

# Kirby Muxloe Primary School

Barwell Road, Kirby Muxloe, Leicester, LE9 2AA

## Inspection dates

12–13 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- By the time pupils leave the school in Year 6, the standards they reach in English and in mathematics are well above national levels.
- All pupils make good progress over time because of consistently good teaching.
- Teaching is outstanding in Year 6.
- Disabled pupils and those who have special educational needs make good progress because of the extra help they receive which tackles particular gaps in their knowledge and skills.
- Pupils are happy to come to school, illustrated by their consistently above average attendance. They say they feel safe and well looked after and their parents and carers agree.
- Behaviour is good. Almost all pupils show positive attitudes to learning in lessons.
- Teaching is improving because senior leaders check the quality of teaching and learning in lessons. They make sure teachers know how to improve their skills and provide them with the training they need to improve pupils' achievement.

### It is not yet an outstanding school because

- There is not enough outstanding teaching in the school to ensure all pupils make rapid and sustained progress.
- Occasionally, teachers' explanations are too long and there is not enough time for pupils to work on independent tasks in lessons.
- Occasionally, more-able pupils do not always make the best possible progress because the work teachers set for them in lessons is not sufficiently demanding.
- Pupils are not consistently given enough opportunities to respond to the teachers' marking of their work.

## Information about this inspection

- Inspectors observed 25 lessons or parts of lessons and one assembly. They watched children in their Reception year perform the 'Wiggly Nativity' and Year 1 pupils perform a production of a 'Christmas Rhyme'.
- Meetings were held with senior leaders, staff and members of the governing body. The lead inspector talked with a representative of the local authority on the telephone.
- Inspectors talked with pupils, listened to them read and observed them at play during break times.
- The school's safeguarding policies, improvement plans, governing body meeting notes and records of pupils' behaviour were reviewed. In addition, inspectors looked at the work pupils were doing in their books, and at records of their progress.
- Inspectors took account of the 42 responses to the online questionnaire (Parent View) and replies from 15 staff questionnaires. The views of parents and carers were sought at the start of the school day as they brought their children to school.

## Inspection team

Sarah Warboys, Lead inspector

Additional Inspector

Andrew Sierant

Additional Inspector

Elizabeth Needham

Additional Inspector

## Full report

### Information about this school

- Kirby Muxloe Primary School is much larger than the average primary school.
- Most pupils are White British. Average proportions of pupils come from minority ethnic heritages and, of these, very few speak English as an additional language.
- A well below-average proportion of the pupils are eligible for the pupil premium, which provides additional funding to the school. The funding is based on the number of children at the school in local authority care, from Forces families and those known to be eligible for free school meals.
- The percentage of disabled pupils and those who have special educational needs who are supported by school action is below average.
- The proportion of pupils supported by school action plus or with a statement of special educational needs is well below average.
- The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The headteacher and deputy headteacher took up their posts in September 2012.

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

- Improve the quality of teaching to outstanding so that more pupils make rapid and sustained progress, by ensuring that teachers:
  - use time more effectively to increase pupils' independent learning in all lessons
  - set more demanding work for those pupils that are more able
  - increase opportunities for pupils to respond to teachers' marking of their work so that they can practise and improve their skills.

## Inspection judgements

### The achievement of pupils

is good

- Children join the Early Years Foundation Stage with skills that are typical for their age and make good progress. By the time they enter Year 1, their skills are above national averages in all areas of learning. This is because adults make good use of children's interests to provide activities that help them to develop new skills. For example, children's fascination for Christmas provided effective opportunities for them to write eagerly to Santa Claus.
- Standards in reading, writing and mathematics are considerably above average by the time pupils leave the school at the end of Year 6, and have been for several years. Those pupils who took their tests in English and mathematics in 2012 were, on average, about two terms ahead for their age. The majority of pupils in Year 6 achieve above average levels in English and mathematics. Consequently, they are well prepared for their move to secondary school.
- Standards in reading, writing and mathematics at Key Stage 1 dipped slightly in 2012 to broadly average levels. Current information shows that these pupils and those in Year 2 currently are now making better progress and that their attainment is on track to reach above average levels. Pupils learn early reading skills regularly and systematically at school. They are supported well by parents and carers who help their children to practise at home.
- Pupils from all backgrounds make good progress during their time at the school. They make outstanding progress in Year 6. An increasing proportion are making more than nationally expected progress in both English and mathematics by the end of Key Stage 2. However, there is not enough outstanding teaching across the school to ensure that all pupils, especially those that are more able, make as much progress as they could in all lessons.
- Disabled pupils and those who have special educational needs as well as those who arrive at the school unable to speak English, make good progress because of the support they receive from teachers and other adults in lessons. Teachers set work for pupils which addresses specific gaps in their knowledge and skills. Pupils are provided with opportunities to revisit new ideas and are supported well by adults' use of good quality, imaginative resources which help to maintain their interest.
- Additional funding received by the school has been used successfully to support pupils eligible for the pupil premium. For example, it has enabled one-to-one tuition, provided access to residential trips and extra help in lessons. As a result, attainment gaps between these pupils and other pupils in the school are rapidly closing or have closed.

### The quality of teaching

is good

- Teaching ensures that all pupils, including those who need extra help, achieve well over time. In all lessons observed during the inspection, good relationships were clearly evident and these contributed well to pupils' good progress. Adults regularly praise pupils and celebrate their achievements. Pupils frequently work together on tasks and are very supportive of each other.
- In the most effective lessons, teachers plan stimulating activities for pupils that lead to high levels of engagement. They make rapid progress when teachers have high expectations of learning and behaviour. Teachers demonstrate tasks for pupils so they are clear about what is expected of them. Computer technology enhances learning and helps to maintain pupils' interest.

- The best learning takes place when teachers ask pupils searching questions to check their understanding and adjust tasks so that they are closely matched to their needs. Teachers often ask pupils to discuss their ideas with a partner. Such shared working helps pupils to clarify their thinking. In Year 5, for example, this strategy is known to the class as 'teach the cat' and was particularly successful in developing pupils' ability to work together to solve mathematical problems. Consequently, they made outstanding progress.
- In a few lessons, teachers' introductions take too long. On these occasions, there is not enough time for pupils to work on tasks independently; the pace of learning slows and a few pupils become restless and lose interest. Occasionally, the work that is set for pupils is not challenging enough and they do not make the progress of which they are capable.
- Teachers' marking of pupils' work points out what they have done well. Predominantly, it provides pupils with advice about what they need to do next to improve. It sets additional tasks so that pupils' thinking can be extended further. However, there are missed opportunities for pupils to address their errors or improve their skills because teachers do not always give pupils time to respond to their marking before the next lesson.

### **The behaviour and safety of pupils are good**

- Pupils say they feel safe in school. They insist, and school records show, that bullying, such as name-calling, is rare. Pupils are aware that bullying can take different forms. They know how to ask for help and are confident adults will deal with any concerns they may have. Those parents and carers who responded to the online questionnaire agree that their children feel safe and are well cared for at the school.
- Teachers help pupils to adopt safe practices such as how to keep themselves safe on the road, near electricity and not trusting strangers. Pupils have a well-developed understanding of how to keep safe on the internet. The school works effectively with outside agencies to support pupils whose circumstances have made them vulnerable and who need additional support. Pupils' attendance has been maintained at above average levels for several years.
- Pupils' behaviour makes a good contribution to the progress they make in lessons. The vast majority of pupils show positive attitudes to learning. On rare occasions, and usually linked to teachers' long explanations, a very small minority become restless or drift off-task and their learning slows as a result.
- Staff consistently apply the school's behaviour management system on the rare occasions where it is necessary. Pupils are clear about the system's rules, rewards and sanctions. They are pleased and proud to receive team points and share their certificates with their parents and carers.

### **The leadership and management are good**

- Under the leadership of the new headteacher and deputy headteacher, the school is moving forward at a rapid pace. Senior leaders have quickly secured the commitment of the staff in working together as a team to improve pupils' achievement. Staff morale is high.
- The vast majority of parents and carers hold highly positive views about the work of the school. Senior leaders, including members of the governing body, have an accurate view of what the school does well and its areas for development. Subject leaders, new to the role, are

undertaking training to enable them to check the effectiveness of their actions on pupils' achievement so they can make well-informed decisions about what the school offers to pupils. Consequently, there is a good capacity within the school to secure further improvement.

- Leaders are fully committed to equality of opportunity and take prompt action to tackle discrimination. Senior leaders watch teachers teach and meet with them to discuss how their teaching could be improved. Teachers are set targets to ensure that those pupils who are not making enough progress are provided with the extra help they need to catch up. Leaders and governors ensure that those teachers who achieve their targets are awarded pay increases.
- The way the school teaches different subjects is well organised and enriched by activities which promote pupils' spiritual, moral, social and cultural development well. They use and apply their English and mathematics skills while learning about other subjects. Pupils are helped to understand the diversity of different cultures. They are encouraged to reflect on their own learning and to express themselves through artwork. Pupils of all ages enjoy making music in lessons, in dramatic productions, in the school's choir and in the orchestra.
- The local authority has provided good support for the school during a period of turbulence in its leadership. As a consequence, members of staff standing in during the last academic year, in 'acting' roles, were effective in maintaining standards and in laying the foundations upon which the new leadership team has been able to build.
- **The governance of the school:**
  - Governors have taken decisive action to improve the quality of teaching and leadership of the school. They provide good support to those in charge and ensure that the school continues to improve. Governors manage the finances effectively to make certain that funds the school receives, including the pupil premium, are spent in the best interests of the children. They are aware of the good impact the pupil premium spending has had on closing gaps between the achievement of groups of pupils. Governors plan ahead in order that funding is used to realise the headteacher's vision and ambition for the school. Members of the governing body undertake appropriate training, particularly in terms of pupils' achievement information, so that they are able to challenge the school's leaders in holding them to account for their performance. They ensure that there are suitable financial incentives for those with additional responsibilities. Governors have recently reallocated their roles and responsibilities in line with new development plans. They are linked to the staff responsible for particular areas so that they are better placed to make decisions about what happens in school. Members of the governing body are visible in the school community and regularly seek the views of pupils, staff, parents and carers. They ensure that safeguarding arrangements are robust in meeting statutory requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	119933
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	403416

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	403
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Woodall
<b>Headteacher</b>	Elliot Howles
<b>Date of previous school inspection</b>	7 November 2007
<b>Telephone number</b>	0116 2393410
<b>Fax number</b>	0116 2386969
<b>Email address</b>	admin@kmprimary.leics.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

