

# Kilby St Mary's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	120195
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	379976
<b>Inspection dates</b>	21–22 November 2011
<b>Reporting inspector</b>	Krishan Sharma

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	84
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Bowers
<b>Headteacher</b>	Phillippa Denney
<b>Date of previous school inspection</b>	12 October 2006
<b>School address</b>	Main Street Wigston LE18 3TD
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	21–22 November 2011
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## Introduction

This inspection was carried out by two additional inspectors, one of whom visited eight lessons or parts of lessons and observed four teachers. Meetings were held with the Chair of the Governing Body, senior and middle leaders and two groups of pupils. The lead inspector also spoke to eight parents and carers. Inspectors looked at some of the school's policies and procedures, pupils' written work, a range of action plans and tracking of pupils' attainment and progress. Questionnaires returned by 47 parents and carers were analysed, as were those completed by staff and Key Stage 2 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effective is the teaching of writing across the school?
- How well are the intervention programmes in literacy and numeracy supporting pupils who receive them?
- How rigorous is the tracking of pupils' progress and how well is it used to ensure that different groups of pupils achieve their targets?

## Information about the school

This is a smaller than average sized primary school. Almost all pupils come from White British backgrounds. Very few come from other White and mixed White and Black Caribbean backgrounds; all of whom speak English. The proportion of pupils known to be eligible for free school means is well below average. The proportion of pupils with special educational needs and/or disabilities at school action level as well as of those at school action plus or with a statement of special educational needs is below average. The school holds the Healthy School status, the Activemark for sport and the International School Award.

**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?**

**2**

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

**2**

## Main findings

This is a school that provides its pupils with a good quality of education. Most parents and carers recognise this and believe that their children enjoy school as a result. Following the last inspection, it has continued to ensure that pupils achieve well in their basic skills as well as in personal skills. The knowledge and understanding of maintaining good health are promoted well in the curriculum and through pupils' participation in a range of physical activities, in and out of school hours. The school's on-going commitment in this field is reflected in the achievement of the Healthy School status.

Most pupils make good progress from their starting points on entry to Reception. It varies somewhat as pupils move through the school, but invariably accelerates in Years 5 and 6. Consequently, attainment is often above average by the end of Year 6, sometimes significantly so. Standards in reading and mathematics are stronger than in writing; an area which has already been assigned as a priority for improvement, and is showing early gains as a result.

Predominantly, teaching is good and is a key factor in sustaining above average attainment over time. Assessment of pupils' progress is frequent and used well in most lessons to inform teachers' planning. Pupils appreciate the care adults in school show towards them. The breadth of the curriculum offered is increasingly contributing to pupils' global awareness and has led to the achievement of the International School Award.

Effective self-evaluation has assisted the school in identifying a suitable set of priorities for its future development. Middle leaders play their part well in contributing to the implementation of these priorities through their action plans. Monitoring and evaluation give senior leaders and the governing body a broad overview of the school's performance. However, current arrangements are somewhat lacking the highest rigour, particularly in those skills needed for observing teaching and scrutinising pupils' written work. Occasionally, this results in some inconsistencies going unnoticed. Even so, the school's continuing success with sustaining its many strengths in key areas of provision and pupil outcomes demonstrate its good capacity for improvement.

The school enjoys positive relationships with most of its parents and carers. It keeps them well informed about their children's achievement and development. Parents and carers have taken opportunities to attend meetings, where the school has

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explained aspects of the curriculum. However, communication with parents and carers, particularly when changes are made to established policies and practice is satisfactory. As a result, some feel dissatisfied and seek opportunities for their views and concerns to be heard before important decisions are made.

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

- Strengthen monitoring and evaluation in the school by:
  - sharpening the monitoring and evaluation skills of all leaders, particularly those needed in observing teaching and learning and the scrutiny of pupils' written work
  - establishing a clear and manageable timetable to engage the whole staff and the governing body in the process
  - recording and reporting findings of monitoring and evaluation activities to the whole staff and the governing body.
  
- Improve communication with parents and carers by:
  - consulting them before making important decisions about whole-school matters
  - increasing opportunities for them to convey their views and concerns to staff and senior leaders.

**Outcomes for individuals and groups of pupils****2**

On entry to Reception children's knowledge and skills are usually in line with those expected for their age. In lessons and in their most recent written work, the attainment of Year 6 pupils is on target to be above average, representing at least good progress for most of them from their starting points. Most parents and carers recognise the good progress their children make at school. All groups of pupils, including the very few from minority ethnic backgrounds and those with special educational needs and/or disabilities make good progress. Carefully planned activities, linked to the identified needs of pupils with special educational needs and/or disabilities ensure that they enjoy learning and build on their success. Most more-able pupils are performing at levels that are appropriate for their abilities.

Pupils are interested in their work and apply themselves well in lessons. They can be depended upon to work responsibly on their own or in groups. Their engagement is deeper when tasks given present some challenge. In one lesson in the mixed Year 5 and 6 class, pupils were asked to apply their measuring skills in a given context. A clear brief was given to them which required a scaled drawing showing where they would place certain areas of a sports centre. They needed to make decisions after taking a range of factors into account. The task demanded reasoning and precision. The more-able pupils, boys and girls equally, rose to the challenge.

Behaviour is good in lessons and around the school, and pupils relate well to each other. Even so, a significant number of pupils and their parents and carers expressed

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some concern through questionnaires with behaviour in school. During discussions with one of the inspectors, pupils explained that there are occasional incidents of unacceptable behaviour, but these are dealt with effectively by staff. Pupils report that they feel safe at school and parents and carers are in agreement.

Pupils are willing to take on a range of responsibilities in the school. Older pupils are keen to support the younger pupils in the playground and take pride in leading their house teams in the school. Regular fundraising for good causes locally and nationally and pupils' involvement in local events demonstrate their good contribution to the wider community. The consistent trend of an above average rate of attendance, taken together with good achievement in basic and personal skills, prepares pupils well for the next stage of their education. Pupils have a good idea of what is acceptable and what is not. They are able to reflect on their own actions, and those of others, and can draw lessons from them. This was evident in one of the acts of worship during the inspection that explored the story of the Good Samaritan. The understanding of cultures other than their own is steadily growing.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
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>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Typically, teachers make their intentions clear in all lessons and plan suitable activities to deliver them. Teachers demonstrate good subject knowledge through carefully crafted questions and their explanations. In the teaching of writing, expertise is growing due to the attention being given to its development. The use of reading to aid writing and giving pupils reasons and meaningful contexts is encouraging pupils to engage better. Teaching assistants contribute well to pupils'

<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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learning. Parents and carers appreciate the strengths of the quality of teaching. Teachers' marking is regular but it does not always convey precisely what pupils have done well and what they could do to improve their work. Whether pupils have learnt from the mistakes pointed out to them is not always checked.

The school's curriculum caters well for the development of pupils' basic skills and their personal qualities. As a result, it has contributed effectively to pupils' good academic achievement. The school continues to show its commitment to promoting music by deploying external expertise. The cross-curricular provision is stronger in literacy than for numeracy and information and communication technology (ICT). The planned interventions in literacy and numeracy are designed to help pupils who need to catch up and are effectively helping them to achieve the targets set for them. The range of enrichment opportunities is extensive: it includes residential and educational visits as well as visitors with expert knowledge. Physical education remains a significant component of the curriculum; a commitment which is fully recognised by the achievement of Activemark in promoting sport.

Pastoral arrangements are good and contribute well to pupils' learning and well-being. The school is always alert to the needs of pupils whose circumstances make them potentially vulnerable. It can cite examples where pupils have benefited significantly from its provision. Most parents recognise that the school meets their children's particular needs. Additional resources are allocated from within the school's own resources. For needs that cannot be met from within, support from external sources is sought and is used well. Arrangements for transition ensure the smooth transfer of Year 6 to their secondary schools.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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?

Senior leaders are committed to sustaining and improving pupils' good achievement and the quality of teaching and learning. These high expectations are reflected in the school's current priorities. The tracking of pupils' progress in reading, writing and mathematics, as they move through the school, is well established. The details of data are used effectively to set challenging targets for individual pupils and the whole school. These arrangements contribute specifically to the identification of pupils who underachieve and provide formal opportunities for discussing pupils' progress. The leadership and management of teaching and learning are good, particularly in developing teachers' repertoire of skills. However, details, such as the frequency of monitoring and evaluation, staff roles and responsibilities and the extent of recording

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and reporting findings are insufficiently clear. The effectiveness of the governing body is good. It is committed to supporting the school and has the capacity to hold it to account for its performance. Even so, the governing body's engagement within the overall monitoring arrangements is not sufficiently systematic.

Safeguarding arrangements meet requirements and are informed by recommended good practice. Parents feel well satisfied with school's arrangements for keeping their children safe. External partnerships have enhanced the school's provision for gifted and talented pupils, and for sports. Partnerships have provided assistance in the setting up of ICT resources. All groups of pupils are treated well and discrimination of any kind is not tolerated. The tracking of pupils' progress ensures the gaps between different groups are narrowing. The school is a cohesive place, where pupils regardless of their background and ability, mix well each other. The school works well with its local community. It has made a determined start with broadening pupil's horizons by linking with schools in different religious, cultural and geographical settings. Links with an inner-city school in a neighbouring authority and schools in India, France and Tanzania are now part of its global network.

*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: 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>3</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Most children make good progress from their starting points. As a result, they achieve a good level of development in all areas of their learning when they leave Reception and some exceed it. The teaching of letters and sounds is now regular and fully contributes to the development of children's early reading and writing skills. Most are confident speakers. Occasionally, over-prompting by adults inadvertently restricts opportunities for extended dialogue. Relationships are good between children and with adults. Children behave responsibly and enjoy independence. This



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was evident when a group of them were taking on Cinderella’s role outdoors. Their enjoyment was palpable.

Planning provides a broad range of opportunities, both in and outdoors. There is a suitable balance between activities chosen by children and those directed by adults. Adults are skilled in observing and assessing children at work and play, which informs their final assessment at the end of Reception. Often, the focus is on what children can do well, rarely are the areas where the child is having difficulties noted. Adults take great care and ensure children’s safety and welfare. Records are maintained about each child’s journey through all areas of learning. These are used to track progress. Leadership and management of the Early Years Foundations stage are effective. Links with parents are used well to exchange mutually useful information for the benefit of children.

*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 rate of response to the questionnaire for parents and carers was above average. A very large majority of those who responded were in agreement with most of the statements. Most parents believe that their children are happy at school. A small minority of them are concerned with the effectiveness with which the school is led and managed, and the extent to which the school takes account of their suggestions and concerns. Although the inspection evidence found considerable strengths in the school’s leadership and management and judged it to be good, there were some weaknesses, which have been commented on earlier in the report and are reflected in the recommendations made.

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

Ofsted invited all the registered parents and carers of pupils registered at Kilby St Mary's Church of England 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 84 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	55	19	40	2	4	0	0
The school keeps my child safe	30	64	17	36	0	0	0	0
The school informs me about my child’s progress	21	45	21	45	3	6	2	4
My child is making enough progress at this school	24	51	18	38	2	4	3	6
The teaching is good at this school	33	70	12	26	1	2	0	0
The school helps me to support my child’s learning	24	51	17	36	5	11	0	0
The school helps my child to have a healthy lifestyle	19	40	23	49	1	2	4	9
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)	19	40	18	38	1	2	4	9
The school meets my child’s particular needs	23	49	19	40	3	6	1	2
The school deals effectively with unacceptable behaviour	18	38	18	38	3	6	5	11
The school takes account of my suggestions and concerns	19	40	13	28	6	13	8	17
The school is led and managed effectively	19	40	12	26	6	13	9	19
Overall, I am happy with my child’s experience at this school	26	55	13	28	3	6	2	4

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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



23 November 2011

Dear Pupils

**Inspection of Kilby St Mary's Church of England Primary School, Wigston, LE18 3TD**

Thank you for all the help you gave me when I visited your school recently. I enjoyed talking to you about your work. Special thanks are due to the two groups who gave their views on the work of the school. At the end of the inspection, I judged that you attend a good school.

These are the things I found out about your school.

- Most of you make good progress and reach above average levels of attainment in English and mathematics by the end of Year 6.
- You understand well how to keep yourself healthy.
- You say you feel safe at school and your parents and carers agree with you.
- You willingly take on responsibility for doing jobs on behalf of your school.
- You enjoy being at school and attend regularly.
- You care about others in the community and raise funds to help good causes.
- Adults in the school take good care of you.

To improve your school further, I have asked those in charge to make sure that:

- all leaders update their monitoring skills and check your progress in lessons and in your written work more thoroughly
- all leaders and governors make regular plans to check the work of the school and also record and report what they find out
- your parents and carers are consulted more and are given further opportunities to give their views and concerns to your teachers and the headteacher.

You also have a role to play by following up teachers' marking and by not repeating the mistakes they pointed out to you.

Yours sincerely

Krishan Sharma  
Lead inspector

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