained learning support staff and specialist teachers are particularly effective and make a valuable contribution to the quality of teaching and learning. Although occasionally teachers do not make enough use of individual education plans to inform their planning, in the main, activities are well matched to the pupils' needs. Untrained learning support assistants who work with individuals are kind and helpful, but do not always have sufficiently high expectations about the quality and standard of work produced by the pupils. These staff need further training to ensure that they have the best possible impact on the pupils' learning.
22. The quality of pupils' learning is good overall, and some very good examples were seen during the inspection where pupils were particularly enthused by the activities. Most pupils throughout the school respond well to their teachers, and are keen to do their best. Pupils of all ages and abilities generally work hard, and usually achieve the targets of the lesson. Most pupils take an active part in discussions, and listen well to the views of their classmates. The vast majority of pupils show good levels of independence and have a mature and responsible attitude to work. Most pupils can be trusted to work conscientiously, even when not under the direct supervision of their teachers. Pupils enjoy talking about their work and take pride in seeing their work displayed around the school.
23. The quality of marking is satisfactory overall, and some good examples were seen during the inspection. Most of the pupils' work is marked regularly, and teachers make supportive comments which encourage the children in their endeavours. However, opportunities are sometimes missed for showing the pupils how they might improve their work further, especially in Key Stage 2, where pupils would benefit from a more critical analysis of the strengths and weaknesses in their work. Good use is made of homework to support the pupils' learning in English and mathematics, but little use is made of homework in subjects such as religious education, art and design, music, and physical education.

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

24. The school provides an excellent curriculum for the Reception children in the Foundation Stage which fully reflects national guidance. Children of all abilities take part in many stimulating and exciting activities which successfully promote their learning across all aspects of the Foundation Stage curriculum. Structured play activities are central to the children's learning, and provide very good opportunities for the ongoing development of spoken language, mathematics and personal, social and emotional development. Religious education is appropriately taught to children who are of statutory school age. The improvement in the curricular provision for the Foundation Stage children since the last inspection is outstanding.
25. The curriculum for Key Stage 1 and Key Stage 2 pupils is good overall, and there has been good improvement since the time of the last inspection. Over the past two years, despite the additional emphasis that has been placed on the core subjects of English, mathematics and science, the school has continued to provide a well balanced and broad curriculum for all pupils, although in Key Stage 2, not enough time is given to design and technology and religious education. Statutory requirements are met in respect of the National Curriculum and religious education, which is taught according to the requirements of the Locally Agreed Syllabus.
26. The National Numeracy Strategy and the National Literacy Strategy have been well implemented in all classes, and they are having a positive impact on pupils' attainment and progress in English and mathematics. Good use is made of the national guidelines for most of the other National Curriculum subjects, but the school has realised that in some subjects, such as science and music, for example, the guidelines do not provide enough support and structure for non-specialist teachers. The lack of good quality schemes of work in some subjects means that sometimes pupils' knowledge, skills and understanding are not progressively developed as they move through the school. Because of the mixed age classes, it is now crucial that the school shows explicitly how progression in pupils' learning will occur from year to year, in terms of their skills, knowledge and understanding.
27. The curriculum for information and communication technology is now good, but there is still some more work to be done in ensuring that information and communication technology is used consistently to support pupils' learning across the curriculum. Literacy and numeracy skills are well promoted within other subjects, ensuring that pupils have good opportunities for practising and consolidating their learning. Teachers often create very good links between subjects such as history and geography, or music and dance/drama, and these links provide a meaningful context for pupils' learning. The practice of teachers planning in year groups is very effective, and ensures that pupils in the same year, but who are taught in different classes, receive the same experiences.
28. The provision for pupils with special educational needs is satisfactory. The school provides a flexible range of support to meet the various needs of individual pupils, the most effective being in-class support from learning support assistants and specialist teachers where pupils are taught in ability groups. Individual education plans are in place for all pupils on the special educational needs register and they are of good quality. Mostly activities are well matched to the pupils' individual needs, especially in literacy and numeracy.
29. The provision for extra-curricular activities is satisfactory. The school offers a range of activities that take place both after school and during the lunch break, and activities

mostly relate to areas such as art and design, music and physical education. The school would like to extend this range of activities further in the future, but has rightly over the last two years concentrated its efforts on developing the statutory curricular provision.

30. The provision for pupils' personal, social and health education is good and appropriately extends the pupils' learning. There is a clearly developed policy, and a scheme of work that is linked to curriculum topics. Whilst much of the work is done through discussion, pupils in all year groups are encouraged to produce posters and leaflets promoting aspects of 'healthy living', and 'keeping safe'. Sex education and drugs awareness are effectively taught, and activities reflect the maturity of the pupils. However, the use of visiting health specialists in support of this aspect of the school's work could be further extended.
31. The school has established good links with other local primary schools, and with the main receiving high school, and the pupils take part in a range of inter-school sports events which promote their social development. The school is a central focus of the local community, and pupils are regularly involved in village activities. Members of the local community support the school well, and offer additional expertise when this is appropriate. Good links with the local churches support pupils' learning in religious education, and there is a good range of opportunities for pupils to perform in musical events.
32. The school makes good provision for the pupils' spiritual, moral, social and cultural development and this aspect of the school's work has improved since the time of the last inspection. The provision for pupils' spiritual development is satisfactory. Some opportunities are provided for the pupils to reflect upon aspects of their lives, and the wonders of the natural world, but too much reliance is placed on the pick-up of incidental opportunities that arise during the course of the day, and too few opportunities are specifically identified in teachers' planning. Collective acts of worship play a satisfactory role in promoting pupils' spiritual awareness, although on occasions the lack of maturity of a small number of older pupils who have difficulty in managing their behaviour, detracts from the reverence of the occasion.
33. The provision for pupils' social and moral development is good, and is well supported through the personal, social and health education programme which is followed in all classes. Pupils have the opportunity to study the rules and conventions within the wider community and to compare them with their class and school rules. Staff provide consistent guidance in terms of distinguishing between right and wrong, and good emphasis is placed on encouraging pupils to consider the impact of their actions on others. Older pupils have some good opportunities for considering moral issues such as war and pollution, and most discuss such matters with good levels of maturity. Through their participation in sports events and games, older pupils learn the value of developing a team identity and the need for interdependence. Recently introduced opportunities for Key Stage 2 pupils to participate in a residential field trip to Boreatton Park promote their social development well as they learn to live together in an unfamiliar environment.
34. The provision for pupils' cultural development is very good, and the school has given a great deal of thought to this aspect of its work. A co-ordinator is in place to promote multi-cultural education and inclusion, and to ensure that the cultural dimension is very much at the forefront of teachers' minds when ordering resources and planning visits. Pupils' appreciation of culture and traditions is effectively enhanced through subjects such as history, geography, music and art and design. Opportunities are provided for pupils to develop an understanding of living in a multicultural society and visitors have

come to the school to share their traditions and customs with them. Pupils have enjoyed examining artefacts and art work from the Hindu Religion Study Centre, and have watched traditional Indian dances for the Hindu festival of Holi. Pupils have a good knowledge and understanding of the damage caused to society through racism and people's intolerance of other cultures, and Year 5 pupils demonstrated this well in discussions about current issues relating to asylum seekers and conflicts in the Middle East.

35. The school has a very good equal opportunities policy, and staff ensure that all pupils have equal access to all aspects of the life and work of the school. The school meets statutory requirements in terms of its racial equality policy, and does not tolerate abuse or bullying of any kind.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. As at the time of the last inspection, the school has good levels of pastoral care, and is effective in ensuring the health, safety and well-being of pupils. Regular risk assessments are carried out to ensure that the school environment is secure and safe, and the school has identified the hazards associated with the entrance to the school. The school has introduced a 'Travel Plan' to reduce the vehicular congestion outside the school at the start and end of the school day, but despite their efforts, a number of parents are reluctant to comply with the suggested procedures, and this remains an ongoing problem. The site manager conscientiously addresses any safety issues that are raised by staff, and brings major issues to the attention of the headteacher and Governing Body.
37. Appropriate procedures and systems are in place to ensure the protection of all children, and the designated member of staff with responsibility for child protection has a clear understanding of the role. The school also has a nominated governor who has responsibility for issues of child protection. Teachers and non-teaching staff understand the agreed systems. First-aid provision is adequate, and a number of staff have received appropriate training. Records of any accidents that occur are kept and parents are informed promptly if their child is taken ill in school or has an accident.
38. The school's procedures for monitoring absence, and for promoting good attendance are effective. However, links with the Educational Welfare Officer are tenuous, and unexplained absences are not always followed up sufficiently quickly.
39. Procedures for monitoring and promoting good behaviour and for eliminating oppressive conduct are good. The school has a clear behaviour policy that is consistently applied by most staff including midday assistants. However there are occasions when teachers do not follow the agreed systems and have difficulty in managing the behaviour of some pupils. Rewards are given frequently for positive behaviour and where good management by teachers and support staff takes place, this has a positive effect on pupils' attainment. The school has a very strong anti-racist and racial equality policy which is very much reflected in practice. If racist incidents occur, parents of all parties are immediately consulted, and the matter is swiftly dealt with. Pupils and parents know that the school has 'zero tolerance' with regard to all incidents of bullying and racial harassment, and incidents are rare.
40. Very good initiatives have been introduced which develop the pupils' responsibility for their own learning and provide them with a good knowledge and understanding about their own progress and achievements. Pupils regularly select pieces of their work in any subject which they would like to be included in their record of achievement. With

the piece of work they include the rationale for their selection. Any personal achievements outside school are also celebrated, such as those gained in sport or music. The school recognises that this can have a great impact on raising pupils' self-esteem and further promote positive attitudes to learning and personal initiative, especially for the small number of pupils who have emotional or behavioural problems.

41. Formal procedures for monitoring and supporting pupils' personal development are satisfactory, and are enhanced by the teachers' good knowledge of pupils as individuals. Teachers know their pupils very well and report annually to parents how their child is developing personally as well as academically. However, there are no formal systems for recording and quantifying the pupils' ability to demonstrate qualities such as persistence, application, co-operation with others, the ability to concentrate and self confidence.
42. The school provides satisfactory support for pupils with special educational needs. Good links have been made with external agencies to ensure that the provision outlined in statements of special educational needs is implemented. The special educational needs co-ordinator is responsible for liaising with a wide range of other professionals, parents, carers and other schools. These duties are undertaken diligently as is the organisation of annual review meetings. The school implements very good assessment procedures to identify pupils with special educational needs and to comply with the new Code of Practice. Assessment information is used effectively and consistently for reviewing pupils' progress and when deciding what further help may be required. This good practice ensures that pupils are not retained on the register for undue lengths of time. The school meets statutory requirements as outlined in pupils' statements of special educational needs. All statements and reviews are up to date and specified provision is implemented effectively, including access to additional staffing. However, whilst the school provides special needs pupils with a broad and balanced curriculum, the practice of withdrawing pupils from class lessons means that pupils sometimes miss important parts of lessons.
43. The school's systems for assessing pupils' progress and attainment are excellent throughout the school, and outstanding progress has been made in this aspect of the school's work since the last inspection.
44. In the Reception class, the teacher implements excellent assessment procedures which present a very clear picture of the children's progress and attainment. Assessment information is used very well to plan the next stage of the children's learning, and to highlight children who may be gifted or talented, or who may have special educational needs.
45. In Key Stage 1 and Key Stage 2 , extensive and very effective systems are in place to monitor what pupils know and can do in all subjects of the National Curriculum and religious education. The school has devised very manageable assessment procedures which show clearly the progress pupils have made, and which enable teachers to identify areas of strength and weakness in teaching and learning. Of particular note is the excellent way in which the school uses this assessment information to target classroom monitoring visits, and to inform whole-school development. Teachers throughout the school make very effective use of assessment information when planning the next stage of pupils' learning, and to ensure that activities are closely matched to pupils' individual needs.
46. The assessment co-ordinator excels in this role. He is very skilled in data analysis, and uses statutory test information very well to identify specific issues which may be affecting the school's overall results. This careful and detailed analysis means that the

school has a very good appreciation of the real progress individual pupils have made, even though this may not be reflected in the end of key stage results because of factors specific to different groups of pupils, such as high levels of special educational needs or pupil mobility. In class, teachers are also effective in the way in which they monitor and track the progress and attainment of different groups of pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Most parents have positive views of the school, but a small number of parents are critical. Parents are generally pleased with the standard of pupils' behaviour in school and agree that bullying is not a problem. Children like coming to school and parents believe that the school expects pupils to work hard and to achieve their best. A very large proportion of parents feel comfortable about approaching the school with any problem they might have, but despite the schools' increased efforts over the last two years, a number of parents maintain that the school does not work closely enough with them, and feel that they do not receive enough information about their children's progress. Some parents are unhappy about the rate and frequency of homework and would like more extra-curricular activities. Whilst most parents agree that the school is well led and managed, and that the quality of teaching is good, a small number do not think that the school is managed effectively. The inspection findings support the parents' positive views of the school, but not their negative views. A number of parents remain dissatisfied with aspects of the school's life and work despite the very good efforts that the school has made to address their concerns. However, the school recognises that there is even more work to be done if these parents' criticisms are to be successfully addressed, and is keen to do this.

48. The quality of information to parents is good overall. Newsletters are sent home regularly and the school's prospectus and annual report from governors both meet statutory requirements. Parents receive good information about the curriculum and are invited to attend curriculum workshops and information evenings. Annual reports of pupils' progress are at least of satisfactory quality, and parents of pupils with special educational needs receive good levels of information about their children's progress. The school is sometimes less effective in the way in which it consults parents about proposed changes within the school. An example of this was the mixing of age groups in some classes. This was announced to parents in good time, and the very sound reasons for this decision were explained. However, some parents would have welcomed an opportunity to discuss this matter further with the headteacher and governors.

49. The impact of parents on the work of the school is satisfactory. There is an active 'Friends of Cosby School' group which raises substantial funds to enable the school to purchase resources such as playground equipment, televisions and books. Parents are encouraged to help in school and a number are involved in tasks such as library duties, and helping with creative work in the Foundation Stage. Staff have meetings with new parents when children start school in the Reception class. This practice, together with the canvassing of parents' views by questionnaire, effectively enhances relationships between home and school. Most parents listen to their children reading at home and this is having a positive effect on achievement.

50. The school has worked very hard since the last inspection to improve its partnership with all parents, but recognises that there is still even more to be done to achieve the excellent partnership that most parents, the headteacher, staff and governors would

aspire to. The school now needs to address the concerns of a small group of parents who are not happy about some aspects of its work.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The headteacher provides very good leadership for the school. He has a very clear and accurate perception of the school's strengths and weaknesses, and is committed to raising standards further and to continuing to provide a broad, enriched and well balanced education for pupils of all ages and abilities. The headteacher has a clear vision for the ongoing development of the school and paces change in a measured and effective way. Since the last inspection, which took place two years ago, he has successfully led the school forward to its current, much stronger position. He has been very successful in maintaining the morale of teachers and in promoting a very positive working ethos, which is characterised by the very good relationships that exist amongst staff. The headteacher is very well supported by a hardworking deputy who sets a very good example through her own classroom practice and good management skills. Teachers, governors, support staff, and the majority of parents, recognise and appreciate the very good leadership that the headteacher provides.
52. The senior management team works effectively to ensure that there is a very good educational direction for the school. The team has been crucial in establishing and reviewing strategies and initiatives aimed directly at improving standards, curriculum provision and the quality of teaching and learning. A culture of school improvement and a commitment to raising standards exists amongst the whole school community. New ideas and changes to existing practice are considered and discussed by the senior management team, governors and staff and as a result, decisions are corporate and fully understood by all.
53. Co-ordinators are in place to lead the work of the Foundation Stage, Key Stage 1 and Key Stage 2. They work very hard to develop and share good practice in their areas, and this delegation of management responsibility works very well. The provision for pupils with special educational needs is satisfactory, and this aspect of the school's work is very effectively led and managed by the special educational needs co-ordinator. The school meets statutory requirements in respect of pupils who have a statement of special educational needs, and the new Code of Practice has been fully implemented.
54. Very good quality procedures are in place to monitor the quality of education provided by the school. These procedures have had a very positive impact in terms of raising standards, and in developing and improving the quality of teaching. At the time of the last inspection the school had serious weaknesses in the quality of teaching, and teaching is now one of the school's strengths. The headteacher, senior management team and co-ordinators have carried out extensive monitoring of teaching and learning through classroom observations, the analysis of short and medium term planning, and the scrutiny of pupils' work. Very good use is made of information that is gleaned from monitoring exercises, and teachers appreciate the feedback they receive. Good practice has been effectively identified and shared, and minor weaknesses have been addressed. Of particular note is the very effective way that assessment information is used to highlight areas for future monitoring. For example, if assessment information indicates a relatively weaker area of attainment within a subject, this will then become the focus of subsequent monitoring exercises to help teachers to pinpoint possible causes.

55. The three year School Development Plan is a very good and effective working document that is instrumental in guiding the school forwards. The comprehensive plan outlines appropriate targets, which are graded in terms of their priority, and shows the corresponding allocation of finances from the school's budget. All members of the school's community including teaching and non teaching staff are asked to submit priorities for the School Development Plan before a draft copy is produced by the senior management team for consideration by staff and governors. The plan includes procedures for monitoring the progress and outcomes of agreed targets, and timescales for completion. The School Development Plan is closely monitored and evaluated throughout the year by the Senior Management Team, and by the Governing Body, and progress is reported to parents through the governors' annual report to parents.
56. The Governing Body is effective and plays an active role in the management of the school. All statutory duties are met, and the school has devised and implemented a very good racial equality policy in line with recent legislation. Governors are very supportive, well informed and have a clear understanding of their role and responsibilities. They are regular visitors to the school and all of them have a designated area of responsibility either for a curriculum subject or another aspect of school life such as special educational needs, health and safety and child protection. This involvement gives individual governors a good overview of their areas of responsibility. The Governing Body meets twice each term and there are additional sub-committee meetings. These regular meetings ensure that the school's priorities and other important issues can be fully aired and discussed so that corporate and well informed decisions can be reached. The Governing Body and the headteacher work closely together and have a good understanding of the strengths and weaknesses of the school and the challenges that it faces. Governors are actively involved in school development planning, target setting and in analysing data about the pupils' performance in the national end of key stage tests. As a group, the Governing Body has a good range of expertise in areas such as finance, education, special educational needs and local business, which is put to effective use for the benefit of the school and its pupils.
57. The level of financial planning and strategic use of resources are good. The school has appointed a part-time bursar who works closely with the headteacher in setting the annual school's budget, making staffing projections and energy cost estimates. The bursar attends the governors' financial committee meetings and keeps governors fully up to date with the school's financial position. The school is very effective in terms of its forward planning, and has made necessary contingency plans for a considerable reduction in the school's budget over the next three years due to an anticipated reduction in pupil numbers. Financial control and administration by the school and the finance committee are good and records of financial decisions are clear and detailed. The recommendations made in the school's last audit in 2000 have been acted upon and are fully in place. The school is currently carrying forward a small reserve of less than 5% of the school budget. The finance committee has a clear remit that clearly outlines its powers and responsibilities and a system of financial regulation is in place which provides the headteacher with clear and unequivocal guidance.
58. The school applies the principles of best value well. The headteacher, senior management team and governors carefully analyse assessment data, and use data well to evaluate standards and to set targets where improvements are needed. This has resulted in the creation of a culture of school improvement which puts pupils and their achievements first. Good procedures are in place to measure the cost effectiveness of major spending decisions, such as leasing computer hardware, building projects, and human resources. The school sets appropriately challenging

targets for its own development. It is beginning the process of consultation with parents regarding proposed changes in school development.

59. The match of teachers and support staff to the demands of the curriculum is satisfactory. Teachers have undergone a good range of training since the last inspection, and this has had a very positive impact on the quality of teaching. Although most support staff are appropriately trained, some are not, and would benefit from training in such areas as behaviour management. The school has good procedures for the induction of new teachers, and gives good support to newly qualified teachers. The school meets statutory requirements in terms of performance management.
60. The accommodation is good and has improved significantly since the last inspection. The Reception and Key Stage 1 classes now occupy a very attractive new building which is linked to the Key Stage 2 accommodation. A computer suite has been added, and there are firm plans for an outside play area for the Foundation Stage children. The school benefits from access to an 'activities' hall, as well as the main hall, which is very well used by all age groups for activities where more space is needed. Outside, the grounds are pleasant and provide well for pupils' physical and educational development, although because of recent building work, some natural areas are in the early stage of development.
61. Overall, the school has a satisfactory range of resources. The weaknesses in resources for English, mathematics, physical education and information and communication technology, that were identified in the last report have been successfully addressed. Resources in these areas are now good, and in the case of information and communication technology, resources are very good. Resources for music and geography are unsatisfactory. There are not enough good quality tuned or ethnic instruments, there is a shortage of aerial photographs, videos, CD-ROMs, slides, photographs and Ordnance Survey maps for geography. The library areas in both the main school building and new block contain a good selection of fiction and reference books.
62. Taking account of the level of school improvement since the last inspection, the good standards of behaviour and teaching, the excellent procedures for assessing pupils attainment and the very good leadership and management of the headteacher and school senior management team, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1) **The staff, headteacher and Governing Body should ensure that standards in music are raised by:-**

- enabling the newly appointed music co-ordinator to implement her action plan;
- ensuring that all staff receive additional training where necessary to ensure that they have good levels of confidence and expertise;
- improving the quantity and range of instruments and CDs;
- implementing the newly purchased commercial scheme of work.

(paragraphs 6, 26, 61, 146, 148, 151)

2) **The headteacher and subject co-ordinators should ensure that current schemes of work are fully addressing the requirements of the National Curriculum programmes of study, and that they ensure the necessary levels of continuity and progression in pupils' learning.**

(paragraphs 6, 26, 135)

Other minor issues which should be considered by the school:-

- the school should continue in its efforts to make the entrance to the school more safe by implementing its proposed Travel Plan, and by more actively soliciting the support of parents; *(paragraph 36)*
- the school should continue to develop effectively its links with parents, and to consult with parents about important decisions in the school, so that the negative views of a small minority of parents can be fully addressed and resolved ; *(paragraphs 47 - 50)*
- the school should ensure that support staff continue to develop their role through training; *(paragraphs 18, 59)*
- the school should increase the range, quantity and quality of resources for geography;
(paragraphs 61, 135)
- the role of the science co-ordinator should be developed so that standards can be raised even further, especially in terms of investigative skills at Key Stage 2; *(paragraph 118)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	21	22	9	3	0	0
Percentage	5	36	38	16	5	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	341
Number of full-time pupils known to be eligible for free school meals	N/A	19

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	8
Number of pupils on the school's special educational needs register	N/A	55

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

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	31

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.2

Unauthorised absence

	%
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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	24	30	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	17
	Girls	29	29	30
	Total	45	44	47
Percentage of pupils at NC level 2 or above	School	83 (93)	81 (86)	87 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	17	21
	Girls	29	30	30
	Total	45	47	51
Percentage of pupils at NC level 2 or above	School	83 (88)	87 (95)	94 (100)
	National	85 (85)	89 (89)	89 (89)

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

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
	2002	22	24	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	18	20
	Girls	19	16	20
	Total	32	34	40
Percentage of pupils at NC level 4 or above	School	70 (77)	74 (52)	87 (92)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	18	22
	Girls	21	16	19
	Total	36	34	41
Percentage of pupils at NC level 4 or above	School	76 (79)	74 (71)	91 (85)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	176	1	0
White – Irish	0	0	0
White – any other White background	54	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	8	0	0
No ethnic group recorded	54	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	13.3
Number of pupils per qualified teacher	23.1
Average class size	25.5

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	129

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	10.8
Number of teachers appointed to the school during the last two years	11.2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	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.

Financial information

Financial year	2001/2002
	£
Total income	636601
Total expenditure	626828
Expenditure per pupil	1838
Balance brought forward from previous year	17840
Balance carried forward to next year	27613

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	341
Number of questionnaires returned	110

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	47	4	2	0
My child is making good progress in school.	37	53	3	4	3
Behaviour in the school is good.	33	54	5	0	8
My child gets the right amount of work to do at home.	19	55	15	3	8
The teaching is good.	34	46	8	0	12
I am kept well informed about how my child is getting on.	25	44	24	4	3
I would feel comfortable about approaching the school with questions or a problem.	52	42	4	2	0
The school expects my child to work hard and achieve his or her best.	38	53	6	2	1
The school works closely with parents.	27	50	20	3	0
The school is well led and managed.	33	39	16	1	11
The school is helping my child become mature and responsible.	27	61	4	2	6
The school provides an interesting range of activities outside lessons.	16	26	38	12	8

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

63. The school makes excellent provision for children in the Foundation Stage. This represents an outstanding improvement since the time of the previous inspection when the provision for the Reception children was described as unsatisfactory. The quality of the improvement is a reflection of the excellent teaching, and the very good curriculum planning that is now in place.
64. The Reception class currently consists of twenty one pupils, and about thirteen pupils will be admitted at the start of the spring term. The Reception class is now housed in an attractive new building which is shared with Key Stage 1. Reception children have access to a spacious classroom, an adjoining activities room and a dedicated play area that is currently under construction. A qualified nursery nurse ably supports the full-time Reception class teacher and they make an excellent team. Parents are very pleased with the provision for the Reception children, and they receive very good levels of information about their children's progress.
65. The quality of the teaching seen during the course of the inspection was excellent overall. The teacher is very skilled in providing high class first-hand experiences for the children, and uses every opportunity for reinforcing their learning through excellent use of questions and suggestions for further development. Very good emphasis is placed on developing the children's spoken language skills, and there is frequent dialogue between adults and children about ongoing activities. Because of excellent classroom organisation, there is a seamless transition between one activity and another as the children move around the classroom. A notable feature of teaching is the constructive way in which the teacher uses incidental opportunities that arise to push forward the children's learning. For example, during the inspection when the children were competing for toys, the teacher skilfully diverted a possible clash, by asking the children to count, compare and sort the toys, and easily and sensitively resolved the potential conflict. The teacher's ongoing assessment of the children's progress and attainment is excellent, and allows for the early identification of children with special educational needs and any who may be gifted and talented. Planning is excellent, and is shared with parents on a termly basis so that they can support their children's learning. The children are actively encouraged to plan and choose their own activities, and this is very effective in promoting independent learning skills.
66. The quality of the resources and accommodation is excellent, and is a major improvement over the situation highlighted in the previous report when the Reception class was housed in the old school building in another part of the village. The new outdoor play areas have yet to be completed but will provide a high quality play environment for the children who are actively engaged in planning for the future use of the area. Inside the classroom, areas are allocated to the use of role-play and imaginative play and are very well used.
67. On entry to the Reception class the majority of the children achieve below the standards expected for their age group, especially in language and mathematics. The excellent teaching and careful monitoring of their progress ensures that the Reception children achieve very well and make very good progress. By the end of the Reception

year most children achieve the Early learning Goals in communication language and literacy, and in terms of their mathematical, physical and creative development. The children achieve beyond the Early Learning Goals in their personal, social and emotional development, and in their knowledge and understanding of the world.

Personal, Social and Emotional Development

68. The children's personal, social and emotional development is promoted through all aspects of their learning, and by the time they enter Year 1, most children have made very good progress and attain beyond the Early Learning Goals for this area. The teaching is very good and the teacher and nursery nurse provide excellent examples for the children in the way in which they relate to one another, and they are very skilled at picking up incidental opportunities as they arise for promoting relationships, social development, independence and good behaviour.
69. As they register in the morning children attach their photograph to a number line and are able to identify themselves throughout the day by this method. After registration children take responsibility for returning the register to the office that is situated in the same building. The children's independence is further encouraged as they change and prepare for physical activities, although help is always available to those who need it. Because of the very secure learning environment, and the ongoing encouragement of the adults who work with them regularly, all children are very confident about tackling new learning, and do not fear failure. Parents are encouraged to share the first moments of the day with their children, and this practice works well, and helps the children to settle down quickly.
70. The teacher and nursery nurse have very high expectations of the children, and the children respond very positively. They listen carefully to explanations, and process instructions quickly and accurately. Throughout the day children are rewarded for taking initiative and responsibility, and they are keen to share their achievements with visitors to the classroom. They are capable of asking for assistance in solving problems, such as operating complicated equipment, but are equally confident in exploring new activities for themselves. Most children take turns well with apparatus and share effectively at snack time. They are learning to respect the feelings of others, and show pleasure when their friends arrive in the classroom. There are some very good opportunities to extend the children's social development, such as when they take part in assemblies with children in Years 1 and 2, and most join in well with the singing of hymns, and reflect silently when asked to do so.
71. Reception children have very positive attitudes to work, and their behaviour is very good. They have settled quickly into the routines of the school, and understand the daily routines of the classroom. They make very good progress in learning how to work co-operatively with their classmates, and develop good levels of concentration and perseverance.

Communication, language and literacy

72. The teaching of communication, language and literacy is excellent and children of all abilities make very good progress overall. By the end of the Reception year, the vast majority of children have achieved the Early Learning Goals for this area of their development. Very good emphasis is placed on developing the children's spoken language skills, which for some children are poor when they start school.
73. The teacher has very high expectations of the children, and expects them to listen attentively to adults and to one another. The 'carpet session', which is a welcoming

activity when the children come into the classroom at the start of the day, encourages the children to share their own experiences as well as discussing the programme for the day. There are often moments of awe and wonder in these sessions as adults and children share special events in their lives. The children are encouraged to speak with confidence, and they respond very positively. The sharing of rhymes and stories is a major social event in the day and makes a significant contribution to the children's social development as well as their language development. The teacher and nursery nurse use every opportunity for making assessments of the children's spoken language and use the information very effectively when planning the next stage in the children's learning. Vocabulary is very skilfully developed as the children engage in their chosen activities. For example, during the inspection, the children were encouraged to discuss the toys they were playing with in terms of 'bigger/smaller', 'longer/shorter'. Many of the children have highly inventive ways of describing capacity when transferring water from one container to another, and these early ventures are celebrated and extended by the teacher or nursery nurse.

74. By the end of the Reception year, most children have a good idea of the process of reading, and many recognise and read simple words and phrases. The teacher uses a variety of ongoing activities to reinforce early reading skills. Most children make the connection between the written and the spoken word and enjoy following stories in 'big books'. Many items in the classroom are labelled, to encourage the children to recognise the names of objects. The very effective teaching of phonics enables the children to sound out new words and gives them confidence in their reading.
75. Reception children make good progress in their writing, and are encouraged from an early stage to develop independent writing skills by using marks and symbols to represent their ideas on paper. Through practical activities the children gain an understanding of the need for written instructions. For example, during the inspection, when the children were making faces on their biscuits, some of the children showed a good understanding of the notion of a 'recipe'. The children's creativity in writing is effectively supplemented and complemented by activities which help them to learn pencil control, and the formation of letters, and the teacher provides an excellent range of activities that encourage the children to 'write'.

Mathematical development

76. Because of excellent teaching, children of all abilities make very good progress in terms of their mathematical development, and the vast majority achieve the Early Learning Goals by the end of the Reception year. In addition to very well structured mathematical activities, the children's knowledge and understanding are very effectively fostered through the range of structured and free-choice play activities that are available throughout the day. These 'fun' opportunities give the children high levels of confidence and provide very good opportunities for them to practically consolidate their learning.
77. The morning registration session provides good opportunities for the children to count, and to 'add on' and 'take away'. Very good levels of discussion are generated as the children consider the number of children who are absent, and the number of children who are present, and children who arrive late are greeted with great pleasure by their classmates as they revise their calculations. Throughout the day, children count how many are working on any given activity to ensure that the stated number is not exceeded. By the end of the Reception year, most children confidently count forwards and backwards to ten and beyond, and are confident when ordering numbers by size. Through number rhymes and games, the children learn the sequence of ordinal numbers, such as first, second and third, and this vocabulary is effectively promoted

by adults when children line up or take turns. Throughout the day there are very good opportunities for the children to sort, match and count objects, and for them to learn about pattern, and higher attainers confidently select their own criteria for sorting and for creating repeated patterns.

78. When working in practical areas there are ongoing opportunities for developing the children's mathematical understanding which are always very well used by the teacher and nursery nurse. For example, when decorating their 'biscuit faces', the children were encouraged to compare the quantities of icing sugar being used, with the amount visible on the 'biscuit faces'. In water play, the children's mathematical understanding is very effectively promoted when they count the number of times they pour water from one container to another, and consider which container holds the most water. By the time they transfer to Year 1, most children have a good knowledge of the names of two dimensional shapes, and the highest attainers describe some of the key features such as the number of corners and edges.

Knowledge and understanding of the world

79. Excellent teaching ensures that the children make very good progress overall, and that most achieve beyond the Early Learning Goals in terms of their knowledge and understanding of the world by the time they reach Year 1. The main strength of teaching is the way in which the children are encouraged to learn through practical and first-hand experiences. This results in their understanding and knowledge moving forward in leaps and bounds as they revel in the awe and wonder of the world around them.
80. The children have a good appreciation of the needs of living things, and understand that animals and insects must be treated with respect and kindness. This understanding was very effectively promoted during the inspection when the children were introduced to the class gerbils. Very good class discussion enabled the children to consider the impact of their actions on living things, and taught them about the need for animals in captivity to be regularly fed, watered and cleaned. The children are encouraged to develop lively and enquiring minds as they observe the growth of plants, and the changes in the seasons, and to find out things for themselves.
81. By the end of the Reception year, most children have an early understanding of aspects of geography and history. They describe their routes to school, and understand the impact of changes in weather in determining the type of clothes they wear. Through the use of attractive story books, coupled with class discussion, the children recognise features of the natural and manmade environment such as bridges, streams and trees. Most children have a good understanding of their own position within the family, although most are not clear about the relationship between their own parents and their grandparents, for example. Children are aware of the difference between the past and the present, but few children make any real distinction between the long ago past and the more recent past.
82. A fine range of construction toys enables the children to make a wide variety of moving models which they enjoy exploring. During the inspection, children were observed having animated discussions about the variety of flexible joints that were available to them. In their creative activities they explore the properties of different materials as they stick and glue and experience the problems of making one material join with another. Most children demonstrate through their construction work that they have a good appreciation of the need for a secure and strong base when building towers or high buildings, and some of the higher attainers have understood how to ensure greater stability when designing and making their models.

83. The Reception children have regular access to computers throughout the day, and have good mouse control. Many children show good levels of confidence as they click on the various icons to open programmes or to move from one level to another. Although some children can print with good levels of independence, most children still need help with this.
84. Religious education is taught in line with statutory requirements, and the children are introduced to a range of well-known Bible stories. Teachers' planning indicates that stories from other cultural backgrounds will be covered later in the year.

Physical development

85. By the time they reach Year 1, the vast majority of children achieve the Early learning Goals in terms of their physical development. The teaching is excellent, and a very good balance is achieved between teaching the children the skills they need whilst at the same time enabling them to develop their creativity. The children make very good progress in this area of their learning.
86. When moving around the classroom, the children show a very good awareness of space, and move purposefully and carefully around fixed objects. In music and movement sessions, all children show very good control of their bodies as they respond individually to the variety of music that is played. The children's creativity is actively promoted and encouraged in dance sessions, and this leads to high levels of originality. In their free play, and especially when they play outdoors, the children move and react with well co-ordinated responses and high levels of enthusiasm and effort. They use large apparatus with skill, and talk animatedly about the new play area that is planned for the near future.
87. The children have a good range of fine motor skills, which is evident in their pencil and brush control, and when they manipulate equipment such as scissors. There are many very good ongoing activities that promote manual dexterity, and adults encourage high levels of independence so that the children quickly master new skills.

Creative development

88. The teaching of creative development is excellent, and the children make good and sometimes very good progress. By the time they enter Year 1, most have achieved the Early Learning Goals in terms of their creative development.
89. In the classroom the children choose from a very good range of construction equipment that allows them to exercise a good deal of imagination both when making models and when they interpret and explain them to one another. The children regularly work with mouldable materials such as clay and dough, and use paint and pencil well to represent their ideas creatively. The Reception children are beginning to draw and paint from their observations of one another and this work shows good levels of observation and detail. Both the teacher and the nursery nurse are very skilled in the way in which they encourage creativity by supporting and advising the children rather than guiding them into producing identical outcomes.
90. The Reception children respond well to music and this is used as a central part of their creative development. They make and perform music with equal confidence and also enjoy singing and chanting many simple rhymes and songs during the course of the day. The children have regular access to a variety of musical instruments which they enjoy playing. The well resourced classroom encourages the children to be creative, and to take part in a range of role-play activities.

ENGLISH

91. The 2002 end of Key Stage 1 national test results show that pupils' attainment in reading and writing is in line with the national average. In comparison with similar schools, pupils' attainment is average in writing, but below average in reading. At the end of Key Stage 2, the pupils' attainment, based on the 2002 test results is in line with the national average, and average in comparison with similar schools. It appears that standards are starting to rise in both key stages, but because the natural ability of the cohorts varies so much from one year to another, it is difficult to assess accurately the rate of improvement over time. A range of successful initiatives have been introduced over the past two years which is starting to positively impact upon the pupils' progress and attainment, although the impact is as yet more evident in Key Stage 1 than in Key Stage 2. Standards are broadly the same as they were at the time of the last inspection.
92. The inspection findings indicate that pupils' overall attainment is in line with national expectations at the end of both key stages. The school has implemented the National Literacy Strategy well in all classes and teaching is good. Excellent procedures are in place to assess pupils' attainment and progress and assessment information is used very effectively by teachers when planning the next stage of the pupils' learning. Pupils of all ages and abilities make at least satisfactory progress overall. There is no significant difference in the attainment of boys and girls.
93. Throughout the school, pupils listen appropriately to their teachers and their classmates and enjoy participating in class discussions. Although a minority of pupils have a limited vocabulary, overall speaking and listening skills are in line with national expectations at the end of both key stages. Most teachers give pupils regular opportunities to participate in class discussions. These discussions are particularly successful when pupils of all abilities are encouraged to participate, and when the pupils' interest is captivated. This was illustrated in a very good literacy lesson observed in Year 6 where pupils were enthusiastically discussing limericks written by Edward Lear. At the end of the lesson, they confidently read aloud their own versions, and discussed ways in which they might be improved. In other subjects teachers stress the importance of using the appropriate language, and as a result, pupils of all ages make good progress in becoming familiar with a wider range of vocabulary. This helps the pupils to be clear and concise when expressing their ideas, and has a positive impact on their learning across the curriculum.
94. In reading, pupils make good progress, and their attainment is in line with national expectations at the end of both key stages. In Key Stage 1, the whole class shared reading of exciting and stimulating 'Big Books', such as 'Detective Tilak', and this is having a positive effect in developing pupils' confidence in reading. The pupils become familiar with the conventions of reading, and learn how to use pictorial, phonic and contextual clues to work out the meaning of unfamiliar words. Pupils of all abilities start to put expression in their reading, following the good examples set by their teachers. Pupils enjoy these shared reading sessions and respond well to the teachers' questions about the content and meaning of the text. In their own reading, average and higher attaining pupils effectively employ the reading strategies they have learned, and read a good variety of both fiction and non-fiction books. However, lower attaining pupils are still working at a low level and do not use their knowledge of letter sounds sufficiently to work out the words they are not sure of. The support provided for these pupils through projects such as the Additional Literacy Strategy is helping to ensure an overall improvement in reading standards.

95. By the end of Key Stage 2, pupils are familiar with a good range of literature and they discuss with interest the styles of different authors or poets and the way in which they set the scene. As they move through Key Stage 2, many pupils show a real interest and enthusiasm for literacy, and as a result of improved attitudes, standards are rising. By the end of Year 6, an increasing number of pupils are reading at a higher level than is expected for their age, and few pupils are reading at a lower level than expected. However although pupils are taught an appropriate range of reading strategies, lower attaining pupils do not always employ them when reading independently and need to be reminded. Higher attaining pupils read with good levels of expression, and use punctuation well to guide them in this. Lower attainers are less confident when reading aloud, and sometimes their concern with decoding unfamiliar words prevents them from gaining a good understanding of the meaning of the text. The school has correctly identified pupils who are struggling and is providing them with additional support. Although by the end of the key stage, most pupils are able to use a dictionary or a thesaurus effectively, they are less sure of how to use the library for independent research.
96. At the end of both key stages, pupils' attainment in writing is in line with national expectations. In Year 2, the majority of pupils are working at the expected level. Pupils across the ability range make satisfactory attempts at writing in a story format, which has a clear beginning, middle and ending, and are able to spell commonly occurring words. They make plausible attempts at spelling more difficult words, such as 'exploring', and have good levels of confidence when doing this because of the encouragement of their teachers. By the end of Key Stage 1, sentences are often punctuated with capital letters and full stops, and higher attaining pupils make good attempts at using other forms of punctuation such as speech marks and exclamation marks. A minority of pupils require a high level of support with their writing, but most show good levels of independence in organising their work. Handwriting is mainly well formed and consistent in size.
97. By the end of Key Stage 2, pupils produce pieces of work of a reasonable length in a good range of different styles, and for a variety of purposes. Their work includes book reviews, poems, stories, instructions and reports. The basic grammatical structure of sentences is generally correct. Higher attaining pupils use a good variety of punctuation and spelling is usually accurate. Presentation of work is good overall and handwriting is mainly joined and legible. However, lower attaining pupils are not writing at the expected standard for their age and need a lot of adult support and encouragement. Teachers work hard at motivating pupils and giving them the confidence they need to succeed and there is evidence that standards in Key Stage 2 are improving. For example, higher attaining pupils in Year 3 are beginning to sustain ideas and develop them in interesting ways in their story writing and in poems, such as 'The Mogomidder Beast'.
98. Teaching and learning are good overall. Basic skills are taught well. Teachers provide pupils with good opportunities to participate in class discussions. They encourage pupils to listen carefully and promote pupils' speaking skills effectively, and this helps to increase their vocabulary and develop grammatical correctness. Where the best teaching occurs, teachers make very good use of open-ended questions that are targeted effectively at the differing ability levels of the pupils. They have very high expectations of the pupils and the lessons are well paced. Pupils respond very well when teachers' expectations are high, and are highly motivated in their learning and keen to give of their best. Most teachers use the end of the literacy session appropriately to assess and evaluate the learning that has taken place, and this practice helps to give pupils a clear idea of the progress they have made. Other subject areas are used effectively as a means of developing work in literacy. For

example, linked to their work in history, Year 4 pupils wrote a detailed account of a Viking Day and linked to music, pupils used musical notation to interpret the rhythm of a poem. Most teachers know and manage their classes very well, and pupils behave well and enjoy their learning. Learning support assistants are appropriately deployed to support the learning of pupils with special educational needs and less able pupils, and this enables them to make progress in line with that of their classmates. Gifted and talented pupils are identified and are given appropriately challenging work. Teachers plan lessons very well. The quality of marking is good overall. The best marking relates specifically to the pupils' progress towards their targets for learning, and gives pupils a clear understanding of what they need to do next. However, in some classes, marking is just a series of ticks with very few constructive comments. Information and communication technology is now being used more regularly to support pupils' learning. Although a successful 'Book Week' has been held, generally there are few extra-curricular activities and visits to boost pupils' interest. Teachers use homework well to support and extend the pupils' learning.

99. The subject is very well led by an enthusiastic co-ordinator. She has clearly identified, through effectively monitoring the quality of teaching and learning, what needs to be done in order to raise standards. She has taken the lead in implementing appropriate action plans and has devised a number of good initiatives to help to raise standards in English. There are clearly focused long and medium term plans for the subject which reflect the aims and objectives of the National Curriculum and the National Literacy Strategy and these are related appropriately to short term planning in the classes. Assessment of pupils' progress is excellent, and is undertaken regularly and used effectively to support pupils' learning. Appropriate targets are set which enable pupils to know what they need to do next. Overall the school has shown satisfactory improvement in English since the last inspection and standards are slowly but surely starting to rise. The school has a good range of resources which are used well to enhance teaching and learning.

MATHEMATICS

100. The 2002 end of Key Stage 1 national test results show that pupils' attainment in mathematics is just below the national average, and below average in comparison with similar schools. The 2002 end of Key Stage 2 national test results show that pupils' attainment is in line with the national average, and average in comparison with similar schools. Standards have been rising steadily on the basis of the end of Key Stage 2 test results over the last few years, but standards at the end of Key Stage 1 have varied against the average. The school sets appropriately challenging targets for Key Stage 2 pupils which accurately reflect their ability.
101. The inspection findings indicate that pupils' attainment is in line with national expectations at the end of both key stages. The slight difference between the inspection findings and the test results at the end of Key Stage 1 reflects the ongoing improvement due to recent initiatives. The school has made good improvement in mathematics since the time of the last inspection, especially in terms of raising standards at the end of Key Stage 2. Improvements in standards have been brought about by the implementation of the National Numeracy Strategy, the adoption of support programmes such as Booster and Springboard classes, and the systematic and effective monitoring of teaching and learning throughout the school. Performance data has been analysed in detail, and changes to the planning and delivery of lessons have been made as a result. There is no significant difference in the attainment of boys and girls. Overall pupils in both key stages are making at least satisfactory progress based on their prior attainment. Pupils with special educational needs and

those identified as being gifted and talented make satisfactory progress because teachers plan well for their particular needs.

102. By the end of Key Stage 1, most pupils demonstrate a satisfactory understanding of a range of mathematical concepts and use well-established strategies to solve problems as a result of the systematic teaching and reinforcement of number skills. They identify odd and even numbers correctly and count forwards and backwards in multiples of two, five and ten. Higher attaining pupils are confident in using different starting points on a number line, and use their knowledge of pattern in number to help them to do this. For example, when using a one hundred square, pupils know that when adding on in tens, the numbers will be in a vertical line. Most pupils have a secure understanding of place value, and higher attainers calculate well using large numbers. Lower attainers are less secure when using large numbers but cope well with numbers up to one hundred. Most pupils have satisfactory mental arithmetic skills, but do not always have sufficiently fast recall of number bonds up to twenty, and simple multiplication facts.
103. By the end of Key Stage 1, pupils' attainment in the shape, space and measure aspect of the mathematics curriculum is satisfactory overall. Pupils are gaining confidence in telling the time using digital clocks, and solve money and number problems using addition and subtraction with reasonable accuracy. However, they are unfamiliar with collecting data, displaying findings in graphical form and interpreting information. Pupils confidently name unseen two and three dimensional shapes when presented with information about their properties, and respond well to the inbuilt challenge of such an activity. Most pupils use mathematical vocabulary well when giving explanations about their work and are keen to share their answers with adults and with one another. Pupils recognise that some shapes fit together, although few describe this as 'tessellation', and they are able to manipulate shapes on a computer screen to produce a pattern. Pupils have a good understanding of the need for standard units of measurement, and know how to measure length, weight and capacity. Although higher attaining pupils make sensible estimates of length, lower attaining pupils have difficulty with this.
104. By the end of Key Stage 2, most pupils have satisfactory mental arithmetic skills. They multiply numbers by ten, one hundred and one thousand quite quickly, and accurately round numbers up and down. However, as in Key Stage 1, not all pupils have immediate recall of important number facts and this slows them down when making both mental and written calculations. Pupils have a secure understanding of how to partition larger numbers in order to complete more complex calculations, and this helps them to be accurate in their work. Higher attaining pupils have a good understanding of how to check the reasonableness of their answers by making sensible estimates, but lower attainers do not always check their work sufficiently thoroughly and make careless mistakes. During the inspection, higher attaining Year 6 pupils demonstrated their understanding of how to change decimals to fractions and percentages. Very good teaching helped the pupils to really clarify their understanding of place value when working with decimals, and helped them to see ways of checking their answers. The pupils' knowledge of number is enhanced by good teaching, and by the opportunity for them to explain their methods of working so that they gain an appreciation that there is often more than one way of solving a problem.
105. By the end of Key Stage 2, most pupils have a satisfactory understanding and knowledge of aspects of shape, space and measure. They know how to calculate the perimeter of regular and irregular shapes, and how to work out the surface area. As they move through the key stage, pupils of all abilities gain a good understanding of probability, and have recently written statements which contributed to a display about

likely and unlikely outcomes. Pupils successfully identify two dimensional shapes and explain some of their properties, although lower attainers are less secure about the properties of three dimensional shapes, and are slow to make generalisations about the relationship between the number of corners, faces and edges, for example. Pupils produce different sorts of graphs, and have opportunities to interpret information from graphs. They are becoming more familiar with the potential of computer spreadsheets, although this is an ongoing area of development.

106. The quality of teaching and learning is good overall, and some very good teaching was seen during the inspection in both key stages. Where the teaching is at its best, lessons are characterised by their brisk pace, well-planned tasks which captivate the pupils' attention, high expectations of teachers, the provision of opportunities for investigative work and good support for the lowest and highest attaining pupils. Throughout the school, teachers are very effective in the way in which they encourage the pupils to use key mathematical vocabulary. Teachers are often very successful in the way in which they build on the pupils' previous learning. For example, in a Year 2 lesson seen during the inspection, a very effective link was made with literacy when pupils were asked to write numbers in words and to use previously acquired phonic skills to secure accuracy of spelling. In both key stages end of session discussions are particularly effective in consolidating the pupils' learning, especially when reference is made to the initial learning objectives. In most classes, pupils are well managed, and teachers have high expectations of behaviour. However, where teaching is less effective, teachers do not always have full control of the class, and individual pupils disturb the learning of others. Teachers are skilled in matching the work very closely to the pupils' level of ability, and questioning is well used to enable the participation of all pupils. Lessons are well structured, learning objectives are shared with pupils and the progressive development of skills in individual lessons and over time are having a good impact on raising standards. Guidance on setting out written work, and on methods of working are shared with parents to enable them to support their children's learning at home. Homework is set regularly, and worked examples provide further good guidance for parents. Some good use is made of computers to extend the pupils' learning in mathematics, but even more could be done in some classes. Pupils' learning is effective and they work well together on shared and collaborative tasks and help one another where learning is insecure. They enjoy mathematical activities and are eager to share their discoveries with others. Most pupils in both key stages record their work well and demonstrate good levels of presentation, although some lower attainers require further support. The marking of pupils' work is variable, and has recently improved. Where the best marking occurs, pupils are given pointers for how they can improve their work further, but this good practice is not yet consistent throughout the school
107. Although new to the post, the co-ordinator is providing good leadership and management for the subject, and is well supported through the school's existing structures for monitoring and self-evaluation. The subject co-ordinator monitors planning, and is aware of the minor inconsistencies of teaching and learning, such as marking. The Numeracy Strategy is used very effectively, and teachers' planning is very detailed and successfully identifies what pupils will learn and how they will be supported. The day-to-day assessment of pupils is very good, and overall, the use made of assessment information to raise standards is excellent. Data from tests are closely analysed to find trends, identify strengths and weaknesses in curriculum planning, teaching and learning, and to highlight areas for whole school development. The way in which assessment information is used to track pupils' progress and to establish the identification of whole school, year group, class and individual targets is a strength of the school. The practice of grouping pupils by ability in Year 6 is effective and allows for a very close match of teaching to pupils' levels of ability. The school has

used Booster classes well to provide pupils with opportunities to practice their skills on sample test questions. Increasingly, information and communication technology is supporting the teaching of mathematics. Pupils are well supported in their learning through the availability of a good range of resources for practical activities. The subject is effective in promoting aspects of social development as the pupils work together on collaborative tasks.

SCIENCE

108. The results of the end of Key Stage 1 2002 teacher assessments for science show that pupils' attainment is in line with the national average. The 2002 end of Key Stage 2 national test results indicate that pupils' attainment is above the national average and average in comparison with similar schools. Standards are starting to improve and are better than they were at the time of the last inspection. The inspection findings indicate that pupils' attainment is in line with national expectations at the end of both key stages. The slight discrepancy between the inspection findings and the Key Stage 2 test results is explained by the fact that currently the tests do not measure the investigative element of the science curriculum which is a relatively weaker aspect of the pupils' learning at Key Stage 2. Pupils of all abilities in both key stages make satisfactory progress overall.
109. Pupils in Key Stage 1 undertake a satisfactory range of practical activities that help them to develop a secure understanding of basic scientific principles. Pupils learn to examine small plants and animals carefully, and, following their investigations into pond life, are able to group animal species into categories based on observable features, such as the number of legs. Key Stage 1 pupils show high levels of enthusiasm when they are involved in investigative activities, and are very keen to find things out for themselves. However, their recording skills are sometimes limited. Higher attainers make good predictions about what they think will happen next, based on their previous knowledge, and most pupils have a satisfactory appreciation of what constitutes a fair-test by the end of the key stage.
110. As pupils move through Key Stage 2 they continue to make satisfactory progress in developing their skills of experimentation, but they do not make enough progress in developing investigative skills and in this aspect of their work, their attainment is unsatisfactory. Pupils follow instructions well and handle equipment carefully, but very few pupils have the confidence and knowledge to plan and carry out scientific investigations correctly. Some pupils do not have a secure grasp of the concept of fair-testing, and even the higher attaining pupils cannot always identify key variables in an investigation. The pupils' recording of experimental work is sometimes hurried and therefore incomplete, and their conclusions are not consistently based on their experimental findings.
111. By the end of Key Stage 1 almost all pupils group plants and animals into categories, according to criteria they set themselves. Most Year 2 pupils confidently and accurately name the main organs of a flowering plant, and explain their functions. For example, they know that roots hold the plant in the ground and enable the plant to obtain water, and that flowers produce seeds. Key Stage 1 pupils name the major parts of the body and by the end of Year 2, most pupils know that the pulse rate increases during exercise so as to increase the blood flow to the muscles. Through their work relating to healthy living, pupils have gained an understanding of what constitutes a balanced diet.

112. As pupils move through Key Stage 2 they continue to make satisfactory and sometimes good progress in their knowledge and understanding of living things and life processes, and their attainment in this strand of the science curriculum is at least satisfactory. Pupils know that food chains and food webs are based on plants as primary producers of food, and that green plants are important in maintaining the balance of oxygen and carbon dioxide in the atmosphere. They make generalisations about living things, and know for example that a characteristic of living things is their ability to reproduce. They describe the main organs in the human body, and understand the function they serve. Most pupils understand the need to maintain a healthy lifestyle, and understand the adverse impact of substances such as alcohol, drugs and tobacco. Pupils develop a good vocabulary to explain their ideas.
113. By the end of Key Stage 1 pupils have a secure knowledge of the basic properties of a range of materials found in the school and at home. They know that the properties of materials determine their use. For example, they explain that the transparency of glass enables its use in windows, and the strength of wood makes it a suitable material for furniture. Pupils have had good practical opportunities to explore a range of materials, and they describe their different properties well using appropriate scientific language. By the end of Year 2, higher attaining pupils know that substances such as chocolate melt when heated, and solidify when cooled, but not all pupils are confident in explaining the difference between reversible and permanent changes.
114. By the end of Key Stage 2 pupils have a satisfactory knowledge of materials and their properties and know that gases, solids and liquids are the three states of matter. They appreciate how water, for example, can be frozen to become a liquid, and heated to become a gas. They know that some mixtures of materials can be separated based on the different particle size, for example the constituents of soils, but are less confident when asked how solutions can be separated. Through their experimental work, pupils know that some materials are good conductors of heat and others, such as wool and bubble wrap can be used as insulators.
115. By the end of Key Stage 1, pupils' knowledge and understanding of physical processes are secure. Most pupils know the basic constituents of a simple electrical circuit and the requirements for a bulb to light. They know which appliances in the home use electricity and are well aware of the dangers of mains electricity. Through practical experiences pupils gain a good understanding of the notion that a force is a 'push' or a 'pull' and know that a toy will travel different distances across different surfaces. Key Stage 1 pupils recognise the sun as a source of light and most can name other sources of light and explain how shadows are formed.
116. By the end of Key Stage 2, pupils have a satisfactory understanding of physical processes. Their knowledge of forces is secure, and they know that gravity pulls objects towards the centre of the earth and that the force of gravity is less powerful on the moon because of its smaller mass relative to the earth. Pupils know that the gravitational forces of the moon create tides on the earth. They confidently explain that forces can speed up or slow down objects. Pupils can name a range of sources of light and know that sounds are made when objects vibrate and that more rapid vibrations cause sounds of a higher pitch. Pupils know that the eye is sensitive to light and that sound waves are detected by the ear. The pupils' knowledge of the earth and beyond is a relatively weaker area of their learning, and most pupils have difficulty in explaining the relationship of the sun, the earth and the moon.
117. The quality of teaching is satisfactory overall, and some good and very good examples were seen during the inspection. Teachers throughout the school use questions well to consolidate previous learning and to draw out the pupils' ideas. Relationships between

teachers and pupils are very good and pupils' ideas are valued. This encourages pupils of all abilities to contribute in class discussion, as well as raising their self-esteem. Where the best teaching occurs, lessons proceed at a lively pace and this successfully maintains the pupils' interest and motivates them in their learning. In most classes pupils are managed well, but where teaching is less effective, teachers are not always sufficiently firm. There are occasions when lessons are too long and pupils start to lose concentration. Pupils of all ages work well together, and co-operate effectively in pairs and in small group work. A good example of this was seen during the inspection in a Year 2 lesson where pupils investigated seeds, and very willingly shared resources such as books and magnifying lenses. In most lessons, objectives are shared with the pupils and this enables pupils to have a clear understanding of what they have learned. Occasionally, because of the limitations of the current scheme of work, learning objectives are unrealistic and opportunities for scientific enquiry are limited. This is particularly the case in Key Stage 2 where opportunities for pupils to carry out independent investigations are very limited. Some use is made of information and communication technology to support the pupils' learning, and this is an area for proposed development. Satisfactory use is made of homework to support and extend pupils' learning.

118. The science co-ordinator does not provide enough leadership for the subject in terms of driving standards up further, and his role is unsatisfactory. Whilst time has been given for the co-ordinator to monitor the subject, this initiative has not had enough impact on raising standards or in terms of identifying relative strengths and weaknesses in teaching, learning, standards and curricular provision. Teachers rely heavily on the national guidance when planning lessons, but there is no whole-school scheme of work to ensure good levels of progression in the pupils' learning. Good use is made of assessment information to highlight strengths and weaknesses in pupils' learning, but some of the deficiencies that have been identified have not yet been addressed. Resources for science are satisfactory, and are often supplemented well by teachers' own resources. The subject is very effective in promoting the pupils' social skills as they work together on shared projects, and in helping them to consider the moral implications of drug, alcohol and tobacco abuse.

ART AND DESIGN

119. Pupils' attainment is above national expectations at the end of both key stages, as it was at the time of the last inspection. Pupils of all ages and abilities make good progress as they move through the school. The curriculum is well structured and takes good account of the mixed age classes. Pupils enjoy a wide spectrum of activities and teaching is good throughout the school. Teachers value the pupils' work highly and this is reflected in the attractive displays of pupils' work.
120. Pupils in all classes engage in basic observational drawing and even the youngest Key Stage 1 pupils use specialist drawing pencils well to bring about subtle changes in line, light and shade. The work on display around the school indicates that pupils are making good progress in the development of their drawing skills. By the end of Key Stage 1, pupils' drawing work shows good attention to detail, and they understand the notion of capturing what they can see, and not incorporating what they already know about the subject matter. This point was conveyed very clearly during a Year 2 lesson seen during the inspection, when the teacher reminded the pupils to draw the displayed fruit and vegetables from their individual perspectives, and not to try to represent the whole piece of fruit or vegetable. As they move through Key Stage 2, pupils make good progress in their drawing skills, and become more skilled at showing texture, light and shade through the judicious use of shading. The way in which

portraiture develops as the pupils move through the school is a good example of the clear progress the pupils make in this aspect of their art and design work.

121. Throughout the school pupils have good opportunities to work with paint, and some of the work on display is very colourful and shows the pupils' confidence when working with colour. By the end of Key Stage 1, pupils confidently mix colours to achieve different shades and tones, and use paint well for printing. There are good opportunities for pupils to mix paint with other media, such as when they produce collages, and pupils understand that different textures can be achieved by altering the consistency of the paint. Pupils make good progress, and by the end of Key Stage 2 effectively use different types of paint, such as water-colour, to convey their ideas. Pupils' work shows good levels of creativity and originality, although more opportunities for them to choose the size and shape of the paper on which they work would create more individuality in terms of the outcomes.
122. Throughout the school pupils have regular opportunities to work in three dimensions. By the end of Key Stage 1, pupils achieve satisfactory standards when modelling with clay and dough, and have recently used pipe-cleaners to good effect when they made small figures. Pupils are creative when making collage pictures and combine a good variety of media. Techniques such as paper weaving are well taught, although pupils' work could be even more creative if they were encouraged to choose different 'looms' and 'threads'. Throughout Key Stage 2 pupils make good progress in their three dimensional work, and there are some very good opportunities for them to work with fabrics and textiles, such as when they made the very attractive wall-hangings which are displayed to full advantage in the school hall. Pupils continue to work with clay, and benefit from access to the school kiln. There are currently only limited opportunities for pupils to create large pieces of sculpture, and for them to use natural materials in their three dimensional work.
123. The work of famous artists and craftspeople from the European tradition is used effectively to stimulate an interest in art and design, and there are good opportunities also for pupils to investigate elements from the artistic traditions of faiths such as Islam and Hinduism, and the work of aboriginal artists. By the end of Key Stage 1, pupils have an understanding of how great artists worked in different styles, although most have difficulty in recalling the names of the artists they have studied. By the end of Key Stage 2, pupils give details of the style and characteristics of art produced by famous artists and older pupils realise that many of these artists have changed their style and techniques a number of times. In an excellent lesson seen during the inspection, younger Key Stage 2 pupils thoughtfully considered some of the landscapes of the artist Gauguin as part of their work relating to fantasy art. This activity provoked very good levels of discussion and encouraged the pupils to focus on key features of colour, texture and style.
124. The quality of teaching in art and design is good throughout the school, and some very good and excellent lessons were seen during the inspection. Teachers' planning is well supported by a good scheme of work, which ensures that pupils' experiences are progressively developed. Teachers often have very high expectations of the pupils, and build up the pupils' confidence well through initial discussions so that they are keen to tackle their work. Pupils of all ages and abilities are encouraged to evaluate their own work and that of others, and this practice is effective in helping pupils to improve their work, and in providing additional ideas for those pupils who are less imaginative than others. Pupils are very responsive in art and design lessons, and they are willing to experiment with a wide variety of methods and materials. A good range of work is on display in classrooms and public areas of the school and pupils take pride in sharing their efforts with visitors. Displays are labelled and annotated to

increase pupils' vocabularies and to link the work with other areas of the curriculum such as history. Good use is made of computers in both key stages to support the pupils' learning and to give them an understanding of the capacity of computers in generating repeated patterns for example. Teachers forge some good cross-curricular links, such as when they encourage pupils to illustrate their work in religious education. Some homework tasks are set for pupils of all ages, but even more use could be made of homework to extend the pupils' learning, and for the completion of preparatory tasks.

125. The leadership and management of the subject are very good. The co-ordinator has a comprehensive overview of the work being done across the school and has a good knowledge of the efforts of individual pupils. Very good procedures are in place for monitoring standards, and the quality of teaching and learning. The work done by pupils in each year group is regularly evaluated by the co-ordinator, and some classroom observations have been carried out. Good use is made of assessment information to track pupils' progress and attainment and to highlight strengths and weaknesses in curricular provision. The co-ordinator keeps a very useful portfolio of pupils' work which clearly demonstrates progress within the different strands of the art and design curriculum. The recent development of an extra-curricular art club has led to an enthusiastic response from pupils and is a good indication of the status of the subject in the school. Resources for art and design are good and are used effectively. Some good additional learning opportunities are provided for pupils, such as when visiting artists take up residence in the school and work with different groups of pupils, but even more use could be made of visits to galleries and museums. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development, and the cultural dimension of art and design is very well promoted as the pupils are encouraged to study the art work of different ethnic groups and traditions.

DESIGN AND TECHNOLOGY

126. Pupils' attainment by the end of Key Stage 1 is above national expectations, and pupils enjoy taking part in a good range of appropriate activities. Standards are in line with national expectations at the end of Key Stage 2. Standards have risen in Key Stage 1 since the last inspection but have remained broadly the same in Key Stage 2. All pupils including those with special educational needs, make good progress in Key Stage 1 and satisfactory progress overall in Key Stage 2.
127. By the end of Key Stage 1 pupils have a good range of designing and making skills. They have good opportunities to work with a suitably wide range of materials, including clay, paper, wood and felt. Good links are made with science as the pupils are encouraged to consider the suitability of the materials they intend to use. Teachers provide good opportunities for pupils to make independent choices and decisions about their work, such as how they join materials together. Good emphasis is given to the design process and pupils have opportunities to examine commercial products. By the end of the key stage pupils understand the need to make preliminary plans and to indicate the materials needed. These annotated drawings clearly demonstrate the pupils' ideas and show how moving models, such as wheeled vehicles and puppets, will work. Pupils talk confidently about their work and have well developed evaluation skills. However, pupils do not always make written records of their evaluations, and this makes it difficult for them to recap their learning at a later date, and to recall why they made the changes they did to their original designs.
128. Pupils make satisfactory progress as they move through Key Stage 2, but only a limited range of work is undertaken in Year 6, and this curtails the pupils' progress and

attainment. As pupils move through Key Stage 2 they become significantly more skilled in planning their designs, and often achieve good standards in this aspect of their work. When designing pocket wallets, for example, the pupils produced clear annotated diagrams, which were drawn to scale, and very effectively selected appropriate materials for specific purposes. Pupils are well aware of the importance of the aesthetic quality of their final product, and higher attainers pay good attention to detail when adding the finishing touches to their work. A strong feature of the technology curriculum in Key Stage 2 is the work on food technology. Pupils evaluate commercial products in terms of their likes and dislikes before creating their own designs. Good links are made to other curriculum areas, such as the science of bread-making. Good emphasis is given in Year 3 and Year 4 to extending pupils' evaluative skills. This was evident when pupils selected the best way of joining card together as a prelude to making a picture frame. Most pupils were able to talk about the relative merits of sellotape, paperclips, blue-tac and glue. Older pupils, such as those in Year 5, are learning how to strengthen the parts of their models under stress, for example, when making musical instruments. Pupils also know how the shape of their components influences their load bearing capacity, and are aware that triangular structures are often very strong.

129. Overall, the teaching of design and technology is good in Key Stage 1 and satisfactory in Key Stage 2. However some very good examples of teaching were seen during the inspection in both key stages. Teachers throughout the school are very effective in the way in which they promote the design element of the subject, and in the way in which they encourage pupils to critically evaluate their work. This means that pupils of all ages have a clear idea as to how they might improve their work further. Very good attention is given to matters of safety, and pupils are reminded of safe practice when using equipment such as scissors and needles. Lessons are well planned and prepared, and take good account of the pupils' previous learning. Pupils of all ages and abilities are keen to take part in design and technology activities. They work sensibly, co-operate well and are sensitive to the needs of others. Pupils of all ages contribute well to class discussions and share ideas. Some good opportunities are provided for pupils to use computers to support their learning, although even more could be done to raise their awareness of the role of information and communication technology in the design process. Currently little use is made of homework to extend the pupils' learning.
130. The co-ordinator provides very good leadership and management for the subject, and has clear ideas for the future development of design and technology. Pupils' work has been monitored and effective action has been taken to raise standards. This is most apparent in Key Stage 1 where new initiatives are already starting to impact positively on pupils' progress and attainment. Currently the school is following national guidance when planning work, but this is not underpinned by a scheme of work that reflects the individual needs of the school. Very good systems are in place for assessing the pupils' progress and attainment, and this information is used very well to identify strengths and weaknesses in teaching and learning. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development, and pupils benefit from very good opportunities to work collaboratively and co-operatively.

GEOGRAPHY

131. Pupils' attainment at the end of Key Stage 1 and Key Stage 2 is in line with national expectations. Standards have been maintained since the previous inspection. Pupils make satisfactory progress throughout both key stages. Pupils with special educational needs make similar progress to their classmates.
132. By the end of Year 2, pupils are working at the expected level in their geography work. Most, but not all, pupils have a suitable knowledge of their locality. They talk sensibly about its human and physical features including the stream and bridges, and animatedly discuss the different types of houses and the dismantled railway. Most pupils understand that the area where they live is mainly flat, with few hills, and explain that currently the fields are dry because of the lack of rain. Through their work in history, pupils are able to chart the development of Cosby from the time when it was a Viking settlement, and to understand why some of the changes have occurred. Higher attaining Key Stage 1 pupils confidently compare and contrast Cosby with the urban area of the City of Leicester in terms of the types of shops and entertainment, although lower attainers find this exercise difficult. Pupils are effectively encouraged through discussion to give their opinions, and most explain why they like and dislike aspects of both locations. Through their study of the stories of Katie Morag in literacy, pupils begin to appreciate how an environment changes, such as on the imaginary Isle of Struay after the pier was built. They are also able to identify the features of the island from a map, and understand that a map gives important information.
133. As they move through Key Stage 2, pupils make satisfactory progress in developing their geographical knowledge and skills. The recent development on site of a new school building has been used well by Year 6 teachers to provide pupils with first-hand experiences in developing geographical enquiry skills. For example, pupils have considered the reasons and views for and against the closing of the old school annexe, and they have a secure understanding of how to transpose scales shown on a map or plan to actual size. Pupils' map-work skills are at an appropriate level. By the end of the key stage pupils know how to use co-ordinates to locate given places, and understand that different types of maps convey different information. They successfully identify geographical features such as mountains on maps, and then describe the features of a mountain environment. Most pupils have a growing understanding of how different places have different lifestyles, climates and physical features. This point was well made in a Year 5 lesson seen during the inspection, when pupils considered the ways in which British and European people use water, and compared them with how people in Africa use water. Pupils have some understanding of how movements in the earth's crust create volcanoes and earthquakes.
134. The quality of teaching and learning is satisfactory in both key stages, and some good examples of teaching were seen during the inspection. Pupils are generally well managed and show good attitudes to the subject. Very good use is made of discussion sessions to contextualise the pupils' learning, and to ensure that pupils of all abilities know exactly what is expected of them. Questions are used well to probe the pupils' thinking and to extend their learning. Where the best teaching occurs, activities are varied to meet the ability levels of individual groups of pupils. Support staff are often used well to work with groups of pupils with special educational needs and this has a positive impact on their learning. Most teachers manage and organise the pupils well, and provide good opportunities for them to work together in pairs and small groups on joint tasks. Pupils have positive attitudes to work and generally behave well. However, there are too few opportunities for them to carry out independent research, and to take responsibility for aspects of their own learning. Work is marked regularly, but the quality of marking is variable and does not always show pupils how they can improve

their work. There are some good opportunities for promoting pupils' literacy and numeracy skills in geography. Overall, information and communication technology is underused to support pupils' work in this subject. Homework is set on a regular basis, and enhances and extends the pupils' learning.

135. The co-ordinator provides good leadership and management for the subject and she is receiving good support from the previous co-ordinator to help her to develop her role. She effectively monitors colleagues' planning, and has carried out some classroom observations with an LEA advisor in order to monitor the quality of teaching and learning. The co-ordinator has identified a number of weaknesses in resources such as the limited range of aerial photographs, slides and videotapes, and these gaps will be filled as soon as possible. Good procedures are in place for assessing pupils' attainment and progress, and assessment information is starting to be used effectively to guide whole-school planning. More work is still to be done in developing a cohesive scheme of work which can run alongside the national guidance for the subject to ensure progression in the pupils' learning, especially in the mixed age classes. Currently some activities are not closely enough matched to the National Curriculum programmes of study, and some topics are not covered in enough depth. The subject is effective in promoting the pupils' moral development as they learn how people can cause both damage and improvement to their environment, and field study visits to Eyam in Derbyshire are effective in promoting independent learning and pupils' social development.

HISTORY

136. Pupils' attainment is above national expectations at the end of both key stages, and standards have improved since the time of the last inspection. The pupils make good progress as they move through the school, especially in terms of developing historical enquiry skills. Pupils with special educational needs progress at a similar rate to their classmates.
137. By the end of Key Stage 1, most pupils have a clear understanding of chronology and explain how things change over time. Year 1 and Year 2 pupils demonstrated this understanding well when they compared pictures of homes of long ago with their own, noting the impact of changes such as electricity. Past events in British history capture the pupils' imagination, and they enthusiastically recall a wide range of factual information about Florence Nightingale and the Great Fire of London. Pupils make satisfactory progress in combining their knowledge and understanding of events, people and changes in the past with developing skills of enquiry and interpretation. This is because effective opportunities are provided for them to use reference materials and to carry out independent study. For example, when finding out how birthday parties of the present day differ from those experienced by their parents, grandparents and great grandparents, pupils successfully undertook their own research. Many pupils in Years 1 and 2 show empathy when talking about life in Victorian times and are astonished at the range of jobs that were given to children, and their working conditions.
138. By the end of Key Stage 2, most pupils have a secure knowledge about key dates, events and periods of British history. Their level and range of knowledge are well developed so they have confidence to explore arguments about a wide range of past events. Pupils' experience of the history of other eras and cultures such as the Ancient Egyptians, Victorians and World War II is satisfactory. However, despite the way in which teachers plan together, not all pupils in the same year groups are given the same opportunities to examine different perspectives and aspects they find of

particular interest. For example, pupils in one Key Stage 2 class have completed significantly less work about invaders and settlers than in parallel classes, where they had been encouraged to research facts and information so they could produce their own work. Key Stage 2 pupils have a good appreciation about how artefacts help to create a historical picture, and provide crucial evidence about life in the past. Higher attainers understand the impact of past civilisations, such as the Romans, on Britain as it is today, and are impressed to discover that some Roman roads are still in use. Pupils are given very good opportunities to develop their literacy skills through their work in history. Teachers frequently ensure there are links with other subjects, especially geography and information and communication technology. For example, when pupils study the changes on Cosby since the 19th century they evaluate the legacy inherited from the Victorians by modern Britain by comparing secondary sources of evidence located in books, maps and posters. To bring their studies to life they find evidence from the school log book of 1870 and the population census information returns from 1801 to 1971.

139. The quality of teaching and learning is good, and during the inspection some very good lessons were observed. Teaching is at its best when historical skills are effectively promoted and when pupils are encouraged to find things out for themselves. For example, in a very good Key Stage 2 lesson seen during the inspection, pupils were encouraged to use reference materials to find information about Ancient and modern Egypt, including facts about the River Nile, farming, trade and transport. Good use of homework further develops pupils' independent learning skills in Key Stage 2. Teachers are often enthusiastic in their presentation of lessons and this results in pupils showing good levels of concentration and an eagerness to learn. Where the best teaching occurs, teachers demonstrate a good command of the subject and use questions and discussion sessions well to highlight for pupils the difference between historical fact and fiction. Teachers are very effective in the way in which they promote the pupils' empathy as they bring history to life by prompting discussion about the feelings and experiences of the people involved in World War Two. From an early age, pupils are encouraged to make good use of books to conduct their own research, and historical vocabulary is well promoted.
140. The leadership and management of the subject by the co-ordinator are very good, and since the last inspection she has been supported well in order to fulfil her role and responsibilities. Very good assessment procedures for monitoring pupils' performance have been implemented and good evaluations of the quality of teaching and learning in the subject have been undertaken. This represents a significant improvement since the last inspection. The school has established a good programme of visits and visitors to ensure that pupils gain a range of knowledge about events from the past. Within the immediate vicinity of the school the local heritage of the village is also well used. The school makes good use of national guidance to help teachers plan their lessons, and this ensures pupils make good progress, and systematically develop a wider knowledge and understanding of the subject. Resources for the subject are satisfactory and are well used to enhance teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

141. Pupils attainment in information and communication technology is above national expectations at the end of both key stages, and pupils of all ages and abilities make good progress. The school has worked hard since the last inspection to raise standards and to improve the provision. The new and well equipped computer suite is used very well, and pupils' learning is enhanced by the support of a well qualified support assistant. The subject benefits from very good leadership and management,

and from the commitment of teachers who have undergone training to improve their knowledge, confidence and expertise. A strong feature of the school's information and communication technology provision is the systematic approach to the teaching of the basic skills.

142. By the end of Key Stage 1, most pupils use a word processing program well to write simple stories and to record information, for example about holiday destinations. They know how to save and print their work and have experience of using a variety of software. Younger pupils have good skills in using a mouse and keyboard, and successfully select words and phrases from a word bank to help them write sentences. By the end of the key stage, pupils correct and rearrange text, and make good use of the 'return/enter' key to insert line breaks. In their work using control technology, Key Stage 1 pupils independently program a floor robot so that it follows a simple route, moving forwards, backwards and turning through ninety degrees. Most pupils have a good understanding of a program as a series of instructions. Throughout Key Stage 1, pupils have good levels of confidence, and are keen to find things out for themselves. By the end of Key Stage 1, pupils access a variety of information, and have recently used computers to find out about the life cycle of water mites and their position in the food chain. The use of information and communication technology is developing well in other areas of the curriculum, although there is still more work to be done in this area.

143. By the end of Key Stage 2, pupils' skills of word-processing are good. Pupils become progressively more confident about editing text, and most are skilled in moving text around the screen. During the inspection, Year 3 and Year 4 pupils successfully combined text and graphics as part of their work linked to the topic of the Pied Piper, and by the end of the key stage, pupils confidently move work from one application to another. Pupils learn how to create databases and present information in a variety of ways. Good use is made of computers to support pupils' learning about data collection, and pupils quickly and confidently produce different types of graphs and charts. For example, during the inspection, younger Key Stage 2 pupils presented information about measuring forces in Newtons as a pie chart. Branching databases were also investigated, and this helped pupils to decide on the kind of information they wished to collect when investigating information about trees. Older Key Stage 2 pupils use spread sheets with increasing accuracy, and by the end of Key Stage 2, most pupils use both simple and complex formulae to make calculations. During the inspection, Year 6 pupils successfully used their previous knowledge of spreadsheets to work within a budget, and this activity clearly demonstrated their confidence and skills. By the end of Key Stage 2, most pupils know how to identify, evaluate and retrieve information. They are confident in accessing the Internet as a source of information and some good links are made with other subjects as the pupils find information linked to art and design or history. Pupils' control technology skills are well developed, and older pupils can direct a robot through a cave by providing a series of commands. Pupils' wider knowledge and understanding of how computers are used is currently limited, and they have little experience of using equipment such as scanners, digital cameras, laptops and environmental sensors.

144. The quality of teaching and learning is good throughout the school. Staff have worked hard to improve their skills through training, and this has led to high levels of confidence amongst the staff. The teaching of information and communication technology is timetabled regularly, and skills are systematically taught. All classes have access to the computer suite once a week and there are opportunities to book extra time as and when needed. The nominated learning support assistant works closely with all staff and has access to teachers' planning. Lessons are invariably well planned and activities are very well matched to pupils' abilities. Staff have high expectations of the pupils and this is reflected in the good standards they achieve.

Pupils enjoy information and communication technology lessons in the computer suite, and are generally well behaved during lessons. Most pupils of all ages and abilities are highly motivated and are confident using computer technology. Pupils respond well to their teachers and have positive attitudes. They are focussed on the tasks set, concentrating well and generally sustaining their interest and enthusiasm. Teachers provide some good opportunities within other subjects for the pupils to use and apply their information and communication technology skills, but this practice is not consistent, and this is an ongoing area of whole-school development.

145. The leadership and management of information and communication technology is very good. The co-ordinator is knowledgeable and provides clear guidance for the staff. Very good monitoring of teaching and learning has led to improvements, and has highlighted areas for further whole-school development. Very good assessment procedures are in place that highlight relative strengths and weaknesses in pupils' attainment and progress, and in teaching and learning. The school has a very good development plan for the subject, which is closely monitored and regularly reviewed. The subject is well resourced and this has a positive impact on standards. In addition to the well equipped computer suite, all classes have their own computers, and an additional bank of computers is situated in the library and used mainly for developing the skills of the pupils with special educational needs. The employment of a very effective support assistant who works in the computer suite is a very cost-effective decision and enables lessons to run smoothly. The school has adopted the national curriculum guidance for the subject, and this is used well by teachers when planning lessons. The school has access to the Internet and has taken steps to ensure that pupils are protected from offensive materials by producing an Internet access policy which parents are fully informed of.

MUSIC

146. Pupils' attainment in music is below national expectations at the end of both key stages. Standards have dropped slightly since the last inspection, but with the recent appointment of an enthusiastic co-ordinator, are poised to rise rapidly. Teaching is often good, and pupils of all abilities in both key stages are now making good progress. The co-ordinator has identified the need to improve the range and quantity of instruments to enable Key Stage 2 pupils in particular to work at the appropriate level in their composing work. Plans are already underway to introduce a commercial scheme of work which will ensure continuity in the pupils' learning, and which will support teachers who are not music specialists. The school offers a good range of extra-curricular activities, including recorders and choir, and older pupils have the opportunity to learn how to play a wind, brass or string instrument.
147. Standards in singing are broadly satisfactory, although some pupils in both key stages lack confidence. Although most pupils sing in tune, and pick up new songs quite quickly, they are not always fully challenged by some of the singing activities. For example, few Key Stage 2 pupils are used to singing in parts, and many find this difficult. Pupils throughout the school regularly take part in hymn practice, but although these opportunities are valuable, they are not always supplemented by class singing activities, and the pupils' repertoire of songs is therefore limited.
148. Composing is a weaker area of pupils' learning, and standards in this aspect of the music curriculum are below expectations at the end of both key stages. Throughout the school composing activities are constrained by the shortage of good quality tuned and untuned percussion instruments, and by the lack of suitable information and communication technology software. In Key Stage 1, pupils enjoy using instruments to

play notes of different pitches, and recognise and name a selection of classroom instruments. However, there are too few opportunities for the pupils to compose their own music, or for them to explore the different sounds the instruments make. In Key Stage 2, pupils are being introduced to the notion of composing their own pieces of music based on rhythmic patterns, but have too few opportunities to compose melodic pieces, using for example the pentatonic scale as a basis for their work. Currently some staff lack the confidence and expertise to fully extend the pupils in their composing work, especially in Key Stage 2, and this problem will be resolved to a large extent by the proposed introduction of a commercial music scheme which will provide good guidance for non-specialists.

149. Pupils' attainment in terms of appraising and listening to music is below the expected level at the end of both key stages. Pupils throughout the school have some opportunities to listen to and appraise the work of their classmates, and the work of well-known composers. However, pupils rarely record any of these experiences in written form, and have some difficulty in recalling their previous learning. Currently there is too little progression in this aspect of the pupils' learning, and there is too much repetition at the same level. For example, during the inspection both Year 2 and Year 4 pupils were listening to the 'Carnival of the Animals', and although the activities they carried out were different, the level at which they were appraising the music was very similar. Pupils of all ages and abilities lack the necessary musical vocabulary to express their ideas clearly, and older Key Stage 2 pupils have difficulty in explaining their preference for the different pieces of music they have heard. The school plays music for the pupils to enter and leave assemblies, and this provides further opportunities for pupils to broaden their listening experience.
150. During the inspection, the overall quality of teaching and learning was good, and this reflects the teachers' commitment to improving standards. However, until recently teaching has been less effective, resulting in the dip in standards since the last inspection. Currently, although music is taught regularly in all classes, too little time is given to the subject and this limits the range of learning experiences that can be provided. In the lessons seen during the inspection, teaching was characterised by high levels of enthusiasm from the teachers which led to the pupils being well motivated and keen to learn. Individual lessons are well planned, although during the transition period where the new scheme is being implemented, there is some repetition of work in different year groups. Where teachers have a particular interest in the subject, or where their levels of expertise are high, lessons are often very focused, and expectations are high for all pupils, enabling the higher attainers to be fully challenged. Teachers make good use of the limited range of resources, and take care to ensure that all pupils take turns in using the instruments. In the most effective lessons, pupils have good opportunities to perform their work for their classmates, and to evaluate their own work and that of others. Teachers make use of a variety of appropriate teaching methods, and lessons are often highly effective when pupils are grouped in a circle, enabling pupils to observe one another, and making it easy for teachers to maintain a good overview of the pupils' learning. The vast majority of pupils have very positive attitudes to music, although there is some embarrassment in the upper part of Key Stage 2 when pupils are asked to sing. Pupils work very well together in groups and pairs, and willingly share ideas and resources. Not enough use is made of homework or information and communication technology to extend and enhance the pupils' learning.
151. The subject is very well led by an extremely competent and enthusiastic co-ordinator. However, she has only recently been appointed to the post, and some of her ideas for the development of the subject have not yet had their maximum impact in terms of raising standards. The co-ordinator has recognised the need for a comprehensive

scheme of work to support the non-specialist staff, and the need to upgrade and increase the range and quantity of learning resources so that all elements of the National Curriculum programmes of study can be covered in depth. Assessment procedures are good and are well established. The outcomes of teachers' assessments are used to highlight strengths and weaknesses in pupils' learning, and to focus the monitoring of teaching and learning. The school is involved in a wide range of musical activities outside school hours, including performing concerts for parents and members of the local community, and pupils take part in the annual 'Family Music Day', which is a day when local primary schools and high school join together for singing. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development. For example, during the inspection, Year 6 pupils composed rhythmic pieces based on an Asian eight beat pattern. This, and other such opportunities, highlight the differences between the style of Western and non-Western music. In addition, there are often good opportunities in lessons for pupils to develop social skills as they work collaboratively in pairs and small groups.

PHYSICAL EDUCATION

152. Pupils' attainment is in line with national expectations at the end of both key stages. Standards are similar to what they were at the time of the last inspection. Pupils of all ages and abilities make satisfactory progress as they move through the school.
153. By the end of Key Stage 1, pupils have satisfactory control of their bodies and show a good awareness of space. In gymnastics, Key Stage 1 pupils travel across the floor at different levels, change direction with ease, and link movements together to form short sequences. Where teachers give suggestions for improvement, the pupils respond well and this impacts positively on their overall performance. In dance, pupils plan their work carefully, sharing ideas, and adapt their movements to changes in the moods of the music. In a good lesson seen during the inspection, pupils were encouraged to express their ideas and feelings through mime prior to responding to music. Where teachers share information about particular composers and musical styles with pupils this enhances pupils' cultural development. Good opportunities for the pupils to perform their gymnastics and dance work to one another help them to develop an awareness of their learning, and provide them with ideas for further development. During the inspection, no games activities were seen at Key Stage 1, but planning shows that all elements of the physical education curriculum are covered at different points throughout the year.
154. Pupils make satisfactory progress as they move through Key Stage 2, and by the end of the key stage attain the expected levels in their work. In dance most have good control of their bodies and respond well to different types of music. During the inspection, Year 3/Year 4 pupils moved well to music from the 'Carnival of the Animals' and varied their movements well to depict the different characteristics of the animals they portrayed. In games activities, Key Stage 2 pupils demonstrate good levels of throwing and catching and have well developed ball control skills. Older pupils are beginning to appreciate tactics and strategies across a range of popular sports and are developing good levels of co-operation and teamwork. Although no swimming lessons were seen during the inspection, most pupils can swim at least twenty five metres by the time they leave school.
155. Pupils throughout the school are well aware of the effects of movement and exercise on their bodies and this successfully supports their work in personal, social and health education, and in science. From a very early age pupils develop good routines in the subject. They change appropriately for lessons, sensibly move from their classrooms

to other locations, and show an appreciation of the performance of others as well as offering suggestions as to ways of improving routines and skills. Pupils with special educational needs are fully included in all activities and make similar progress to their classmates. Pupils have regular experiences of dance, gymnastics and a wide range of games activities, and outdoor pursuit activities are now being offered to older Key Stage 2 pupils. Sessions taken by visiting coaches have extended the school's links with the wider community and enabled pupils to acquire and improve their skills in rugby and tennis. After school activities, which are sports, based receive a high level of response from pupils.

156. The teaching of physical education activities is good throughout the school. Lessons are well planned and prepared and teachers are often enthusiastic in their approach. Learning objectives are shared and discussed with pupils, and closing sessions focus on what learning has taken place and what activities might be undertaken in the future. Teachers have good subject knowledge, and lessons have suitable warm-up and cool-down activities, a key teaching input and pupils are given sufficient time to practise skills. Appropriate emphasis is placed on safety and the safe movement of equipment, although there are occasions when pupils do not set apparatus out for themselves because of time constraints. Teachers are very effective in the way in which they help pupils to advance their learning through carefully chosen comments, and the use of praise and encouragement. In games sessions teachers ensure that all pupils take an active part in the lesson, and motivate pupils in their learning by setting challenges. The range of activities chosen provides appropriate levels of challenge and teachers skilfully adapt activities to meet the needs of pupils with differing levels of ability. For example, in a lesson seen during the inspection, higher attaining footballers continued with an activity whilst others received additional coaching. On another occasion a support assistant was used very effectively to work with pupils with less well-developed co-ordination skills. All pupils experienced success as a result of these modifications.
157. The attitudes and behaviour of the pupils are good in almost all lessons and they successfully sustain energetic activity. Pupils enjoy the subject and are encouraged by good quality teaching, which leads to corresponding levels of motivation. Where restlessness does impact on the success of the lesson this is due to pupil inactivity when explanations are overlong or less effective methods of pupil management are used. In one mixed age class where behaviour was inappropriate it was swiftly dealt with and the pupil reintroduced to the activity quite quickly. Good class management has a positive impact on standards and promotes good attitudes to learning. Teachers effectively highlight good presentation and the careful selection of different pupils to demonstrate good performance contributes to their personal development. Pupils show good levels of co-operation and collaboration and a good social awareness when working with pupils with skills different to theirs. Pupils with monitorial roles are used to keep physical education equipment in order and this provides opportunities for personal development and use of initiative.
158. The subject is well led and managed, and although the subject co-ordinator is new to the post, lessons are being monitored and teaching staff given appropriate advice on areas for the subject's development. Assessment information has been used to identify areas requiring improvement and a rolling programme of review focussing on different year groups and activities has been implemented and recorded in the school's development plan. The school relies heavily on national guidance to support planning and lesson content and is now in a position to adapt this guidance to fully meet the needs of the school and pupils. A good range of resources exists to support physical education activities, and the wide range and variety of musical extracts contribute

significantly to pupils' performances in work in movement and dance. Resources have been improved since the previous inspection report.

RELIGIOUS EDUCATION

159. Pupils' attainment at the end of Key Stage 1 exceeds the expectations of the Leicestershire Agreed Syllabus and is in line with the expectations by the end of Key Stage 2. Standards are similar to what they were at the time of the last inspection in Key Stage 2, but have improved in Key Stage 1, largely as a result of the very good monitoring and assessment procedures that are being implemented. These procedures are yet to have their full impact in Key Stage 2. All pupils, including those with special educational needs make good progress in Key Stage 1, and in Key Stage 2, progress is satisfactory overall.
160. By the end of Key Stage 1, most pupils have a secure understanding of Christianity and other major world faiths. Pupils in Year 1 are aware that the church is an important building for Christians, and they are aware of the symbolic importance of church artefacts such as candles. Pupils' learning is significantly enhanced through a regular visit to the local church which enables them to explore the building, and to see and handle some of the artefacts. Studies of other faiths in Year 2 enable pupils to understand some of the similarities between world faiths. For example they know the significance of the Bible to Christians, the Torah to Jews and the Qur'an to Muslims. Most pupils in Year 2 enjoy relating some of the stories Jesus told, and name some significant dates in the Christian calendar, such as Palm Sunday, Good Friday and Easter Monday. They also know some significant events in other faiths, such as Divali, which they accurately describe as a festival of light for Hindus. Pupils in Key Stage 1 are provided with many good opportunities for discussion which enhance their understanding and clarify their thinking.
161. Pupils continue to make good progress initially in Key Stage 2 where their knowledge and understanding of their own and other faiths are well developed. However, towards the end of the key stage, not as much emphasis and time are given to religious education, and the pupils' progress is somewhat curtailed. By the end of the key stage, most pupils know, for example, that the Bible is a collection of books, and distinguish between the books in the Old and New Testaments. However, whilst pupils in Year 6 can recall and retell a number stories that Jesus told, they do not realise their significance as parables. Pupils' knowledge of other faiths is well consolidated throughout the key stage, and their understanding of how the customs of other faiths impact on peoples' lives is well established. For example, they know that Muslims worship in a Mosque and that they wash their hands before reading the Qur'an, and remove their shoes before prayer as a sign of respect for their god. Pupils in Key Stage 2 have satisfactory opportunities to discuss their feelings, and in some written work expressed how relaxed and peaceful they felt inside their local church.
162. The teaching of religious education is good in Key Stage 1 and satisfactory in Key Stage 2. A common strength in both key stages is the way in which teachers encourage pupils to discuss and clarify their own ideas about religion. Teachers are very successful in the way in which they promote respect and tolerance for the beliefs and customs of others, and the way in which they capture the pupils' interest when introducing aspects of world faiths. Pupils are well motivated by their teachers and they respond positively working together in small groups on shared tasks. Overall they show high levels of enthusiasm for the subject. Currently little use is made of homework or information and communication technology to extend the pupils' learning.

163. The subject is well led and managed. Good procedures are in place to monitor pupils' progress and to ensure that the curriculum is well matched to the Leicestershire Agreed Syllabus. Assessment procedures are good and have been effective in raising standards in Key Stage 1, although they have not as yet had their full impact in Key Stage 2. Resources for the subject are satisfactory, and good use is made of visits to local churches to enhance and enliven the pupils' learning.