

# Cosby Primary School

## Inspection report

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|--------------------------------|----------------|
| <b>Unique Reference Number</b> | 119919         |
| <b>Local Authority</b>         | Leicestershire |
| <b>Inspection number</b>       | 339554         |
| <b>Inspection dates</b>        | 24–25 May 2010 |
| <b>Reporting inspector</b>     | Kenneth Thomas |

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

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|--|---------------------------------------|
| <b>Type of school</b>                      | Primary                               |
| <b>School category</b>                     | Community                             |
| <b>Age range of pupils</b>                 | 4–11                                  |
| <b>Gender of pupils</b>                    | Mixed                                 |
| <b>Number of pupils on the school roll</b> | 221                                   |
| <b>Appropriate authority</b>               | The governing body                    |
| <b>Chair</b>                               | Mr Melvyn Booley                      |
| <b>Headteacher</b>                         | Mrs Tracy Withers                     |
| <b>Date of previous school inspection</b>  | 5 March 2008                          |
| <b>School address</b>                      | Portland Street<br>Cosby<br>Leicester |
| <b>Telephone number</b>                    | 0116 2863103                          |
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## Introduction

This inspection was carried out by three additional inspectors. They observed eight teachers as they visited 14 lessons or parts of lessons. Inspectors observed two assemblies, held discussions with staff, parents and carers, groups of pupils and the Chair of the Governing Body. They looked at pupils' books and a wide range of documentation including school policies, curriculum planning, self-evaluation information, improvement planning, safeguarding and welfare arrangements, and records of pupils' progress. Questionnaires returned by 66 parents and carers, 98 pupils and 8 members of staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- if the rise in attainment at the end of Key Stage 1 is being maintained in Key Stage 2
- how well teachers use assessment information to plan learning tasks that challenge and extend pupils of all abilities
- if school leadership has an accurate view of the school's strengths and weaknesses and the capacity to move the school forward.

## Information about the school

This is an average size primary school serving the village of Cosby a few miles to the south west of Leicester. Virtually all pupils are from White British backgrounds and there are very few whose home language is not English. The proportion of pupils with learning difficulties and/or disabilities is below average as is the proportion with a statement of special educational needs. The proportion known to be entitled to free school meals is also below average.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

Cosby Primary School provides a satisfactory and improving standard of education for its pupils. The headteacher, with good support from subject leaders and governors, is giving clear direction to the school. Staff share a desire to improve teaching and learning and the staff survey indicated full support for the direction that the school is taking. Rigorous monitoring procedures provide an accurate view of the school's strengths and weaknesses. As a result, senior leaders are able to set the right priorities for improvement. Challenging targets are set and assessment information is used well to check pupils' progress and to provide targeted support where needed. This is having a positive impact on standards and proving particularly beneficial to pupils with special educational needs and/or disabilities, and to vulnerable pupils. In this welcoming school, pupils feel safe and valued because staff know the pupils well and provide good levels of care. Relationships throughout the school are good. The large majority of pupils are polite, have positive attitudes towards their learning and are keen to contribute to the school community. Their enjoyment of school is reflected in their high attendance and the enthusiasm with which they take on responsibilities. All of these features contribute to the positive school atmosphere.

The positive impact of management action to improve the quality of teaching and learning and raise standards is seen in the Early Years Foundation Stage and Key Stage 1. From skills on entry to Reception that are generally below those expected for their age, children make good progress and standards at the end of Key Stage 1 have risen to be significantly above average. This is because teaching and learning are consistently good in both of these stages. However, discontinuity in staffing, for reasons beyond the control of the school, has slowed improvement in Key Stage 2. Here inconsistent teaching and learning is the main reason that pupils' progress is satisfactory rather than good and attainment at the end of the key stage is average. In many lessons observed, teachers were not clear enough about what they expected pupils to learn during the lesson. Consequently, the activities given to the pupils were not focused sharply on their learning. The good progress in Key Stage 1 is supported by the effective use of interactive whiteboards and an exciting and interesting curriculum that is based on a rich variety of topics that cover all subjects well. The school recognises the need to develop the use of new technology and a similar curriculum in Key Stage 2. There are clear strengths in pupils' spiritual, moral and social development. However, their understanding and appreciation of different cultures within the United Kingdom and throughout the world is less well developed.

The good procedures for safeguarding meet all statutory requirements and underpin the school's caring approach. The school has good partnerships with the local community,

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external agencies and local schools. There are very positive relationships with parents and carers. Regular information is provided about school events and the progress of their children. All issues from the previous inspection have been successfully tackled. The effective leadership and governance of the school, the rise in standards seen in Reception and Key Stage 1 and the commitment to continuous improvement by all staff, indicate that the school has a good capacity to improve further.

**What does the school need to do to improve further?**

- Raise the quality of teaching and accelerate pupils' progress in Key Stage 2 by:
  - ensuring lesson planning is focused sharply on pupils' learning
  - using more effective questioning techniques to extend pupils' thinking and reasoning skills
  - making the best use of new technology to stimulate pupils' interest and enhance visual learning.
- Improve the Key Stage 2 curriculum by:
  - making it more creative and closely linked to the Key Stage 1 curriculum
  - ensuring that lessons provide more opportunities for active learning
  - broadening the range of opportunities for pupils to increase their understanding of the diversity of faiths and cultures in national and international contexts.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils respond well to the best teaching by working hard and being keen to do well. In these lessons, they develop new skills quickly and consolidate their understanding by persevering with tasks set. They greatly enjoy discussing their ideas or answers to questions with their 'talk partners' and collaborate well when working in small groups. A particularly good example of this was when pupils in a Year 1 lesson made rapid progress in the development of their writing skills because discussion with their talk partners stimulated their thinking and enabled them to identify what they needed to do to be successful. They work with interest and take care to produce their best work, as seen when Year 2 pupils constructed mind-maps of areas of interest that could be explored in a topic on 'the beach'. Their discussions generated plenty of ideas and stimulated interest throughout the class. This picture is not consistent across Key Stage 2 and consequently, pupils' progress is satisfactory rather than good. At times, lessons do not stimulate the pupils' interest or imagination and their efforts slacken.

Pupils demonstrate a good awareness of how to avoid risks, whether using the internet or during journeys to and from school. They understand that exercise and a balanced diet are vital to their healthy development. Pupils also demonstrate their understanding

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of how to stay healthy in other ways, for example, virtually all wear hats when on the playground on hot and sunny days. The school council provides a useful forum for pupils' voices and pupils contribute well to the school and wider community in other ways, for example acting as playground leaders or raising money for worthwhile causes such as Macmillan Nurses. The average standards in basic skills and pupils' good collaborative abilities provide a satisfactory base for their future economic well-being.

*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>3</b> |
| Taking into account:<br>Pupils' attainment <sup>1</sup>   | 3        |
| The quality of pupils' learning and their progress  | 3        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 2        |
| <b>The extent to which pupils feel safe</b>   | <b>2</b> |
| <b>Pupils' behaviour</b>  | <b>2</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>2</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>3</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>   | 1        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>3</b> |

## How effective is the provision?

The pupils are fully engaged in their learning in the most effective lessons because teachers use a variety of stimulating activities and make productive use of paired discussion. In these lessons, perceptive questioning is used to extend pupils' thinking, encourage the use of more varied vocabulary and to assess learning progress at the end of the lesson. In the best lessons, good use is made of interactive whiteboards to promote learning and stimulate interest. These characteristics are not seen in all classrooms, particularly when methods and tasks are not well matched to the learning needs of all pupils or when there are missed opportunities to use new technology to

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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stimulate learning. Good use is made of assessment information to identify the precise difficulties faced by pupils and to track their progress towards their targets. This is particularly beneficial for pupils with special educational needs and/or disabilities. In most classes, the marking of pupils' work provides pupils with a clear guide to the next steps in learning.

The curriculum provides pupils with a good range of learning experiences. It is enhanced well through partnerships with local schools and other providers. For example, links with local schools extend pupils' opportunities in sport and the creative arts. Pupils also benefit from a well attended range of extra-curricular activities. The vast majority of parents and carers say that the school is very caring. This is borne out by inspection findings. Pupils are well looked after and say that the school is a safe and secure place. All adults are particularly sensitive to those pupils whose circumstances make them more vulnerable. Pupils learn from this example. Even the very youngest children demonstrate sensitivity and care towards one another. Thoughtfully planned arrangements when pupils transfer to secondary school help them to be well-prepared and confident.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b><br>Taking into account:<br>The use of assessment to support learning            | <b>3</b> |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>2</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>2</b> |

## **How effective are leadership and management?**

The headteacher provides effective leadership and is prepared to take difficult decisions. She is successfully negotiating the school through a period in which staffing difficulties have slowed the full impact of the well-considered strategies for further improvement. Nevertheless, there is clear evidence of improvement. Leadership is widely shared and subject leaders make a full contribution to the drive for improvement. Governors are very effective. They are fully involved in the monitoring and evaluation of school performance and offer challenge and support in equal measure. Arrangements are secure for safeguarding the welfare of the pupils and for making sure that those working with them are properly vetted. Responsibilities are clear, so that the school provides a safe environment for all.

The school promotes equality of opportunity satisfactorily and has appropriate measures in place to tackle discrimination. Staff and governors take their duties to promote equal opportunities seriously, and leaders successfully ensure that discrimination of any sort is not tolerated. There is a good partnership with parents and carers, from before their children start in Reception. Various workshops and opinion surveys help parents and

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carers feel fully involved in their children's education. The school's work to promote community cohesion is satisfactory. Although the school has a strong understanding of its immediate community context, not enough opportunities are provided for pupils to gain a meaningful insight into what life is like for others from different religious and cultural backgrounds.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>2</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 2        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>2</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>2</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>3</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>3</b> |

## Early Years Foundation Stage

When children start school their skills are below those expected for their age. Carefully planned induction arrangements, built on good links with home, help children to settle quickly. Arrangements to promote children's health and safety are robust, and all welfare requirements are met; children feel safe and are happy in school. They make good progress because adults have a good understanding of how young children develop and learn. They carefully observe and record children's achievements and use this information to plan activities tailored to children's varying needs and abilities. By the time they leave Reception, almost all have reached the goals expected nationally for their age, and the majority exceed this level in all areas of their learning. The leadership and management of the Early Years Foundation Stage are good and result in a clear vision and plans for future improvements. Activities provided for children are a healthy mix of child-initiated and adult-led, both indoors and outdoors, and cover the six areas of learning well. Staff have identified the outdoor environment as an area where there remains scope for further development to extend children's learning experiences.



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*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>2</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 2        |
| The quality of provision in the Early Years Foundation Stage                       | 2        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2        |

## Views of parents and carers

The questionnaires reflect a very positive relationship with most parents and carers. The comments made reflect considerable satisfaction. Parents and carers say that staff keep their children safe and that their children enjoy school. They are happy with their children's experience at school. A number also rightly comment positively about the support provided for pupils who have particular needs. Inspectors agree with those parents who expressed concerns about the progress their children are making. From the school's own monitoring of pupils' progress, senior leaders are aware that progress is uneven across year groups and action is being taken to ensure that progress is consistently good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cosby Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 66 completed questionnaires by the end of the on-site inspection. In total, there are 221 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 40             | 61 | 25    | 38 | 1        | 2 | 0                 | 0 |
| The school keeps my child safe  | 42             | 64 | 24    | 36 | 0        | 0 | 0                 | 0 |
| The school informs me about my child's progress   | 32             | 48 | 31    | 47 | 3        | 5 | 0                 | 0 |
| My child is making enough progress at this school   | 27             | 41 | 31    | 47 | 6        | 9 | 2                 | 3 |
| The teaching is good at this school   | 28             | 42 | 33    | 50 | 3        | 5 | 0                 | 0 |
| The school helps me to support my child's learning  | 24             | 36 | 40    | 61 | 2        | 3 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 31             | 47 | 34    | 52 | 1        | 2 | 0                 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 23             | 36 | 36    | 56 | 0        | 0 | 1                 | 2 |
| The school meets my child's particular needs  | 27             | 41 | 31    | 47 | 4        | 6 | 2                 | 3 |
| The school deals effectively with unacceptable behaviour  | 21             | 32 | 37    | 56 | 5        | 8 | 1                 | 2 |
| The school takes account of my suggestions and concerns   | 20             | 30 | 38    | 58 | 5        | 8 | 1                 | 2 |
| The school is led and managed effectively   | 23             | 35 | 34    | 52 | 4        | 6 | 3                 | 5 |
| Overall, I am happy with my child's experience at this school   | 33             | 50 | 32    | 48 | 1        | 2 | 0                 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 51  | 45   | 0            | 4          |
| Primary schools      | 6   | 41   | 42           | 10         |
| Secondary schools    | 8   | 34   | 44           | 14         |
| Sixth forms          | 10  | 37   | 50           | 3          |
| Special schools      | 32  | 38   | 25           | 5          |
| Pupil referral units | 12  | 43   | 31           | 14         |
| All schools          | 9   | 40   | 40           | 10         |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

|                            |  |
|----------------------------|--|
| Achievement:               | the progress and success of a pupil in their learning, development or training.  |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.   |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.   |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.   |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.   |
| Overall effectiveness:     | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul> |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.  |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 May 2010

Dear Pupils

Inspection of Cosby Primary School, Leicester, LE9 1TE

Thank you for the help you gave us with the recent inspection of your school and for the friendly way you received us. We spoke to many of you, and you were really helpful. We particularly liked your singing in assembly.

You receive a satisfactory education. You make good progress in Reception and in Key Stage 1. Progress in other years is satisfactory and you reach average standards at the end of Year 6. You could reach even higher standards and we have asked your teachers to make sure that, in all of your lessons, you are really stretched so that you make the best progress you possibly can. Most of you enjoy school, listen carefully to what your teachers have to say and are willing to work hard in your lessons. You understand the importance of being healthy. Most of you eat sensibly and take part in physical activities regularly. You learn to work and play well together and to help each other. Your teachers also spend a lot of time marking your work and they give you clear guidance on what you have to do to take the next steps in learning. You can help yourselves to make more progress by making sure that you try hard to follow the advice you are given.

Adults at school look after you well, so that you are safe and happy. Your headteacher, all the other staff and governors are determined to make things even better. To help this, we have asked that the curriculum in Key Stage 2 is made really exciting and provides you with more opportunities to learn about people from different faiths and cultures.

We think that everyone at Cosby Primary School can work together to do these things and that you will want to play your part by working hard.

Yours sincerely

Dr Kenneth Thomas

Lead inspector

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