

INSPECTION REPORT

KIBWORTH CE PRIMARY SCHOOL

Kibworth

LEA area: Leicestershire

Unique reference number: 120139

Headteacher: Mrs S De Gaye

Lead inspector: Mr D Marshall

Dates of inspection: 10th – 13th January 2005

Inspection number: 267133

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Controlled
Age range of pupils: 4 to 11
Gender of pupils: Mixed
Number on roll: 394

School address: Hillcrest Avenue
Kibworth
Leicester
Leicestershire
Postcode: LE8 0NH

Telephone number: 0116 2792485
Fax number: 0116 2796737

Appropriate authority: The Governing Body
Name of chair of governors: Mr A Munro

Date of previous inspection: April 1999

CHARACTERISTICS OF THE SCHOOL

Kibworth is a larger than average, controlled, Church of England primary school with 394 pupils on roll – 200 boys and 194 girls full time. There are no part-time pupils. There are 15 classes. The socio-economic background of pupils is around the national average. Around ten per cent of pupils are eligible for free school meals – again around the national average. Pupils' level of attainment is average on entry to the school. A few children in the village do not come to the school as they go into private education from the age of five. A significant proportion also opts to go to small village schools in the surrounding area. Kibworth is an area of low cultural and ethnic diversity and there are no pupils on roll with English as an additional language. Over 14 per cent of pupils are on the school's special educational needs list. This is around the national average. However, 21 per cent of the current Year 5 and 23 per cent of the current Year 6 are on the list. This is above the national average. The needs are mainly due to language difficulties. The number of pupils having statements of specific need, four, is above the national average. In two of these cases the needs are again due to language difficulties, whilst in the other two it is due to physical/medical difficulties. In 2001 the school received the DfES School Achievement Award and the Sport England Activemark award for the period 2001-2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27681	David Marshall	Lead inspector	Science Information and communication technology Religious education Music The Foundation Stage
13448	Dawn Lloyd	Lay inspector	
14976	Peter Dexter	Team inspector	Mathematics History Geography Physical education Special educational needs
32283	Denis Goodchild	Team inspector	English Art and design Design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This rapidly improving school currently provides a good standard of education. Its caring ethos results in the very effective personal development of all pupils. Pupils achieve well overall and make good progress in many subjects due to good teaching. The school is well led and managed and provides good value for money.

The school's main strengths and weaknesses are:

- Standards are above average in reading, mathematics, science, music and physical education, but the quality of pupils' writing, though satisfactory, could be better.
- This is a caring school in which all pupils are included and made welcome and achieve very well in their personal development.
- The very good quality of provision in the Foundation Stage means that children make a good start to their education.
- The headteacher, with her senior management colleagues, is leading the school very well and provides a very clear sense of direction for school improvement. She is well supported by the governors. Subject leaders are enthusiastic and well qualified to lead their subjects.
- Although the quality of teaching is good overall, it is variable. The good practice seen in most classes is occasionally not as effective as it could be due to the lack of precision in using assessment information.
- The recently introduced whole-school curriculum is having a beneficial impact in some subjects, although it is not yet being consistently applied in all classes.

Since the school was inspected in 1999 the rate of improvement has been good. Provision in the Foundation Stage is now very good. The provision for, and use of, information and communication technology (ICT) have improved significantly. Teaching has improved. Most lessons now have consistent pace and good challenge. Provision for pupils' personal development has improved and is now very good. However, due to changes in the curriculum, the assessment of pupils' work, and the way in which this information is used, need further improvement to ensure that all pupils are properly challenged in all lessons. The successful work of the headteacher and staff has maintained the many good features noted at the time of the last inspection.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	A	C	D
Mathematics	C	C	B	C
Science	C	C	B	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is good overall. It is very good in the Foundation Stage and good throughout the rest of the school. Children start in the Foundation Stage with average skills in all areas of learning. Children are very well taught and standards are average overall, but above expected levels in their physical and personal development. Pupils work hard in Years 1 and 2 and achieve well, and standards are above average in reading, writing and

science and average in mathematics. In Years 3 to 6 the majority of pupils make good progress and achieve well. By the end of Year 6, standards are average, overall, in English and above average in mathematics and science. These findings reflect the grades in the table above, though this also shows that pupils did less well in English than pupils in similar schools in the 2004 national tests. Pupils' standards are above average in physical education and music by the time they leave school and in line with expectations for their age in religious education and ICT. No judgements were made on standards in other subjects. Pupils with special educational needs achieve well and many attain average levels of attainment by the time they leave the school.

Provision for pupils' spiritual, moral, social and cultural development is good. As a result, pupils have very positive attitudes to school. Their behaviour is very good at all times. They are enthusiastic and motivated and enjoy coming to school. They form very good relationships and are keen to help each other and enjoy each other's success. Pupils' attendance and punctuality are very good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching is good overall. In the Foundation Stage, teaching is very good and helps children to settle into school well and so children make good progress in their learning and develop good learning habits.

In Year 1, the quality of teaching is never less than good, and the management of behaviour and the encouragement to learn given to pupils are real strengths. In Years 2, 3 and 4, the teachers use praise well to modify behaviour and reward good work. They give clear instructions to pupils and listen carefully to pupils' replies and questions, and show that they value them all. The very effective teaching in Years 5 and 6 turns pupils' energy and enthusiasm to good account. Carefully targeted questioning, the appreciation of pupils' ideas, and the caring way rewards are given for good work are reflected in the very good relationships that enable teachers to manage pupils very effectively. Classroom assistants work very effectively in all classes, valuably enhancing the quality of teaching and learning by their consistent encouragement. Assessment information about what pupils know, understand and can do in English and mathematics is detailed, but not always used well enough to set learning targets. It is still being developed in other subjects. Marking, although conscientiously completed, is not yet consistent. Overall, the school provides a good, well-balanced curriculum and the use of skills, notably in literacy, is being developed well. The many extra-curricular and additional activities enrich the curriculum very well. Partnerships with parents are good. They are kept well informed of their children's progress

LEADERSHIP AND MANAGEMENT In particular the Parents' Association is an active organisation whose fund raising is a valuable additional resource. The school provides very effective

The leadership of the school is very good. The management of the school is good. The headteacher provides very good leadership that promotes a constant drive for improvement. She has established a very clear ethos that contributes strongly to effective teamwork. Her monitoring of standards, teaching and learning is strong and has led to effective action, for example in the implementation of the new curriculum. This is the main factor in the overall improvement of teaching and learning and pupils' improving achievement, though this is still stronger in some classes than others. The governors organise their work well, ensure all legal requirements are met and make a good **PARENTS AND PUPILS' VIEWS OF THE SCHOOL** use is good.

Parents have a good regard for the school and feel a part of the school's development. The pupils enjoy school and recognise the way they are supported so well.

IMPROVEMENTS NEEDED

The most important things the school should do to improve further so that standards are raised in all subjects are:

- Ensure that teaching and the implementation of the new innovative curriculum are of the same high quality in every class.
- Ensure that the present assessment procedures, including the school's marking policy, are standardised and implemented consistently.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children achieve consistently well from average standards on entry to school. By the time they leave the school, pupils attain average standards in English, and above average standards in mathematics and in science. Pupils with special educational needs achieve well.

Main strengths and weaknesses

- Pupils progress well throughout the school and are now achieving as well as could be expected by Year 6.
- Overall achievement is good. Standards in mathematics, science, physical education, and music are above average by the time pupils leave school.
- Pupils with special educational needs achieve well.

Commentary

1. Children enter the reception classes with attainment that is average for their age. The provision for children in both classes is now very good. Most children make good progress, and very good teaching and curriculum planning mean that children are likely to reach the expected goals for their age by the end of their reception year. They are on course to exceed these expectations in their personal development and in physical development.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	16.8 (16.6)	15.8 (15.7)
Writing	15.5 (15.8)	14.6 (14.6)
Mathematics	16.8 (17.3)	16.2 (16.3)

There were 56 pupils in the year group. Figures in brackets are for the previous year

2. The Year 2 test results overall in the last three years have remained consistently above the national levels in reading and writing. When compared to similar schools, pupils' attainment at the age of seven in 2004 was average in reading, writing and mathematics. The number of pupils reaching the higher level in reading was below average, but the number who attained this higher level in writing and mathematics was average. The change for the better, however, has been below the national trend of improvement at the end of Year 2.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	27.4(28.5)	26.9(26.8)
Mathematics	28.5 (27.1)	27.0(26.8)
Science	29.6(29.3)	28.6(28.6)

There were 64 pupils in the year group. Figures in brackets are for the previous year

3. Most pupils continue to achieve well in Years 3 to 6 in English and mathematics and they are now making good progress. In the 2004 national tests for eleven years olds, the

numbers achieving expected levels for their age were average in English and above average in mathematics and science when compared to all schools. In 2004 the relative progress made by pupils between the ages of seven and eleven when compared with all pupils nationally – known as the value added measure – was in line with the national average. Targets in English and mathematics set by the governors in consultation with the local education authority are challenging and high, but realistic, given the inspection findings. Inspectors judge that there has been a good improvement all round in the performance of pupils so far this year due to the implementation of the new curriculum, making the targets realistic and attainable.

4. Standards in the current Year 6 are average overall in English, but above average in mathematics and science. Pupils achieve satisfactorily in ICT and religious education. In music and physical education, standards are above average by the time pupils leave school, due to good provision and teaching. There was too little evidence to judge standards in other subjects.
5. The progress of pupils with special educational needs is good. The good support that pupils receive builds pupils' confidence and secures good achievement. Achievements are good in numeracy and reading, but writing lags behind both of these. There are good individual education plans which set appropriate targets for improvement in these subjects. The good support from assistants and the well-organised ability sets ensure good progress. The school's ethos of including all pupils and the values that underpin its approach to teaching and learning help ensure that the needs of pupils are identified early and met by teaching and non-teaching staff. A significant proportion of these pupils achieve average levels in national tests by the time they are eleven.
6. Standards in speaking and listening are average on entry to the school and above average by the time the pupils leave. Most pupils speak clearly and with confidence. Their pronunciation is good and they show willingness and spirit when answering questions in all classes in the school. Standards in reading in Year 6 are above average because of the good teaching of basic reading skills. Standards in writing are average, and not as high as in other aspects of English. Two factors limited the school's ability to raise standards further, and although they have received attention in some classes, there is still some inconsistency. Assessment information is not always used successfully to set targets for pupils to aspire to and marking, though often done
7. Standards in mathematics are average on entry to the school and above average by the time the pupils leave. Most pupils speak clearly and with confidence. Their pronunciation is good and they show willingness and spirit when answering questions in all classes in the school. Standards in reading in Year 6 are above average because of the good teaching of basic reading skills. Standards in writing are average, and not as high as in other aspects of English. Two factors limited the school's ability to raise standards further, and although they have received attention in some classes, there is still some inconsistency. Assessment information is not always used successfully to set targets for pupils to aspire to and marking, though often done
8. Well-matched to pupils' needs and at levels that challenge pupils. Standards in science are average on entry to the school and above average by the time the pupils leave. Most pupils speak clearly and with confidence. Their pronunciation is good and they show willingness and spirit when answering questions in all classes in the school. Standards in reading in Year 6 are above average because of the good teaching of basic reading skills. Standards in writing are average, and not as high as in other aspects of English. Two factors limited the school's ability to raise standards further, and although they have received attention in some classes, there is still some inconsistency. Assessment information is not always used successfully to set targets for pupils to aspire to and marking, though often done

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to learning and their behaviour is very good. Provision for pupils' personal development is good overall: social and moral development are very good, spiritual development is good and cultural development is satisfactory. Pupils' attendance and punctuality are very good.

Main strengths and weaknesses

- Pupils try hard and behave well in lessons in response to teachers' high expectations.
- The school teaches pupils to show respect for others and helps them to develop confidence and maturity.
- Attendance is very good.

Commentary

9. The bright, smiling faces of children arriving in their classrooms, eager for a new day and new experiences, show the enthusiasm that pupils bring to their school work. They are familiar with classroom routines and settle quickly to purposeful activities with a minimum of supervision. Because they want to live up to their teachers' high expectations they always try to do their best. They listen attentively to teachers and apply themselves well to practical tasks, concentrating throughout lessons and trying to present their work carefully and neatly. Pupils are very keen to demonstrate what they can do and to volunteer answers to questions, happily explaining their work and proudly showing it to visitors. House points and other rewards for good work and behaviour motivate them to try hard, and they are thrilled when their achievements are recognised.
10. ~~Each celebration in assemblies~~ and around the school, is always very good. In the open plan areas, where frequent movement could prove distracting, the younger pupils maintain high levels of concentration. Older pupils are aware of their responsibility to set an example to the younger ones and are proud of the compliments they have received from members of the public when they have been out of school on trips. Their sensible, mature conduct is a result of their understanding and acceptance of the basic principles of right and wrong embodied in the school's simple rules and reinforced in assemblies and in lessons such as PSHCE (personal, social, health and citizenship education), where teachers help them to explore social and moral issues. There have been no
11. ~~Exclusion offences~~ opportunities for pupils to develop an understanding of the rights and responsibilities of living in a community, so that they learn respect and tolerance for views that differ from their own, while acquiring organisational and social skills that help boost their own self-confidence. House captains, Buddy readers and School Councillors all play an important part in making the school a better place to be. Residential experiences are highly regarded by the pupils, who appreciate these opportunities to learn teamwork, independence and sociability. Because the school lays great stress on the importance of showing care and consideration for others, relationships are very good. Pupils are polite, friendly and helpful to one another and to adults and visitors.
12. ~~Although pupils~~ learn about other faiths in religious education lessons and learn about other countries and customs in lessons such as geography and history, they do not yet have a good knowledge and understanding of the different cultures that make up British society. The school is aware of this and is taking steps to increase pupils' multi-cultural awareness by modifying the whole-school curriculum, arranging talks and visits by representatives of other cultures and by forging close links with a multi-ethnic school in Leicester. Year 2 children have already shared Diwali and Christmas celebrations with their counterparts and more extensive links are planned.
13. Pupils' attendance is well above that found in primary schools nationally and their punctuality is very good. The school has a very effective monitoring system to track attendance and has made its expectations very clear to parents, who have responded

very well. Most parents understand that good attendance is essential if pupils are to learn as they should, so they make sure that their children come to school regularly. The very good attendance figures are helped by the fact that pupils enjoy school and want to be there.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.7	School data	0.1
National data	5.1	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Pupils achieve well and make good progress academically and very good progress in their personal development. Teaching and learning are good overall. The school curriculum is good. Provision for pupils with special educational needs is good. The school is well led and managed by the headteacher and senior staff. There is very good provision for pupils' support, care and guidance.

Teaching and learning

The quality of teaching and learning is good overall. Assessment is satisfactory overall.

Main strengths and weaknesses

- Teaching is very good in the Foundation Stage and in Years 1, 5 and 6.
- The teaching for pupils with special educational needs is good and promotes good achievement.
- Assessments and marking are not always used to plan work that challenges all pupils.

Commentary

Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (4%)	14 (27%)	20 (39%)	13 (25%)	2 (4%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

14. The very good quality of teaching in the Foundation Stage reflects very good subject knowledge and skilled management. The teachers and classroom assistants provide a broad, interesting curriculum that engages children effectively. They draw on their close, detailed knowledge of individual children to ensure that learning is relevant to their developing needs. Expectations in terms of learning and social skills are high, resulting in very good progress overall and challenge for all children, including the most able. Classroom support is effective and well organised. This helps to ensure that the least able children also progress very well and gain satisfaction from learning.

15. The teaching in Year 1 and 2 varies. At its best in Year 1 it reflects the teachers' care to use language carefully and with enthusiasm to bring clarity to explanations and to

improve the accuracy and quality of pupils' speaking and listening. Teachers question effectively and with great enthusiasm. In most lessons teachers target their questions carefully, taking account of pupils' differing needs and abilities. This builds pupils' self-esteem, gives them the confidence to express their own ideas, and enables them to make good progress.

16. Teaching in Years 3 to 6 varies considerably. For the older pupils it is good, where teachers have good subject knowledge and clear planning. The very effective teaching in the Year 5 and 6 classes enhances the quality of whole-class teaching in the literacy and numeracy sessions. The links between different subjects that these teachers are now planning produce activities that are particularly valuable as they make lessons more interesting. Teachers give clear instructions to pupils and listen carefully to pupils' replies and questions, and show they value them all. All teachers have good relationships with their pupils. They use praise well to modify behaviour and reward good work.
17. Teachers maintain the interest and good learning of pupils with special educational needs because of their good pupil management, very good relationships and insistence on good behaviour. As a result pupils work hard and make good progress. The grouping by ability in literacy and numeracy for pupils in Years 3, 4, 5 and 6 works well. Some pupils with higher need have very good skilled teaching, as individuals or in small groups, from a knowledgeable support teacher and this is particularly effective.
18. All teachers use informal assessments to gauge all pupils' understanding in lessons. The information from these checks on pupils' progress is not, however, used consistently by all teachers to modify the plans for the next lesson to meet the needs of pupils with different levels of ability. As a result lessons are not always sufficiently challenging. There is a good school policy for marking pupils' written work that encourages the frequent use of feedback to pupils, which is related to the aims for learning in the lesson. Most, but not all, teachers mark pupils' work carefully, giving each pupil clear advice on how to improve. These arrangements, when applied consistently, motivate pupils, encourage positive attitudes to learning and promote good progress. Homework is used appropriately to support pupils' progress throughout the school.

The curriculum

The school provides a good curriculum, which is enriched by a very good range of activities outside the usual school day. The accommodation is satisfactory and the resources are good.

Main strengths and weaknesses

- Provision in the Foundation Stage is very good.
- Extra-curricular activities, visits and visitors enrich the school day very well.
- The provision for pupils' personal, social and health education is good.
- Pupils with special educational needs have good support.
- Recent curriculum developments are bold and imaginative. The school needs to build on the present everyday organisation further so that all pupils have the fullest access to the new curriculum.

Commentary

19. Pupils have a very good beginning to their school life because of the breadth of the rich experiences they have in the very well organised Foundation Stage. The new, modular, curriculum in the rest of the school, which includes all National Curriculum subjects and religious education, is organised effectively and meets statutory requirements. Visits and visitors bring an extra valuable dimension to the usual school day. They help to

stimulate pupils' thinking and enrich their experiences very well. Activities in the arts and sport, which the teachers lead at lunchtime and after school, are very popular and successful. The choir is particularly strong and the school teams do well in local sporting competitions.

20. The literacy and numeracy hours are now an integral part of the school day, but the school recognised that the rest of the timetable needed to be looked at afresh. The approach to this has been bold and imaginative, but it is still new, as it has been in place for only one term. It is beginning to have a beneficial impact on both teaching styles and standards. For example the work in Year 6, a geography topic, 'Pizza Express', is very well organised; as a result pupils' geographical knowledge is challenged, whilst their literacy skills are improved. The school now needs to build on the present everyday organisation in all subjects to make sure all pupils have the fullest access to these well-planned activities. Marking for example is too variable throughout the school and in different classes in the same year.
21. Pupils with special educational needs are identified early, provided with a good individual education plan and given extra help by well-qualified and experienced assistants. Pupils with particular learning needs are taught well in the 'sets' in mathematics and English, and given further very good individual programmes by a knowledgeable specialist teacher. Special needs provision is part of the school's development plan, but almost all of the targets could be achieved quickly by some adjustments to the present good provision.
22. Pupils' personal and social development is dealt with in everyday situations in the classroom very well, so that pupils know how to behave, how to work in groups and what is expected in social situations at break and lunchtimes. It is embedded in the school day underpinned by a strong Christian ethos. Health education is planned into science, and dealt with at other times with the effective support of the school nurse and the 'Life Education' programme. Consequently sex education and the dangers of drugs misuse are covered well.
23. The accommodation is satisfactory. It is clean and well maintained by the very efficient premises manager and his colleagues; the pupils' work is displayed attractively. The building is on different levels, and the school is making efforts to ensure more of it is accessible to any physically impaired pupils. It is generally adequate for its purpose, but the area used for three Year 2 classes creates extra pressure on the organisation of lessons. The computer suite is good. Resources are good, and each subject leader regularly audits them, to make sure the recently reviewed curriculum has up-to-date resources. There are sufficient teachers, and a good number of support staff, to meet the demands of the curriculum and the needs of the pupils.

Care, guidance and support

Arrangements to ensure the safety, health and personal welfare of all pupils are very good. There are very good systems for seeking and acting upon pupils' views. Provision for the support and guidance of pupils, based on monitoring of their academic achievements, is satisfactory.

Main strengths and weaknesses

- There is very good provision for pupils' personal welfare and pastoral care.
- Pupils' views are systematically sought and valued.
- Pupils do not receive consistent guidance on how to achieve more in school.

Commentary

24. Health and safety is a priority in the school, where stringent procedures are followed to make sure that pupils, staff and visitors to the premises are safe and well cared for. There are very good arrangements for routine first aid and medical care and any known medical problems that pupils may have are properly recorded so that staff are aware of them. Pupils who feel ill during the school day are looked after sympathetically until their parents can collect them. There is a detailed health and safety policy, which ensures regular checks of the building, while staff are constantly vigilant and report any possible hazards to the conscientious premises manager, who makes sure that they are rectified immediately. Safe practices are followed during lessons, especially where health and safety could be an issue, such as physical education, science and design and technology, and there are strict rules about safe access to the Internet. The school is in the initial stages of applying for the Healthy Schools' Award, so pupils are encouraged to adopt a healthy lifestyle through eating fruit snacks, drinking water and getting plenty of exercise. There are appropriate arrangements for child protection and pupils are well supervised, both at playtimes, and when they go out of school on trips.
25. Staff know pupils well and show genuine concern for their welfare. They always have time to listen and will take extra care when they know that a child is upset, for whatever reason. Pupils confirm that, if they have a problem of any kind, there is a member of staff they would be able to approach, confident that help would be there for them. Teachers and support staff work hard to make sure that all pupils feel valued; for example, the youngest children have completed a 'Talent Tree', where each one has recorded what he or she does best, while, in the discussions known as Circle Times, pupils practise saying nice things about one another, so that everyone's self-esteem is enhanced. Pupils with special educational needs are very well integrated and helped to
26. Pupils' views are sought regularly through questionnaires, but the main vehicle for consultation is the high profile School Council. Councillors are elected termly, so that more pupils have an opportunity to serve, but the unusual feature of this School Council is that issues are discussed during PSHCE lessons. This means that pupils' views are seen to be important and that all have an opportunity to give their opinion and to listen to what others have to say. Pupils believe strongly that the School Council is effective, because it allows them to influence directly matters that affect them. Teachers also take the Council seriously and do their best to accommodate the mainly sensible requests that pupils make, or if that is not possible, to explain clearly why a suggestion has to be
27. Pupils' personal development is routinely monitored by class teachers and pupils are given guidance on issues such as attitudes to school work and relationships with others. However, although marking, written comments, test results and individual advice given by teachers help pupils to know how they are progressing with their work, this is not consistent in helping pupils understand what they need to do to improve further.

Partnership with parents, other schools and the community

The school has very good links with parents, good links with the local community and satisfactory links with other schools and colleges.

Main strengths and weaknesses

- Parents are very happy with all aspects of the school and provide valuable practical support for children's learning.
- The quality and range of information provided for parents are very good.
- Strong community links contribute to pupils' personal and social development.

Commentary

28. A high percentage of parents returned the pre-inspection questionnaire and the parents' meeting was well attended. Overwhelmingly, the views expressed in both were supportive of the school, with very few criticisms voiced. Through their attendance at

parents' meetings and other organised events, the practical help they give in classrooms and the work of the dynamic and energetic Kibworth Parents' Association, parents demonstrate their wish to support pupils' learning in every way possible. With the help of guidelines provided by teachers, parents prepare children for their introduction to school in the Foundation Stage, listen to them read at home, help them learn spellings and assist with research topics as they move through the school. When opportunities arise, parents are eager to play an active part in lessons; for example, a Year 1 design and technology class was full of parents working alongside their children and helping them to learn. Some parents are happy to come into school to talk to pupils about their jobs as part of topic work, others devote considerable time and effort to organising fund-raising and social events, which not only provide substantial additional resources for the pupils but also contribute to the corporate life of the school community.

29. The school takes great care to see that parents are told everything they need to know about their children's education. At the beginning of each stage of school life, parents are provided with a 'Welcome' booklet that outlines the changes they can expect, both in relation to day-to-day administrative issues and to what pupils will be learning. A curriculum plan is sent home at the start of each year so that parents can be aware of topics to be covered. Those who wish may use this information to arrange outings to places of interest in support of their children's studies. Regular parents' consultation meetings and specially arranged curriculum and information evenings are supplemented by monthly newsletters and day-to-day informal contacts with class teachers and support staff. Most parents find the school welcoming and approachable and appreciate being kept up to date with what is happening. School reports are detailed and informative. They give a clear picture of what pupils know, understand and can do, although they do not all set sufficiently precise, achievable targets for improvement.
30. The school has very strong links with the church and the local community. Visits to the church and participation in church services and festivals contribute to pupils' spiritual development. Teachers take advantage of opportunities to use the local area as a curricular resource, with classroom studies of, for example, the Tudors and the Victorians, enhanced by visits to historic houses. Village events in which children can participate are always supported, so that the choir sings at the Kibworth Band concert and pupils take part in the village Fun Run. Pupils make their contribution to the local community by distributing Harvest produce, singing at a home for senior citizens and inviting elderly people into school to enjoy their Christmas concert and share refreshments. As a result of these contacts, pupils are helped to learn how they relate to

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are good. The leadership of the headteacher is very good. Governance and management of the school are good.

Main strengths and weaknesses

- The very good leadership of the headteacher provides a clear focus for school improvement and has created a very positive ethos.
- Management monitors and analyses its performance and takes appropriate action to raise standards. Planning for school improvement provides a detailed programme for staff and curricular development.
- There is a close and constructive relationship between the headteacher, governors and managers.
- Governors know the school well, support the school well and act as a critical friend.
- Good financial management supports priorities identified in school development.

Commentary

31. The headteacher in her concern for the individual has created a very positive ethos in the school. She leads by example in her teaching and provides a very good role model for staff and pupils. She is very reflective about her own role and about the work of the school. This approach underpins the rigorous evaluation of the school's work and the headteacher therefore has a very good overview of the school and of what is required to raise standards. Justifiably the overwhelming majority of parents value the headteacher's leadership.
32. The headteacher is well supported by the deputy headteacher and senior staff through an effective senior management team. The structure of the senior management team covers the key areas of literacy, numeracy, assessment and team co-ordination. The management team monitor and evaluate the school's work and analyse national and school assessment data. This gives subject leaders a good overview of what is happening in their subject and helps management to set priorities for improving standards. A very detailed school development plan identifies staff and curriculum developments which will help the school achieve its priorities. For example, a programme of staff training in guided reading strategies has led to an overall improvement in reading standards. The management has identified the relatively lower standards in writing achieved by boys. To address this issue a revised curriculum has recently been introduced which emphasises the links between subjects and gives purpose to writing activities. This has stimulated boys' interest in writing and there is evidence that boys' writing is improving.
33. The staff work as a united team. The school administrative staff make a very effective contribution to the management of information and to the smooth daily running of the school. The well-respected premises manager plays a key role in the day-to-day running of the school.
34. The governing body, led by an experienced and committed chair, values the work of the headteacher and staff, and provides good support and carries out all its statutory duties. A range of committees meets regularly and outcomes are discussed at a subsequent meeting of the full governing body so that actions can be agreed. Governors know the school well and what needs to be improved not only because they are well briefed but also because they take an active interest in the life of the school such as participating in lesson observations and carrying out an audit for playground improvement and a security report. Thus they are well placed to shape the school's direction by acting as

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	823003
Total expenditure	796197
Expenditure per pupil	1961

Balances (£)	
Balance from previous year	18804
Balance carried forward to the next year	45610

35. Financial management is good and money is used well. The bursar prepares financial reports for governors and issues raised in a school audit have been addressed. Governors question expenditure, as in the case of the purchase of ICT equipment, and monitor its impact. Principles of best value are soundly applied so that the school makes the most of the money it has.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

36. Most children begin school with average knowledge and skills for their age. All children, including those with special educational needs, make good progress in the Foundation Stage. The teaching is consistently very good in both reception classes. Assessment is used effectively to identify children's needs and for tracking their progress. Teachers plan a great variety of directed and free choice activities according to the children's needs. Very good links are made between all areas of learning so that children are constantly practising the wide range of skills they need to develop academically and socially. The provision for children's learning is very good overall, and access to the secure outdoor areas for the children in the reception classes is a significant improvement since the last inspection.

37. Children achieve well in both reception classes, and reach all the goals expected and their attainment is often above average in personal, social and emotional development and physical development at the end of the reception year. Staff in both reception classes plan together, thus ensuring consistency in the progression of skills. There is a rigorous approach to monitoring children's progress on a regular basis. The strong dedicated leadership in the reception classes ensures that all staff members are well supported and work as an effective team. Leadership and management of the Foundation Stage are very good. There is a clear view of what the Foundation Stage should be, with very strong support and teamwork of an experienced, knowledgeable

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Children achieve well because of very good teaching and high expectations set by the staff and are on course to exceed the expected levels by the end of the reception year.
- Very good opportunities are provided for children to develop personal and social skills.
- There are very good relationships with both adults and children.

Commentary

38. Children are happy and well adjusted. They enjoy coming to school and find it easy to conform to the high standards of behaviour set by the staff. All children, including those with learning difficulties, make good progress and all achieve, and many exceed, the goals set for them. The adults set clear boundaries and a good example. Children are attentive and eager to learn. They work and play in harmony and show developing confidence in trying new activities. They know routines well, settle to tasks with a minimum of fuss and behave sensibly at all times. The staff create a supportive atmosphere where each child feels very special. Children are purposefully engaged and show consideration and respect for property and each other.

39. A good range of activities is planned to ensure that the children's curiosity is stimulated. They are given every opportunity to develop their initiative and manage tasks. Children select activities and work on them for a good length of time. The children are managed skilfully and kept purposefully occupied. Very good teaching successfully establishes trusting relationships. Children are taught to be responsible and caring. Their play and responses are supported and extended sensitively through good questioning.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- The development of language skills effectively pervades all learning activities.
- Children achieve well because of the good teaching of basic skills.
- The home reading system is well established.

Commentary

40. Children make good gains in learning because they are taught well and most will achieve expected levels by the time they reach Year 1. The staff show that they value children's efforts at communicating. Constant encouragement to develop 'talk' at every step of learning ensures that all children achieve well. The well-planned curriculum provides interest, stimulation and challenge. The literacy lessons modified to suit the very young children effectively promote the development of early reading, writing and spelling skills. In most lessons, children talk with interest about their experiences and develop new vocabulary quickly in all aspects of their work, for example when engaged in activities in the home-corner and dressing up, or role-playing in the different 'play' areas. The development of language informs all activities and areas of learning.
41. Most children in the class are gaining good control in developing early writing skills. They draw and paint with increasing control and most children write their own names unaided. Many are beginning to make good attempts at writing a meaningful sentence or putting together simple sentences for the teachers to write for them. Very good progress is made when adults work with small groups or on a one-to-one basis to give children individual attention, for example when writing down their new 'sounds'. Children handle books carefully and know how these are organised. Many children associate sounds with words and letters and all are encouraged to take books home to share with adults. Teachers effectively familiarise children with written vocabulary through stimulating activities to focus on key words. Teachers make continuous assessments of children's progress and have a good understanding of individual strengths and weaknesses. Their regular evaluations of planned work help build on what has already been achieved.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Teachers provide very good opportunities for children to use numbers in a range of contexts and learning are very good.
- Children show considerable interest in number activities.

Commentary

42. Children are taught very well and achieve well and most are on course to reach the early learning goals by the start of Year 1. The available resources are used very well and this helps children to develop their mathematical understanding and vocabulary. Teachers plan well and use a good range of teaching methods. The use of number rhymes, games and songs is enjoyed by all and reinforces counting, recognition and understanding of numbers. Children are encouraged to apply what they know to practical problems, for example counting the number of children at registration. Most children correctly identify and put into order numbers up to 10 and can identify numbers that are one more than or one less than the given numbers. They recognise basic shapes and gain knowledge of capacity and weight from practical experiences

with sand and water. Some more able children describe objects by position, shape, size, colour and quantity. In a good lesson, children learnt to estimate and measure different lengths of cars and lorries and arranged these in order of size, with a good focus on the use of words such as 'long', 'tall', 'short', 'shorter than' etc. There is effective adult involvement in children's activities and useful timely assessments are made of the individual children's progress.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Children are keen and eager to find out about the world around them.
- Good teaching ensures that children achieve well and have good attitudes to learning.

Commentary

43. Children achieve well because both teaching and learning are good. Teachers plan activities that engage and sustain children's interest. Children go on their walks to note signs of seasons changing. They plant seeds and watch these grow. These activities are well led and children are fully focused on developing their knowledge, understanding and the use of related vocabulary. Children enjoy learning and remain totally absorbed in the range of activities inside and outside. Children's use of 'senses' is very well developed to enhance their understanding of things around them.
44. There is effective adult intervention in activities and encouragement for children to explore new ideas. The guidance given by the teachers and support staff is good, as children are encouraged to work independently to put their own ideas into practice. They thoroughly enjoy the experiences of working with sand, water and malleable materials. They use paint, mix different colours and name basic colours correctly. They use different materials, such as paper, card and textiles to develop cutting, joining, folding and building skills and are encouraged to talk about their experiences. Children are progressing steadily in learning computer skills. Most children are on course to achieve the early learning goals expected for their age.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Teaching is very good and contributes to children making progress and achieving well.
- Children handle tools with care and control and respond very positively to the very good provision overall.
- There are very good outdoor play facilities that are used well.

Commentary

45. Children achieve well due to the very good teaching and are on course to reach, or in many cases exceed, the early learning goals in this area. Most children have good opportunities to develop their skills in the outstanding outdoor play areas. Children are confident and well co-ordinated in their use of outdoor equipment. The available large and small outdoor resources are effectively used. Children move imaginatively, demonstrating developing body control and awareness of space. In the main school hall, the classes have regular opportunities for movement with music and use the available floor apparatus for climbing and jumping skills. Good use of the apparatus is planned to develop children's understanding of prepositions, for example 'in', 'through', 'over', 'under', and 'across'.

46. Children enjoy physical education lessons and respond very positively to the praise and encouragement that they are given. Teachers ensure that good opportunities are provided for children to improve their techniques. The children love to act out stories and, when playing outside, they choose games that suit the space and the context. Children all have good attitudes and behave sensibly. All children make good progress in manipulating small objects and tools such as scissors.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Children work in a well-ordered environment in which creativity and expressiveness are encouraged.
- Teaching is very good, providing many opportunities for children to develop their creative skills.
- Children are on course to meet expectations in this area of learning.

Commentary

47. Achievement is good. Children are well able to use a range of materials to produce attractive and interesting creative work. Teaching and learning are good. There is a range of interesting and stimulating learning settings. Children particularly enjoy their role-play in the well set-up imaginative areas where they interact confidently. Children have a very good repertoire of songs, which they sing enthusiastically. Children are given good opportunities to explore colour, texture, shape and form, through working with a wide range of materials to create collage or paint patterns. The many mobiles of letters, animals, dolphins and penguins, the collages of their finished work as well as the many stimulating wall displays are very attractive and well finished.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Good teaching clearly identifies what pupils will learn.
- There is a good emphasis on the development of reading skills and also speaking and listening skills.
- Pupils have a very good attitude to their work because of teachers' high expectations.
- There is rigorous analysis of pupils' work. However, information is not used consistently to help all pupils to improve their work.
- The subject manager leads by example and knows her subject well.

Commentary

48. Inspection evidence and results from national tests show that standards by the end of Year 2 are above the national expected levels and in line with those seen in similar schools. This is an improvement on standards seen at the last inspection. By the end of Year 6 standards are average but below those in similar schools and are therefore the same as those seen in the last inspection. Overall this represents good progress by the end of Year 2 and satisfactory progress by the end of Year 6. Pupils with special education needs make as good progress as other pupils because of the good support from teaching assistants.

49. Standards in reading are above average across the school. This is because there is a very good emphasis on the development of pupils' basic reading skills, the development of teachers' skills in teaching guided reading, a 'buddy system' in which older pupils help the younger and the effective work of teaching assistants in helping the lower attainers. Speaking and listening skills are developed well because teachers provide opportunities for pupils to discuss in pairs and work collaboratively in groups and also give pupils time to respond in discussions. Also, the very good relationships and high expectations of behaviour create a learning environment in which contributions are valued and pupils are therefore willing to share their opinions and ask relevant questions. Writing is average by the end of Year 6, but improving. This difference can be partly explained by the high proportion of pupils with special educational needs in the current Year 6 which sets some limits on the school's ability to gain the higher results achieved by similar schools.
50. Teaching overall is good. The main feature that separates the satisfactory from the best lessons is the extent to which teachers focus on what is to be learnt. In the best teaching this is clearly communicated to the pupils as was seen in a very good Year 5 lesson. Here well-led discussions remained focused on the purpose of the lesson i.e. how careful choice of words and phrases can reflect a mood. Pupils were challenged to clarify and explain their use of words and were given time to think and respond and to share their ideas. As a result they were well prepared to write a descriptive piece on 'darkness'. This group of lower attaining pupils clearly enjoyed the task and made very good progress, writing colourful phrases such as "killing the light with its shadows" and "everyone is a shadow beneath the silvery moon". During the excellent final part of the lesson the pupils evaluated each other's work against the learning objectives and clearly took great satisfaction in succeeding. Similar features were seen in a good Year 6 lesson in which lower attaining pupils made good progress in their understanding of how words can convey feelings in poetry. This gave them confidence to recite a poem placing appropriate emphasis on words and phrases. A strong feature of both lessons was the extent to which opportunities to develop the skills of reading, speaking and listening and writing were integrated into the activities. This was also evident in a good Year 1 lesson where shared writing and reading activities helped pupils to hear and say a range of letter sounds and blends.
51. Pupils' work and results in school and national tests are rigorously analysed. Data produced is used effectively in several ways. For example, the school identifies pupils who would benefit from extra support within class or as discrete groups. This has ensured that work is well matched to the needs of lower attaining pupils and they receive appropriate help from well-briefed teaching assistants and the literacy support teacher. Analysis highlighted the need to raise standards in writing. The schools' response has been to introduce a modified curriculum which places a strong emphasis on links between subjects. This makes sure that pupils' writing occurs in a meaningful context. There is evidence that this is beginning to have a beneficial impact. One Year 5 boy wrote, with clear reference to their geography work on climatic regions, "Rays of sunlight were streaming through the canopy of leaves above me onto the spray of water as it flooded the banks." However, the school is less successful in using assessment information to set individual targets for improvement and in communicating this to the pupils. Whilst there is some very good practice in Years 1, 5 and 6 it is less evident and not consistent in other years. Marking also, although diligently done, is not consistent in identifying to pupils what they need to do to improve. These two factors currently limit the school's ability to raise standards further.

52. Leadership and management of the subject are good. The subject manager leads by example in her teaching and has very good subject knowledge. She monitors and evaluates the school's work and is fully aware of the aspects which require further development. Although she is aware that there is some very good practice within the school, it has been some time since she has observed teaching. This sets some limits on her ability to identify those elements of very good practice and then to disseminate these to her colleagues.

Language and literacy across the curriculum

53. There is clear evidence that the modified curriculum encourages the use of language and literacy across the curriculum. Pupils have opportunity to write extended reports in geography, history and science. Links with 'topic' work are clearly made within English lessons and thus a context is provided for pupils' work. For example, Year 3 pupils created notes based on their science work on teeth and Year 1 pupils labelled the parts of a scooter as part of their work on 'movement'. In Year 4 the integration of art and geography developed pupils' vocabulary, helping them to write creatively on aspects of coldness. Pupils use their word-processing skills in ICT to write in a range of formats for different purposes. Teachers provide opportunities for pupils to work in pairs and groups which help to develop their speaking and listening skills.

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- Standards are above average by Year 6.
- Planning is consistently good, based securely on the National Numeracy Strategy.
- Relationships are very good so pupils are very keen to learn.
- Classroom assistants support pupils with special educational needs effectively.
- The leadership and management of the subject are good.
- Marking and target setting are too variable across the school.
- Not enough is yet done in problem solving and the planned use of mathematics in the wider curriculum.

Commentary

54. Standards in mathematics are in line with those expected nationally for Year 2 pupils. By Year 6 standards have risen to an above average level when compared to all schools nationally. Teaching is sound in Year 2 and good in Years 3 to 6 when the pupils are organised into classes by ability, with the strongest teaching in Years 5 and 6. Pupils' achievements in lessons, and over time, are satisfactory in Year 2 and good by older pupils, particularly Years 5 and 6. Pupils with special needs make good progress because of the extra support they receive in lessons from well-qualified teaching assistants.

55. There has been satisfactory progress in the subject since the last report. For example, the monitoring of teaching and pupils' work is better organised; more pupils are getting the help they need because of the increase in teaching assistants. However, teaching in Year 2 is satisfactory still due to the fact there are three classes in this year group and the open teaching space is not used as effectively. Assessments of progress, target setting and marking of pupils' work are still too variable throughout the school.

56. Pupils in Year 1 make good progress in mathematics because of a very well planned approach and very lively teaching, with good support from teaching assistants, all taking place in a well-organised open teaching space. Progress in Year 2 is satisfactory. The

pace of lessons is slower and the everyday assessment procedures are less well developed so that some pupils do not build on what they know, can do and understand as rigorously as they do in Year 1. However, planning is good, relationships are very strong and pupils try hard. ICT is used well on some occasions in teaching but it is patchy; it has been introduced in the new curriculum only recently and teachers are still becoming familiar with the programme of work. Pupils enjoy the subject and are always very ready to give answers and contribute to their own learning.

57. Mathematics teaching in Year 3 to 6 is organised effectively into 'sets', classes of pupils of similar ability. The quality of teaching is good, with the strongest teaching in Years 5 and 6. All teachers plan well, basing all their work very securely on the National Numeracy Strategy. Consequently they know exactly what to do and how to do it. They maintain very good relationships at all times and as a result pupils enjoy mathematics lessons, behave well and try hard. Learning support assistants work alongside individuals and small groups of pupils with special needs; this makes sure pupils get the extra help they need to make good progress in lessons. Other pupils make good progress because every set is subdivided into three further ability groups to make sure work is matched better to the range of ability in each set. All the good features of teaching noted were seen in a Year 1 lesson on place value, in Year 5 when pupils were rounding numbers and in work on shape and measures in Year 6. However, in every year group marking and everyday assessment are too variable; there is no agreed pattern in Years 3 to 6.
58. The subject is well led and managed. The co-ordinator is knowledgeable and enthusiastic. He leads the subject well, working closely with the local authority numeracy consultant and the senior management team. Data are analysed carefully, pupils' work is scrutinised and he observes teaching in other classrooms. From this he has produced a clear, well-organised action plan, identifying the way ahead. It includes better opportunities for problem solving, the improvement of marking and everyday assessment and the development of the use of ICT in learning. All are very recently identified, are in the very early stages of introduction, and have yet to have any impact.

Mathematics across the curriculum

59. Problem solving occurs mainly in numeracy lessons and sometimes in other subjects, such as graph work in science, or distances in geography. However, it is not planned systematically nor in sufficient depth at present. ICT is used to represent data, but the use of ICT in learning in the classrooms is still being developed. Some teachers are beginning to make better use of it than others.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There is a strong emphasis on developing pupils' skills of scientific enquiry.
- Pupils have a good understanding of the different strands of scientific knowledge.
- The new curriculum is now providing sufficient opportunities for pupils to design their own investigations.
- Use of scientific vocabulary and evaluation of work are well developed in higher attaining pupils.

Commentary

60. By the end of Year 2 pupils reach average standards in science. Year 6 pupils make good progress from Year 2, achieve well and attain standards that are above average. Standards have improved markedly in the enquiry element of science since the previous inspection throughout the school, resulting in a clear trend of improvement. By the end of Year 6, pupils are participating well in practical science activities now that they have sufficient opportunities to explore and design their own systematic investigations.
61. Overall, teaching is good and has improved since the previous inspection. Teachers' planning makes good use of the schemes of work to ensure that pupils access the different strands of scientific knowledge. There is now a greater focus on an enquiry-based approach to teaching and learning in science, where pupils are more involved in explaining what they are doing and why. This approach was observed in the high quality Year 6 lessons on materials. The teacher's instructions were complemented by many strategies to involve pupils, such as opportunities for group discussions, where pupils collectively decided on appropriate methods to design a catalogue of 'unsuitable' products. As a result, pupils were animated and well motivated. The teacher's insistence on pupils demonstrating their ideas, using the correct technical language and explaining their findings, resulted in all pupils being active learners who achieved well scientifically and enhanced their literacy skills. Where the teaching and learning are less effective, there is insufficient time or space for pupils to reflect on and think through their ideas.
62. Discussion with pupils and an analysis of work indicate that pupils have good scientific knowledge. Year 5 and 6 pupils were enthusiastic about their science work. They described work on forces and plants and their environment. They had a clear understanding of 'fair testing'. Analysis of the Year 6 work indicates lower attaining and average pupils make good progress in the development of scientific skills. Notably, in Years 5 and 6, pupils are rigorously challenged to justify predictions or conclusions and evaluate results in their reports. As a result, higher attaining pupils' understanding of the scientific method is well developed. Teachers place strong emphasis on pupils using the correct scientific vocabulary, thereby improving pupils' skills in writing reports about their investigations and discussing their findings.
63. Links to other subjects are improving, exemplified by a good literacy lesson in Year 3, where pupils moved from a lesson on reporting about healthy eating to a science lesson on how to keep their teeth healthy without losing the theme. They demonstrated skills in writing and illustrating that were both good for literacy and part of the scientific method needed for their future investigations.
64. The leadership and management of the subject are sound. The subject benefits from an enthusiastic co-ordinator. She is monitoring the subject well, and has plans to introduce clear and helpful guidance for the staff in order to improve the quality of science provision, but these have yet to be realised. There is an appropriate emphasis on scientific enquiry, which is having a positive impact on the quality of teaching. The co-ordinator has identified the further extension of cross-curricular links as the next priority, demonstrating a good understanding of the current position of the subject in the whole-school curriculum plan.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Standards are improving, and pupils are achieving well.
- There is good leadership of the subject.
- The school has improved resources; there is now sound quality hardware and a growing amount of software.
- Staff have become more confident and direct teaching of skills is improving.

- Each class has either one or two sessions in the computer suite each week which help develop their skills.

Commentary

65. Pupils' attainment is generally in line with expectations for their age at the end of Year 2 and at the end of Year 6. There are some aspects such as word processing and modelling that are above expectations and all pupils make good progress and achieve well. The school makes good provision for pupils with special educational needs and they too make good progress. All aspects of the subject are covered and the subject continues to develop well. This is a significant improvement on the position at the time of the last inspection when provision was unsatisfactory.

66. Word processing is used confidently and competently. Pupils use the computer's tools to create, amend and improve their work. A good example of this was seen in a Year 6 PSHCE project on 'Who I admire' where pupils were learning how to combine text and graphics to reflect and analyse why they admired someone in their family and a high profile figure in the news. In Year 5 pupils were using a spreadsheet program to create a detailed ingredient plan for pizzas and biscuits within a set budget. In Year 1, pupils were studying a huge range of equipment that the two teachers had collected to decide what and how they could 'control' them. They learnt that small vehicles have to receive instructions and then transferred this understanding to a simple computer program. This was part of an overall curriculum module on 'Vehicles' and was an example of the good

67. ~~Teachers are developing knowledge of the subject and teach it well.~~ There is a good computer suite that is used well. Teachers occasionally begin their ICT lesson in classrooms and then the class moves to the computer suite for pupils to do their tasks. This is a thoughtful way to proceed as it means pupils concentrate well in the classroom, and the pace and flow of the rest of the lessons in the suite are not interrupted. Pupils are keen and enthusiastic learners and use computers sensibly and with developing skill. The more able pupils help their less confident classmates and this develops a sense of responsibility.

68. Leadership and management are good. The subject co-ordinator has a very clear understanding of how to improve standards further. He monitors teaching and pupils' work and assesses strengths and weaknesses. There is a good scheme that links with the whole-school curriculum which supports planning and teaching and there is a suitable policy for Internet use and learning. Whole-school assessment and recording procedures are now being developed. The teachers observed used day-to-day assessment against the learning intentions in lessons and this informed the planning for the next lesson well. However, this does not yet appear to be consistent across the school.

Information and communication technology across the curriculum

69. Teachers are now making sound use of ICT to support pupils' learning in other subjects, and this is improving as the newly planned curriculum is implemented. In literacy, word-processing skills are used to present writing for different purposes and audiences creating leaflets, advertisements and newspaper articles. Pupils create databases, spreadsheets and graphs to support learning in numeracy and science. They use a range of software to explore artistic styles and artists. They are becoming adept at importing information from the Internet to support their work in geography and history, although this is still developing.

HUMANITIES

70. Only one **geography** lesson and one **history** lesson were seen during the inspection, so it is not possible to make the fullest judgement on these subjects. A scrutiny of pupils' work, displays and school documentation shows history and geography are planned well in a very new, bold way. The National Curriculum is covered well in this new format.

Pupils' work shows that achievement and standards are rising. For example, the work on geography in Year 5 about Brazil and Egypt covers a good range of geographic skills in considerable detail. However, field work needs further development.

71. In history the visits and visitors are a particular strength. The photographs of an outing to Holdenby House in support of the Tudor topic, with pupils dressed in costume both undergoing pike training and experiencing falconry, showed the impact it was having on Year 6 pupils. Their good subsequent writing reflects the very positive effect these experiences have on pupils' learning.
72. Work in geography in Year 5, and in history in Year 6, reflects the strong impact the newly re-organised curriculum is having in these subjects in these years. However, the work seen in some classes is less challenging, and more could still be done throughout the school, to make sure all pupils have the fullest access to this bold initiative.
73. The co-ordinators of both subjects are knowledgeable and enthusiastic. Both have analysed pupils' work, talked to pupils and surveyed staff opinion. They have prepared good action plans to develop their subjects further. Their leadership and management are forward looking and good.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils learn through their religious education about the importance of courtesy, care and consideration for others.
- Pupils recognise that different faiths share similar features.
- Assessment procedures are underdeveloped.

Commentary

74. Pupils in Year 2 and 6 reach the expectations of the local agreed syllabus, as they did at the time of the previous inspection. Scrutiny of available work and talking to pupils indicate that achievement is good throughout the school. A discussion with pupils in Year 6 shows that they have a basic understanding of Islamic beliefs, such as how Muslims worship and how their beliefs affect their daily life. Their knowledge of other world faiths is developing well, an improvement since the previous inspection. They link religious teaching with their own lives, such as knowing the Bible stories provide examples of how to be caring and considerate to others.
75. Teaching is good. Teaching is particularly effective where good use is made of literacy skills such as discussion and writing. For example, in two outstanding, parallel lessons in Year 5 on The Commandments and their significance, pupils were challenged to understand and empathise with the notion of 'How should I live?' The questioning, where pupils were given thinking time and many opportunities to talk through ideas, resulted in some very reflective comments. Pupils developed a deeper awareness of why Christians do 'the right thing'. These lessons made a very good contribution to the spiritual and moral development of the pupils. Good use is made of the community's clergy who conduct assemblies on a regular basis and involve pupils in visits to the church. This increases pupils' learning about the liturgies, such as Christening and leadership and Christianity.
76. Leadership and Christianity

She has a clear picture of standards across the school. Good quality displays and a portfolio of work show good evidence of developing work on multi-cultural aspects of religion but assessment procedures are currently underdeveloped. The school's action plan indicates future developments in this area of the curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. Too few lessons were seen in **art and design** and in **design and technology** to make firm judgements on overall teaching and provision in the subjects. However, analysis of planning, pupils' work and discussions indicate that an appropriate range of opportunities is in place.
78. In art and design teaching was good in the one lesson seen. In a well-managed lesson, clear guidance on skills and advice on contrast and composition helped pupils to create a winter collage using 'cold' colours. Good links were made between their work in English and geographical work on climatic regions. Overall, pupils have opportunity to work with different materials and different techniques. By the end of Year 2, pupils make observational drawings from nature and use metallic paints and printed 'mango' designs in their multi-cultural work. They have experimented with mixing colours and painted self-portraits and still life of fruit. Pupils in the Foundation Stage and Years 1 and 2 created an attractive wall hanging that was inspired by an artist in residence. By the end of Year 6, pupils have examined the work of different artists, such as William Morris, Seurat and Hundertwasser, and created work based on different techniques. Work in other subjects provides creative opportunities such as portraits of Tudor monarchs and collages based on different habitats. Pupils also use the *paint* tools in ICT to create landscapes.
79. In design and technology, teaching in the two lessons seen was good. The Year 2 team produced a very well organised exciting lesson on 'how things move'. Pupils made very good progress in their understanding of mechanisms. This was because of very good use of resources, very clear explanations and good use of vocabulary. Pupils were allowed to fully explore how a range of instruments and tools operated such as scissors, corkscrews, pliers and tin openers. This gave them the appropriate knowledge and understanding to begin to design their own toy including a turning, lever or sliding mechanism. Standards seen in this lesson were good. A lesson in Year 1 was sampled. This was well organised and included a good number of adult and parent helpers. Pupils and adults were engrossed as they constructed a chassis with a fixed or a free axle. Year 3 pupils evaluated commercially produced sandwiches in terms of texture, taste and appearance as part of their work on healthy eating. By the end of Year 6, pupils have carried out a good range of design projects including shelters, playground equipment, slippers, moving models (pneumatics) and picture frames. There is good evidence that all elements of the design process are in place.
80. Leadership and management of both subjects are good. Both subject managers are enthusiastic and know their subject well. They monitor their subjects through scrutiny of planning and discussions with teachers. They also observe lessons when the subject is a priority.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Pupils are highly motivated and keen to learn.
- The curriculum is enriched by opportunities to perform and singing is of a high standard.
- The subject is very well led and managed.

Commentary

81. Standards in music are in line with those expected of pupils in Year 2 and above those expected by Year 6. All pupils make good progress against their prior attainment and achieve well. Pupils' singing is of a high standard. The active participation of pupils is encouraged on many occasions. This represents a further improvement on the good position noted at the time of the last inspection.
82. Teaching in music is good and leads to good learning for all pupils. The strengths of teaching are the good implementation of the new scheme of work and the teachers' ability to engage and challenge pupils, their high expectations of work and behaviour and careful use of time. Strengths of learning are the progressive development of pupils' knowledge, skills and understanding, their application and productivity and their capacity to contribute independently and collaboratively. The very good lesson in Year 6 led by the headteacher was typical of the good quality and range of learning opportunities across the school. Pupils listened attentively, learned and recalled sounds well. They combined pitch, dynamics, duration, tempo, texture and silence simply and expressively.
83. The enjoyment of music is evident throughout the school. The enjoyment of music is evident throughout the school. Pupils participate in a wide range of activities, such as the choir and recorder groups, and many instrumental lessons led by peripatetic staff. Pupils sing with the Kibworth Band, at the local Music Festival, individually or in groups. They have performed at the De Montfort Hall, and regularly at the church, particularly at Christmas and Easter. Leadership by the gifted and enthusiastic co-ordinator is very good. She provides a very good role model for other staff and pupils. Her after-school choir session was an object lesson on what can be achieved with pupils of this age. There is a strong tradition of performance that is very much a part of school life.

Physical education

The provision for physical education is **good**.

Main strengths and weaknesses

- There is a very good range of activities in games and competitions against other schools.
- Pupils are very enthusiastic learners in all lessons.
- Teachers plan their lessons well.
- The leadership and management of the subject are good.

Commentary

84. Pupils in Year 2 reach above average attainments in gymnastics because of the skilful teaching by a well-qualified and experienced co-ordinator. In Year 6 games, skills are above average because of a well-planned programme of extra-curricular activities which includes basketball, netball, football, rugby and cross-country. These add to the well-organised day-to-day lessons very well. The residential visits provide good opportunities to work with other pupils to meet new challenges in an unfamiliar setting. Swimming is taught in Year 3 and a majority of pupils reach the distance of 25 metres through this opportunity. The parents of those children that fall short of this distance are advised about further lessons. No dance was seen during the inspection. Achievements are

85. Progress in the subject since the last inspection through the good standards are higher in Year 2, teaching is better, the recording of swimming skills is more organised and the planning of the subject is now comprehensive and detailed. Better ways to assess progress are still being looked at, which is the only point outstanding from the previous report.

86. The good teaching shares many of the same features. All lessons are well planned, sometimes in almost too much detail, reflecting the teachers' conscientious approach. They, and the pupils, are always dressed appropriately for the lesson. All lessons develop at a brisk pace, building well from warm-up through to well-chosen skills activities. Pupils behave very well; they are enthusiastic and hardworking. They enjoy lessons because teachers manage pupils very skilfully and maintain very good relationships, so that everyone works together productively. Resources are plentiful, accessible and prepared in advance. Teachers use pupils' performances well both to illustrate that pupils should aim for, and to encourage them to identify ways they can achieve this. These very good teaching skills were seen in a Year 2 gymnastics lesson when pupils developed an above average sequence of movements on mats. They created a short linked sequence with contrasts in level, speed and direction, which were

87. Leadership and management are good. The co-ordinator is leading and managing the subject effectively. She is a knowledgeable specialist. The co-ordinator has made good progress in her action plan apart from assessment which remains underdeveloped.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision is **very good**.

Main strengths and weaknesses

- There is a very good policy that is consistently well applied throughout the school.
- Pupils achieve above average standards by the time they leave the school.

Commentary

88. The positive care within classes and by teaching staff contributes very well to the security and welfare of all pupils and plays a strong part in their very positive attitudes to school and staff. All teachers are very aware of the needs of individual pupils and how they can all be a part of the school. No pupil is left to feel alone or vulnerable through the work of the Buddies and School Councillors who not only help each other but can report back directly to any adult in the school.
89. There is a very good system of how a pupil's request or wish can be taken through the school's government process to their teacher, then to the head and on to the governing body for consideration. This process is also reversed as the School Councillors report back directly to the pupils concerned. The many opportunities for pupils at playtime are a direct result of actions such as these.
90. The class discussion, known as Circle Time, in a Year 2 class seen during the inspection was typical of the care and thought being applied to this aspect of pupils' learning. The theme was on 'Feelings' and the association with colours. The way that staff generated a very supportive atmosphere through a 'Compliments Game' to enable the more nervous pupils to speak when it came to their turn was impressive. In a separate lesson the School Council representative in the class was reporting back to her classmates. The other pupils were all very interested and made many sensible contributions. This lesson shows the school's emphasis on teaching its pupils the basics of citizenship and promoting their personal confidence – as well as helping to develop their speaking and listening skills.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).