

# Kilsby Church of England Primary School

Manor Road, Kilsby, Rugby, CV23 8XS

**Inspection dates** 5 – 6 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' progress in writing in Key Stage 2 is not good enough because it does not build well enough on their success in Key Stage 1.
- Subject leaders are not yet experienced enough in leading, managing and reviewing their subjects and keeping abreast of the quality of teaching and pupils' progress across the school.
- There is no written guidance for staff to build up pupils' skills in subjects other than English and mathematics as pupils progress through the school.
- The school does not yet have a system which helps pupils to spell words correctly that they frequently use.
- Pupils do not develop their writing skills well enough in subjects other than English.
- Pupils do not know well enough how they can improve their work and how to be really successful in their activities.

### The school has the following strengths

- The interim headteacher has driven the school forward effectively during the past seventeen months.
- Pupils in the Early Years Foundation Stage and Key Stage 1 make good progress and reach above-average standards.
- Pupils make good progress in reading and mathematics throughout the school.
- Handwriting is well taught. Pupils present their work neatly and take pride in what they do.
- Parents support the school well and express positive views about the school's efforts for their children.
- Pupils behave well and have a good understanding of safety.

## Information about this inspection

- The inspector visited 11 lessons or parts of lessons. Two of these were observed jointly with the interim headteacher.
- The inspector heard pupils read and looked at samples of pupils' work.
- He examined the 17 responses on the online questionnaire, Parent View.
- A telephone discussion was held with a member of the local authority's advisory staff.
- A group discussion was held with pupils.
- The inspector held several meetings with the interim headteacher.
- He examined progress information and other school documentation, including safeguarding information.
- A meeting took place with the Chair of the Governing Body.

## Inspection team

Peter Sudworth, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school with four classes is smaller than the average-sized primary school. There are three mixed-age classes, Reception/Year 1, Years 3/4 and Years 5/6. Year 2 pupils are educated as a single age group.
- Most pupils are White British. A lower percentage of pupils than in schools nationally are from minority ethnic groups, as is the proportion of pupils who speak English as an additional language.
- The school currently supports a below-average proportion of disabled pupils and those with special educational needs through the stage known as school action. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium, which is extra government funding for pupils who are known to be eligible for free school meals, looked-after children and pupils from service families, is below the national average.
- The school is being temporarily led for three days each week by an interim headteacher who is a member of the local authority advisory staff. This arrangement has continued since November 2011. The senior teacher has responsibility during the other two days while retaining her class-teaching role.

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

- Improve the quality of teaching, especially in Key Stage 2, so that more of it is consistently good by:
  - improving the teaching of writing so that pupils understand how to write more effectively for different purposes
  - encouraging pupils to develop their writing skills more creatively in different subjects
  - making sure that pupils learn to spell words correctly which they use frequently
  - helping teaching assistants to question the pupils more effectively to develop their understanding and independence
  - helping pupils more consistently to know how they can be successful in the various activities that they undertake
  - discussing progress and improvement targets with pupils more regularly.
- Make sure teachers know how to build up pupils' knowledge, understanding and skills in subjects other than English and mathematics as the pupils progress through the school.
- Develop subject leaders in managing and leading their responsibilities by:
  - encouraging them to increase their understanding of the quality of teaching and pupils' progress in their subjects
  - learning from best practice within the local cluster group of schools or from outstanding practice elsewhere.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' progress in writing in Key Stage 2 is much weaker than in Key Stage 1 and they do not maintain the same rate of progress in this aspect of their work as in mathematics and reading. Too few pupils acquire skills well enough to be able to write successfully for different purposes and in different styles.
- There are missed opportunities for pupils to use their writing skills creatively in subjects other than English. Too much of the writing in these other subjects are factual responses to questions posed with little opportunity for pupils to write in prose and use their own imaginations and independence.
- As a result of these weaknesses, pupils often underachieve in writing at Key Stage 2. This underachievement brings down the overall attainment level for all core subjects to broadly average by the end of Year 6 despite their good progress in reading and mathematics. In 2012, while rates of progress in mathematics were better than the national picture, they were not as good nationally in English (reading and writing combined).
- A very positive aspect of writing, however, is the quality of handwriting which is neat and well formed. This is because it is well taught. Young children were seen forming letters correctly and getting off to a good start in their handwriting. Older pupils write with a well-formed script.
- Pupils' attainment when they first start school is around that expected. They make good progress in the Early Years Foundation Stage and often reach an above-average standard by the end of the Reception class in all areas of their learning.
- Pupils in Key Stage 1 continue this good progress and standards by the end of Year 2 have been consistently above average in reading, writing and mathematics. Standards have been rising. An above-average proportion of Year 1 pupils in 2012 reached the standard set in the national phonic screening test.
- Disabled pupils and those who have special educational needs make similar rates of progress to other pupils. Examination of work and attainment information indicates that currently Reception and Key Stage 1 pupils are continuing to make good progress. However, progress in Key Stage 2 is only partially good as writing progress within Key Stage 2 is still too slow.
- The number of pupils known to be entitled to the pupil premium is too small to compare their attainment meaningfully with national statistics or other pupils but the progress of these pupils in school is similar to that of other pupils.
- Pupils speak confidently in front of others and they listen well to their teachers and to each other.

### The quality of teaching

### requires improvement

- Teaching is not as strong within Key Stage 2 as it is in the Early Years Foundation Stage and Key Stage 1. The teaching of writing within Key Stage 2 is not good enough.
- Marking is too variable within Key Stage 2 because pupils are not consistently provided with

points for improvement in their work. While pupils know where they are heading in order to get to the next level through a list of learning statements, they do not know well enough how they are progressing because the statements are not discussed and checked with them regularly enough.

- In daily activities pupils are unsure how they can be successful because the teachers do not share this information sufficiently with them, for example in giving them guidance when they are writing in different styles so that they can check for themselves the content of what they have written.
- Teachers and teaching assistants work well together and this helps small groups to be arranged and supervised. However, teaching assistants are sometimes over supportive and do not always question the pupils well enough to assist their understanding and encourage them to work on their own.
- Mathematics teaching is stronger in Key Stage 2 than in English and is often good. This is shown in the better attainment of pupils in mathematics than in English at the end of Year 6 over time.
- The teaching of reading is good. The grouping of pupils by ability for phonics (linking letters and sounds) means that pupils' needs are met. Pupils use this knowledge well when learning to read and write in Reception and in Years 1 and 2 and this sets a good base for later success in reading.
- Teachers manage the mixed-age classes well and maintain a good atmosphere in lessons. This means that pupils can concentrate on their work. Teachers' respectful relationships with the pupils encourage them to participate in discussions.
- Teachers plan lessons well for different abilities so that they are working at their own level. In a Year 2 lesson, pupils worked with interest at different levels of difficulty as they calculated the cost incurred on a holiday from given information, such as accommodation and travel charges. Work in this class was also well marked.
- Good use of praise encourages the pupils to try hard. They are confident to answer in class because they know that their responses are valued. Teachers balance well-focused teaching of a specific group in the activities with the time to review how the other pupils are getting on. This helps to sort out any difficulties as they arise and so the pupils are not wasting time tackling work wrongly.
- Mathematics teaching is good. Years 3 and 4 pupils plotted routes and described them using angles of turn and compass directions and made good progress. Years 5 and 6 pupils worked well calculating percentages of amounts with tasks clearly planned for different abilities. They used known amounts like 25% to calculate more difficult percentages, such as 12.5%.

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

- Records of behaviour and observations indicate that pupils typically behave well in class, around the school and when at play. They enjoy school and have good attitudes to learning. Attendance is above average, reflecting their enjoyment of school. They get along well together and are cooperative with one another, for example when they discuss ideas in pairs. They are obedient for their teachers.

- Pupils appreciate that bullying can take various forms but indicate that very little bullying takes place in school. There have been no racist or serious behavioural incidents. Pupils state that teachers would quickly sort out anything of this kind if it occurred.
- Pupils feel safe in school. They say, 'There are lots of adults who look after us.' They also have a good appreciation of how to keep themselves safe. They know about road safety and indicate, 'You must not cross a road near a bend.' They appreciate the dangers of electricity and the potential hazard of water if it comes into contact with electricity.
- Pupils undertake their responsibilities dutifully. Some prepare the hall ready for assembly including the music that pupils listen to when they enter and leave. The school council meets regularly and talks about school improvements. They have discussed bullying but agree, 'It is not a major threat right now.' They enjoy raising money for various charities by organising cake sales and pyjama days.

### **The leadership and management**

### **requires improvement**

- The way subjects and topics are taught is not yet planned thoroughly enough. Pupils' writing skills are insufficiently developed in different subjects. The lack of a plan to develop skills in subjects other than English and mathematics means that pupils' acquisition of a range of different skills is uneven.
- Nevertheless, the pupils have a good range of experiences and opportunities to engage in after-school activities. Residential visits for all pupils in Key Stage 2 support their social development effectively.
- Subject leaders have had limited opportunities in the past to fulfil and understand their roles. They have not planned and reviewed the effect of their work on the quality of teaching, standards and progress rigorously enough. They are now gaining in their knowledge of how to be more effective subject leaders under the guidance of the interim headteacher.
- Growing links with other schools are letting staff share expertise and ideas and helping the teachers' professional development. Annual reviews of staff's performance include all staff. Good oversight of those appraisals that have been delegated to others to lead mean that there is consistency in the quality of targets for individual staff to aim for. Expectations for performance are written in terms which enable success towards the targets to be measured. There is a link to pay in the arrangements according to the degree of success.
- The interim headteacher has worked hard to improve many aspects of the school. Parents as a result are much happier with their children's education and they are very supportive of the school. Staff, too, appreciate her efforts. As one wrote, 'The school has moved on a long way over the last year and is continuing to improve in all areas.'
- The school has good links with the church. The vicar conducts an assembly weekly. These good links, together with meaningful religious education lessons, contribute well to pupils' spiritual, moral, social and cultural development.
- The school receives a limited amount of money for pupils eligible for the premium but uses this wisely in the form of extra staffing to provide one-to-one tuition, small-group work and to

support pupils who might miss out on opportunities that others can get. These pupils benefit well from this extra support and make similar rates of progress to others.

- The local authority has reduced its advisory staff and cannot offer the training that it once did. However, governors have benefited from training and the school has gained significantly from the use of one of its advisory staff as the interim headteacher. Her monitoring of teaching is very thorough and helpful and has led to an improvement in quality.
- Safeguarding arrangements are good. Child protection arrangements are secure. Staff receive regular training about these matters.

■ **The governance of the school:**

- The school has several new governors who are still learning their roles. Members of the governing body have specific links with aspects of the school and subjects taught and visit to keep themselves updated. These visits help to give them a view about teaching quality. They know how pupil premium money is spent. They are increasing their skills in questioning and challenging about school matters but rely on the interim headteacher to report on pupils' progress as their understanding of performance information is still limited. Governors have been involved in the new arrangements for reviewing staff's performance and have made sure that these are linked to the new 'Teachers' Standards'. They know how the school rewards good teaching and tackles any underperformance.
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## 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>	121979
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	402072

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	92
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Angus Farmer
<b>Headteacher</b>	Cathy Freeth (Interim)
<b>Date of previous school inspection</b>	11 November 2009
<b>Telephone number</b>	01788 822711
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