

# St Andrew's Church of England Primary School, North Kilworth

Dag Lane, North Kilworth, Lutterworth, LE17 6HD

**Inspection dates** 9–10 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Leadership and management are good. School leaders, including governors, know their school well and are actively engaged in addressing those areas that need to be improved.
- Overall teaching is good and as a result, pupils attain above the national average by the time they leave Year 6.
- Achievement is good. Pupils are making good progress, with most making more than expected progress, in reading, writing and mathematics.
- The provision for pupils' spiritual, moral, social and cultural development is good.
- Behaviour is good. Staff work to develop a sense of independence in the pupils. Consequently, pupils feel confident in trying to solve problems themselves, safe in the knowledge that staff will intervene if necessary.
- The school's work to keep pupils safe is good. All members of staff receive regular pupil safeguarding training.
- The provision in the early years is good and prepares the children well for Year 1.

### It is not yet an outstanding school because

- Teachers' expectations of a very small minority of pupils are too low, including in the early years. As a result, they do not make more than expected progress.
- Communications with parents are insufficiently formal and lack clarity, leaving some parents dissatisfied.
- The quality of written feedback teachers give to pupils is inconsistent. As a result, some pupils do not always know what to do to improve their work.
- A very small minority of pupils lose interest in lessons because the teaching does not engage them.
- The provision of homework is inconsistent.

## Information about this inspection

- Inspectors observed 11 lessons taught by six teachers, one of which was jointly observed with the headteacher.
- Inspectors looked at pupils' books, listened to pupils read and talked to them about their work. Inspectors also met with a group of pupils.
- An inspector met with leaders, including the coordinator for special education needs (SENCO); he also met two members of the governing body.
- An inspector spoke with a representative of the local authority.
- Parents' views were taken into account, including the 26 responses to the online Ofsted questionnaire, Parent View.
- The inspectors listened to the views of staff and evaluated the responses of 13 staff questionnaires that were received.
- The inspectors looked at a range of documentation including information about safeguarding, the school's self-evaluation and improvement plans, the most-recent data on pupils' achievement, and information relating to teaching, behaviour, and attendance.

## Inspection team

Derek Myers, Lead inspector

Her Majesty's Inspector

Martin Finch

Her Majesty's Inspector

## Full report

### Information about this school

- This school is much smaller than the average-sized primary school.
- Pupils in Year 6 are taught in one class with the remainder taught in three mixed-aged classes: Reception and Year 1; Years 2 and 3; Years 4 and 5.
- Children in Reception attend full-time.
- The proportion of disabled pupils and those who have special educational needs is lower than average.
- Almost all pupils are from White British backgrounds.
- The school meets the government's current floor standards, which set the minimum expectations for the attainment and progress of pupils by the end of year 6.
- The proportion of pupils for whom the school receives the pupil premium grant (additional government funding for disadvantaged pupils) is lower than average and too small for reporting purposes.
- The school is a member of the Affinity Teaching School Alliance.

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

- Improve teaching by ensuring that:
  - staff have high expectations of all pupils and plan lessons accordingly
  - all pupils are fully engaged in their learning
  - staff provide pupils with feedback that is specific to the intended learning, corrects pupils' misconceptions and indicates to the pupils what they need to do next to make progress
  - pupils have the opportunity to act on the feedback in subsequent work.
- Improve leadership and management by ensuring that:
  - communication with parents is systematic, detailed, formal, and clear
  - the provision of homework is consistent throughout the school and clearly understood by pupils and parents.

## Inspection judgements

### The leadership and management are good

- The headteacher provides good leadership. Leaders and managers, including governors, have high expectations for the school. The headteacher has worked with staff to raise expectations resulting in improved teaching.
- Senior leaders monitor pupil outcomes and the quality of teaching rigorously. Consequently, they know their school well and have correctly identified areas for improvement. The school improvement plan sets out the priorities for improvement and school leaders track their progress against the plan. The actions the school have taken have been considered and effective resulting in improved progress for most of the pupils.
- The headteacher has established effective systems for ensuring the quality of teaching and has provided appropriate professional development for staff. Consequently teaching has improved resulting in better progress for pupils.
- Pupil premium funding is used to good effect. For example, additional phonics (linking letters and sounds) training for adults and the purchase of additional resources led to improved progress in reading. Typically the achievement of disadvantaged pupils at the school is good.
- The senior teacher supports the headteacher well. The headteacher and senior teacher lead and manage English and mathematics effectively. Other subject leaders know their subjects well and provide good support to their colleagues.
- The school implemented a new and effective curriculum in September 2014. This curriculum fulfils statutory requirements and provides opportunities for pupils to improve their skills in English and mathematics in all topics. For example, pupils were particularly interested in writing character descriptions of people from the past from photographs. The pupils enjoy the topics and as a result they are developing a love of learning.
- The school promotes pupils' spiritual, moral, social and cultural development and British values well. The Christian ethos and planned opportunities within the curriculum of the school instil in pupils the importance of treating people with tolerance, kindness and respect. This helps them to prepare effectively for life in modern Britain.
- The school has developed positive relationships with the vast majority of parents. As a result, both in conversations with inspectors and via Ofsted's online questionnaire, most parents and carers express very positive views about the school.
- The arrangements for safeguarding pupils meet statutory requirements. Safeguarding and child protection policies are in place, implemented and periodically reviewed.
- The local authority provides appropriate support to the school. In addition, the school is a member of the Affinity Teaching School Alliance. The school leaders have benefited from the mutual support the alliance provides.
- The school is making good use of the primary school physical education and sport funding. They have employed specialist sports coaches to teach the pupils and develop teachers' expertise. They have also purchased additional equipment and increased the number of sports clubs for pupils. The school is a member of the Leicestershire Partnership of Schools which organises competitive sports tournaments in, for example, athletics, netball and football.
- School leaders are not sufficiently clear or formal in their communication. Parents do not always fully understand the school's reasons for decisions relating to their children.

### ■ The governance of the school:

- Governors have a good understanding of the quality of education provided by the school. They review pupil performance information with the headteacher and are alert to the rates of progress made by different groups of pupils. Leaders keep governors informed about the quality of teaching in the school. Consequently governors are highly aware of areas of strength and relative weakness in teaching.
- The Chair of the curriculum committee of the Governing Body meets periodically with the headteacher to evaluate the provision the school make for disadvantaged pupils. This usefully informs the reports that are presented to the governing body. As a result, governors have a good understanding of how pupil premium funding is used, the outcomes that are expected and the results that are achieved.
- The governing body has a good understanding of performance management. They manage the headteacher's performance management well and hold her to account. The governing body maintains appropriate oversight of the performance management of the staff and its relationship to pay progression.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. Pupils enjoy school and are proud of it, saying 'it's like a big family.' Staff work to develop a sense of independence in the pupils. Consequently, pupils feel confident in trying to solve problems themselves, safe in the knowledge that staff will give them extra help if necessary.
- Pupils' attitudes to learning are good. They respond promptly to the directions of staff and readily engage with the tasks teachers set them. Pupils are attentive at the start of lessons and persevere when they find their learning challenging. Low-level disruption is rare. Occasionally, a very small minority of pupils lose interest in a lesson when the teaching does not engage them and, as a result, their attention and effort can wane.
- Pupils conduct themselves well at all times of day, including at break times. Pupils and most parents agree that behaviour is good and records show that there are very few incidents of poor behaviour.
- The attendance of pupils is good and absence has been below the national average for a number of years. The attendance of disadvantaged groups has improved and is better than that of other pupils at the school.
- School leaders and staff manage behaviour well and, as a result, there are few incidents of poor behaviour. However, the school's communication with parents about incidents of poor behaviour and the related records are not always sufficiently detailed or clear. Consequently it is difficult to explain to parents the action they have taken and to reassure them that the behaviours have been dealt with appropriately.

### Safety

- The school's work to keep pupils safe and secure is good. All members of staff receive regular training with regard to safeguarding pupils.
- Pupils say that they feel safe in school and that staff are there to help them and keep them safe. Pupils have a good understanding of how to keep themselves safe online and in the real world, for example with regard to 'Stranger Danger' and road safety.
- Pupils say that bullying is rare at their school and they were confident that they could talk to staff about bullying and that they would sort it out. Records show that there are almost no cases of bullying and in those cases the school leaders are taking appropriate action.

## The quality of teaching is good

- Teaching over time is good. Consequently almost all pupils and groups of pupils at the school, including

disabled pupils, those who have special educational needs, disadvantaged pupils, and the most able, make expected or more than expected progress from their starting points.

- Reading, writing and mathematics are taught effectively and, as a result, almost all pupils made expected or more than expected progress compared to national figures in 2014.
- Overall teachers' expectations are high. Most pupils make expected progress and many pupils make more than expected progress compared to national averages. However, where teachers' expectations are not as high, pupils make less progress. Typically teaching and support are matched to most pupils' needs so that pupils learn well in lessons.
- Teachers and other adults create a positive climate for learning in their lessons. Relationships are strong and pupils are interested, taking part confidently and contributing answers and ideas. There is little evidence of low-level disruption. However, when it does occur, it is because teachers' expectations are not high enough and teaching does not sustain the pupil's interest.
- Teachers carefully observe and skilfully question pupils during lessons. In the best examples, teachers take this opportunity to challenge the pupils to develop their thinking or reshape the activity or their explanations to improve learning. For example, in an English lesson, the teacher effectively used examples of pupils' writing to raise the expectations of the rest of the group.
- Teachers assess pupils' learning and progress regularly and accurately at all key stages. School leaders have worked with teachers to improve their marking. Consequently, where marking is developmental pupils act upon feedback and improve their work. However, this is inconsistent and in some classes the feedback teachers and support staff provide for pupils is not sufficiently specific about what the pupils need to do to improve.
- Pupils are set homework in reading, spelling and projects. However, the approach and amount of additional homework varies from class to class. As a result, some children are confused and a small minority of parents are unhappy about it.

### **The achievement of pupils** is good

- The achievement of pupils is good. From their starting points, the vast majority of pupils currently at the school make expected progress with many making more than expected progress, particularly in reading and writing.
- Standards at Key Stage 1 in 2014 fell compared with those of the previous year and overall were in line with the national average in reading, above the national average in writing and below the national average in mathematics. The attainment of pupils currently in Year 2 is above the national expectation for all subjects.
- Standards at Key Stage 2 in 2014 were above the national average in reading, writing and mathematics. Pupils currently in Year 6 are typically more than two terms ahead in writing and three terms ahead in reading and mathematics compared to national expectations.
- Overall the progress made by the most-able pupils reflects the progress made by all the pupils. Typically the most-able pupils in Key Stage 2 are making expected progress in writing and are over a term ahead in reading and two terms ahead in mathematics compared to national expectations.
- Leaders accurately identify the needs of disabled pupils and those who have special educational needs. Teaching assistants provide effective support and the impact of this help is monitored. As a result, these pupils make good progress from their starting points.
- All disadvantaged pupils currently at the school are typically making more than expected progress. The gap between their progress and other pupils at the school has closed to a term in mathematics and less

than a term in reading and writing.

- Where teachers' expectations are high pupils make good progress, usually more than expected. However, where expectations are not high enough pupils do not make the progress of which they are capable.

### The early years provision

is good

- On starting school in the Reception and Year 1 Class, children have skills broadly in line with those typical for their age. However, in the most recent cohort they were below those typical for their age. Children typically make good progress in the Reception year and achieve broadly in line with national averages.
- Senior leaders and the Reception and Year 1 teacher lead and manage the early years provision effectively. They provide well-planned opportunities for the children to make progress in all seven areas of the curriculum. As a result children are motivated and remain engaged in activities for extended periods of time such as when they were painting *The Rainbow Fish*.
- There are effective transition arrangements between the Pre-School and Reception and Year 1 Class. These arrangements enable children to make a good start. Parents are involved from the outset and have opportunities to view the learning journeys. Parents notify the school of 'wow' moments to be celebrated within school. As a result staff have a good understanding of the children's levels of development.
- Teaching is good. Good questioning enables children to explain their thinking and deepen their understanding such as when adults encourage children to discuss how they complete their mathematics calculation.
- The class teacher tracks the progress of children regularly and shares the results with the headteacher. This helps staff to accurately identify the needs of the children and target appropriate support and interventions. Most pupils make good progress. However, in a few cases teachers' expectations are not high enough and as a result a very few children do not make the progress they should.
- Children's behaviour is good. They listen to adults with respect and follow instructions carefully. The children cooperate well with each other and are supportive such as when they were developing their physical skills in learning to skip and use a hoola hoop.
- Early years staff ensures the safety of children and work effectively with outside agencies and other providers to meet the needs of children.

## 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>	120196
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	461549

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<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>	97
<b>Appropriate authority</b>	The local authority
<b>Chair</b>	Susan Bracey
<b>Headteacher</b>	Heather White
<b>Date of previous school inspection</b>	2 February 2012
<b>Telephone number</b>	01858 880430
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