

Kibworth High School: A Community Technology College

Smeeton Road, Kibworth, Leicester, LE8 0LG

Inspection dates 16–17 April 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Standards by the end of Year 9 are consistently above average in all subjects. This is because students of all abilities achieve well from their starting points.
- Teaching is consistently good. Some is outstanding.
- Students' behaviour and attitudes to learning and school are outstanding.
- Their attendance is consistently above average.
- Students have a very secure understanding of how to stay safe.
- The school supports students' spiritual, moral, social and cultural development very effectively through a wide range of subjects and topics.
- The headteacher understands fully the school's strengths and development needs and provides a strong lead to the staff so that the school continues to improve.
- Leadership at all other levels is effective in driving improvement and in making sure that the achievement of all groups of students is good.
- The governing body supports and challenges the school's work well, and holds it to account.

It is not yet an outstanding school because

- The work that students of all abilities are given promotes good, rather than outstanding achievement. This is because it is not always closely enough matched to students' abilities.
- Students' work is not checked regularly enough for teachers to be sure of their progress towards achieving specific skills.
- Leaders do not assess the information they have about students' achievement and the quality of teaching frequently enough to be sure they can act quickly to address any areas for development.

Information about this inspection

- Inspectors observed 30 lessons. Five were observed jointly with either the headteacher, deputy headteacher or an assistant headteacher.
- The inspection team took into account the 70 responses to the online questionnaire (Parent View) and the information gathered from 20 staff questionnaires.
- Inspectors held meetings with members of the strategic leadership team, progress managers, heads of department and members of the governing body.
- They looked at a range of documents about the school's work. These included samples of students' work, information about their achievement, the school's progress towards its improvement goals, and policies to safeguard students.

Inspection team

Lynne Blakelock, Lead inspector	Additional Inspector
Rosemarie McCarthy	Additional Inspector
Colin Lower	Additional Inspector
Pamela Hemphill	Additional Inspector

Full report

Information about this school

- The school is smaller than the average sized secondary school.
- Kibworth High School converted to become an academy in October 2011 and retained its name. When its predecessor school was last inspected by Ofsted, it was judged to be outstanding.
- The proportion of students supported through the pupil premium (additional funding for looked-after children, those known to be eligible for free school meals and those from service families) is below the national average.
- Most students are of White British heritage. The proportion of students who speak English as an additional language is well below the national average.
- The proportion of disabled students and those who have special educational needs supported through school action is below the national average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school does not use alternative places for students to learn away from school.
- It works in partnership with the local upper school and with 'Learning South Leicestershire' to strengthen teaching and leadership.

What does the school need to do to improve further?

- Help students of all abilities to achieve outstandingly, by making sure that:
 - teachers set work that matches very accurately the abilities of all students throughout all stages of lessons
 - teachers check students' written work very regularly so that they know how well students are progressing towards specific skills.
- Strengthen the effectiveness of leaders and managers at all levels in raising the rate of students' achievement and teaching to consistently outstanding, by making sure that leaders use all of the information that they have, in order to act promptly to address any areas for development.

Inspection judgements

The achievement of pupils is good

- Students join the school with standards that are above average in reading, writing and mathematics. By the end of Year 9, they achieve well-above average levels, including in English, mathematics and science, demonstrating students' good progress from their starting points.
- The school's information about students' achievement and the inspectors' scrutiny of work, show that students make good progress due to consistently good teaching.
- Progress in English is a little slower than in mathematics and science, but is good overall by the end of Year 9. The greater number of opportunities for students to practise their literacy skills in other subjects is helping to speed up progress in English.
- Students learn particularly well in modern foreign languages, information technology, design and technology and art.
- The pace of students' learning is not regularly outstanding because work, throughout all stages of lessons, is not always set accurately at the levels at which they work. This is particularly the case in some lessons for students working at higher levels. When work is set at the right level to suit individual needs, for example in a Year 9 English lesson observed, students respond positively to being exceptionally well challenged and can make rapid progress. In this lesson their final pieces of writing showed very sophisticated sentence structure and vivid imagery.
- All groups of students, including the small proportion from minority ethnic groups and those who speak English as an additional language, make good progress from their individual starting points. Disabled students and those supported through school action and at school action plus, and those with a statement of special educational needs, make similarly good progress to other students. Their timetables are adjusted to match their needs and to help them to achieve well by the end of Year 9.
- The pupil premium funding is spent very appropriately on securing students' skills in English and mathematics and in providing experiences to broaden their learning. The difference in the average point score of students known to be eligible for free school meals, and those not eligible, has narrowed from last year. The school's information shows that their average scores in English and mathematics are now behind non-free school meal students by three terms and four terms respectively.
- Those students who do not reach expected levels in reading, writing and mathematics at the end of primary school make good progress in Year 7 in catching-up with their peers because they receive the relevant support for this, including from a support assistant.
- The school does not enter any of its students early for GCSE.

The quality of teaching is good

- Most teaching is good and a smaller proportion, especially in English and mathematics, is outstanding. As a result, students make good, rather than outstanding, progress over time.
- Many students are serious about their learning and play an active part in making the most of opportunities. Good relationships between staff and students also mean that learning proceeds in

a happy, supportive environment.

- Teachers make sure that students understand the purpose of learning and what they need to do to achieve the aims of the lesson.
- In good and better lessons, students learn at a fast pace, with a range of activities helping them to achieve their goals in interesting ways. In a history lesson, they made rapid progress in finding out the key changes in Britain over a specific period of time because they enjoyed researching the information for themselves and in small groups.
- In that lesson, and also in a geography lesson observed, students practised specific literacy skills, such as powerful adjectives and persuasive language, to convince other students of their ideas.
- Reading is promoted in many lessons and the interesting stock of library books is encouraging boys and girls to read more widely. Students have regular opportunities to practise their speaking and listening skills and do so confidently, including in French.
- Students know their targets; they are a major focus in learning and students say they motivate them. Many lessons usefully involve students being told what to do to achieve a particular level.
- While marking of formal assessments is consistently very helpful to students in the detail it gives them about what they do well and what to do next, marking between lessons is often brief and unhelpful. Several students said they needed more regular help from marking. In some subjects there are gaps between marking, making it difficult for teachers to plan lessons accurately to match students' levels, to know if students have mastered specific skills and to check the accuracy of spelling.

The behaviour and safety of pupils are outstanding

- Students respond to the school's high expectations of their behaviour, which is excellent in lessons and round the school.
 - Students want to achieve as well as possible. This is helped by their above-average attendance and the very business-like attitude to learning evident in lessons. Lessons proceed without interruption as students work and learn cooperatively and supportively.
 - Students say they feel very safe in the school because it provides a secure environment. Their parents agree. They say that there is very little bullying and that they all know a member of staff who will help them in any situation.
 - As part of the school's goal in preparing students both academically and personally and socially for the next stage of their education, there is a relentless drive to help students' develop their spiritual, moral, social and cultural understanding. Its excellent impact on students' attitudes and understanding are evident, for example, in their sense of fair play and ability to make appropriate judgements based on a range of information. They value being treated fairly and, during the inspection, explained to the inspectors why prejudice of all kinds is wrong and divisive to society.
 - Students have a very secure understanding, relative to their age, of potential dangers, such as drugs and the internet.
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The leadership and management are good

- The headteacher has a very good grasp of the school's strengths and how it needs to improve, and steers the school effectively. She is supported by good leadership and management at all levels and, as a result, the school continues to evolve. The process is helped by leaders' clearly defined roles and responsibilities. Class teachers, heads of department, progress managers and senior leaders all work together to good effect to improve the quality of teaching and achievement.
 - The basis for the school's improvement work is effective planning. Subject leaders and progress managers' action plans, as well as the school development plan, provide a range of appropriate strategies to raise achievement. Subjects and topics are planned carefully so that lessons are interesting and involve students. They are significant in promoting students' good achievement.
 - Leaders collect a lot of information about the school's performance which they analyse carefully. However, they do not use it to provide a clear and up-to-date picture of, in particular, teaching, achievement and attendance. This means that sometimes they do not address areas for improvement soon enough. For example, the impact of the support given to individual students and small groups is not assessed regularly. Therefore, leaders miss opportunities to increase the rate of students' progress to outstanding as quickly as possible.
 - The school's policy is to carry out one formal round of lesson observations a year, and very regular brief visits to lessons. Their findings matched the inspectors' judgements in the proportion of good lessons seen. The inspectors judged a smaller proportion of lessons than the school as outstanding. Joint observations between inspectors and school leaders resulted in full agreement about the quality of teaching seen.
 - The school has very good procedures in place to set and check teachers' specific performance targets. Pay rises are not awarded unless leaders are fully satisfied that the evidence provided confirms that staff have met their targets and have made a measureable improvement to students' achievement.
 - Partnerships benefit both staff and students. In particular, the school's links with the local upper school mean that students in Year 9 are well prepared for the challenges presented by their new school. Since the last inspection, communication between home and school has improved. The school's website provides an excellent range of information, including learning activities. As a response to parental requests, a new homework timetable and a form-tutor summary report have recently been introduced. The majority of parents think the school responds well to any concerns they may have.
 - The school buys into a range of services from the local authority to strengthen further its provision. These include library services and support for students with specific needs.
 - There is a broad range of subjects and activities, underpinned by literacy and numeracy, which enables students to develop many skills, whatever their ability. This demonstrates good equality of opportunity. Creativity is supported well through lessons such as music and art. Activities at both lunchtimes and after school provide a range of sporting and other activities to help pupils extend their skills. However, a number of boys and girls expressed their disappointment that competitive rugby is no longer offered. The school continues to try to find a solution to this.
 - **The governance of the school:**
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- The governors know a lot about the school’s work and therefore can, and do, support, challenge and hold it to account. They review their actions regularly to make sure they suit the school’s needs, such as reviewing the committee structure. They understand the school’s information about students’ achievements and that there are one or two inconsistencies in the rate of students’ progress, which are being addressed. The governing body is not yet fully involved in checking how well the school judges its performance. Governors know how pupil premium money is allocated and why. Their knowledge about the quality of teaching comes from discussions with leaders at all levels. They understand the workings of the performance management system and only agree to salary increases for those staff who meet the criteria over two years. They are also fully involved in decisions about teachers who need support.
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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

Unique reference number	137540
Local authority	Leicestershire
Inspection number	413477

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

Type of school	Middle deemed secondary
School category	Community
Age range of pupils	11–14
Gender of pupils	Mixed
Number of pupils on the school roll	640
Appropriate authority	The governing body
Chair	Andrew Munro
Headteacher	Angela Edwards
Date of previous school inspection	Not previously inspected
Telephone number	01162 792238
Fax number	01162 796400
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