

Kilby St Mary's Church of England Primary School

Main Street, Kilby, Wigston, Leicestershire LE18 3TD

Inspection dates

13–14 September 2016

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Teaching is effective. Teachers have good subject knowledge and this helps them to plan interesting and engaging lessons. Pupils make good progress overall.
- Teachers monitor learning well, providing effective support and guidance when pupils do not understand, or are at risk of falling behind.
- Leaders and governors know the school well and take action to secure improvements such as in the teaching of phonics, which has enabled pupils to read unfamiliar words with growing confidence.
- Leaders and governors do not evaluate the impact of pupil premium and sports funding in sufficient detail.
- Leaders and staff do not communicate well enough with parents of pupils with special educational needs and/or disabilities. This means that these parents are not informed sufficiently about what is happening for their children.
- Outcomes are good and more pupils achieve the expected standard at the end of key stage 2 in reading, writing, mathematics and grammar, punctuation and spelling than pupils nationally.
- The behaviour of pupils is good in lessons and at breaktimes. Pupils have positive attitudes to their learning and follow teachers' instructions well.
- Pupils are safe and happy at Kilby St Mary's Church of England Primary School because they know that there is an adult to help them if they are worried.
- Leaders and teachers have taken effective action to ensure that more pupils achieve a good level of development by the end of the early years.
- Pupils made less progress in mathematics than in reading or writing between key stage 1 and key stage 2 in 2016.

Full report

What does the school need to do to improve further?

- Make sure that all pupils who are capable of doing so make enough progress to reach a high score in mathematics by the end of key stage 2.
- Ensure that leaders, including the governing body, have a detailed understanding of the impact of additional support and funding, such as pupil premium, on the learning of pupils.
- Improve communication with parents of pupils with special educational needs and/or disabilities, so that staff and parents have a clear and shared understanding of the:
 - support that the school can provide
 - actions to be taken for each pupil
 - timescales involved.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and teachers have developed a school culture that is both caring and ambitious. Consequently, staff value pupils as individuals and challenge them to do their best. It is a culture that is grounded in a clearly expressed set of values.
- Since the last inspection, leaders have improved their evaluation skills and the associated arrangements for monitoring the school's work. As a result, leaders have an accurate understanding of the overall performance of the school and of the standards achieved by the pupils. This includes disadvantaged pupils and the most able.
- Leaders have identified the important areas for development and have a suitable plan in place to deliver the improvements.
- The English and mathematics leaders lead their subjects well. They monitor the provision and teaching in their subjects and evaluate the outcomes achieved by pupils effectively. As a result, they recognise the strengths and have built upon them.
- They have also identified areas for improvement and are dealing with them. For example, the training of staff in phonics and the implementation of a whole-school approach to the teaching of phonics have resulted in improvements in pupils' reading.
- In mathematics, the leaders have acted swiftly to plan training for teachers and to put in place a revised scheme of teaching. They have improved the arrangements for tracking the progress of the pupils more closely. These actions are the result of an effective analysis of information about the pupils' achievement in 2016, which identified correctly that not enough pupils made sufficient progress to reach the higher standard.
- Leaders have developed a broad and balanced curriculum that fulfils the requirements of the national curriculum and meets the needs of the pupils very well. Leaders and teachers have structured the curriculum around a series of themes organised over a two-year period. These themes interest the pupils and the pupils were happy to discuss them with the inspector, recounting what they have learned already this term.
- School trips, such as to the Gurdwara Temple, to a well-known factory related to a theme on chocolate, and visitors to school, such as a local artist, enrich pupils' experiences.
- The provision that the leaders make for the spiritual, moral, social and cultural (SMSC) development of the pupils and for promoting fundamental British values is effective. Pupils learn about these things through themes, stand-alone activities, and by taking on roles such as school council representative or sport ambassador.
- The pupils' SMSC development is also enhanced by assemblies in which pupils are challenged to reflect on their attitudes and through displays around the school, which celebrate pupils' achievements and remind them of both the school's and British values. These things help to make sure that the pupils are well prepared for secondary school.
- Leaders have used the physical education (PE) and sport premium well. They offer a range of extra-curricular sporting activities, including cross-country running, basketball and dance. In addition, they have used the funding to develop the practice of school staff. Overall, this has resulted in increased opportunities and participation; however, the impact has been evaluated and reported insufficiently by leaders.

- The arrangements for managing the performance of the teachers and for staff training are effective. They have contributed to the improvements made since the last inspection. The arrangements for the support staff take insufficient account of the improvements in the pupils' progress that result from their work.
- Teachers implement the marking policy consistently. Overall, staff feel motivated and are proud to work at the school.
- Leaders have dealt with the areas for improvement identified in the previous inspection report and have improved communications with parents. Despite the overall improvement, leaders and staff do not provide the parents of pupils with special educational needs and/or disabilities with clear enough information about what the school does for their children.
- The pupil premium has been used to good effect. Leaders have not, however, evaluated and, subsequently, reported on the impact of the way that they have used the funding in sufficient detail.

Governance of the school

- The governing body monitors standards and outcomes effectively, including the improvements made since the last inspection. Consequently, it knows the school well, including the standards of teaching and the outcomes achieved by pupils, such as disadvantaged pupils and the most able.
- It recognises that, despite the improvements that have been made to communications between the school and families, communications with the parents of pupils with special educational needs and/or disabilities are not effective enough to enable the parents to support their children as much as they might.
- The governing body manages the performance of the headteacher effectively and its members are clear about the governors' role in managing the performance of teachers.
- The governing body holds the headteacher and leaders to account well; however, it has not challenged leaders to evaluate the impact of how additional funding streams have been used, such as the PE and sports funding, in sufficient detail. This means that they have not had a detailed understanding of which things have worked well and which not so well.
- The governing body has not met its statutory duty regarding the education of looked after children. It has not called for an annual report from the teacher designated as responsible for those pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- All pupils, staff and parents who either spoke with the inspector or responded to the inspection questionnaires agree that children are safe in school. Pupils told the inspector that they feel safe in school because they know that there is an adult in school to whom they can go, if something is bothering or upsetting them.
- In addition, pupils report that there is no bullying, but that, should it occur, staff would deal with it well and promptly.
- Pupils recognise that teachers teach them to be safe at school and in the wider community, for example pupils learn about 'stranger danger'. Pupils also explained how

staff teach them to be safe online.

- The headteacher, who is also the designated lead for safeguarding, has led the development of a caring culture, based on knowing pupils as individuals. Staff know the pupils well and the headteacher ensures that they know the signs to look out for and know what to do, if they have concerns.
- The headteacher has undertaken the designated safeguarding lead training and she has ensured that school staff are up to date in their training, including about the 'Prevent' duty.

Quality of teaching, learning and assessment

Good

- Teachers have high expectations of the pupils' behaviour in lessons. As a result, pupils have positive attitudes to learning.
- Teachers, consistently, use strategies to involve pupils in their learning. Pupils respond well to those techniques and quickly settle to their learning.
- Pupils with whom the inspector spoke and those who completed the online inspection questionnaire reported that they find their work challenging and that teachers help them with their learning.
- Teachers have good subject knowledge and teach pupils subject-specific vocabulary effectively. They use their subject knowledge to find challenging ways for pupils to learn.
- They plan effectively and ensure that time is used well in lessons to maximise learning. The teachers use a range of resources, including interactive whiteboards, to capture pupils' interest, to demonstrate the learning and to provide clear explanations.
- Teachers and learning support assistants teach phonics effectively. They have taken on board the training on phonics teaching provided by leaders and, as a result, phonics teaching is of a high standard. Pupils currently at the school tackle unfamiliar words with growing confidence and they have made good progress over the past year.
- Teachers monitor the learning of pupils during lessons and through pupil progress meetings. As a result, they know the needs of the pupils well. When necessary, they step in to correct misconceptions and encourage pupils or provide specific support so that pupils can catch up.
- The teachers help disadvantaged pupils to make good progress from their starting points.
- They use problem-solving tasks effectively, so that the most able pupils currently at the school apply what they have learned and deepen their knowledge and understanding. They teach the pupils how to be effective learners and, if they believe pupils are not effective, they challenge them to think more carefully.
- The teachers provide clear feedback to pupils about their learning and provide pupils with the opportunity to correct misunderstandings and to build on their success. This contributes greatly to the progress pupils make.
- Leaders introduced a new assessment system related to the revised national curriculum in September 2015. Teachers use their assessments of pupils to inform discussions and evaluations that enable them to identify any pupils who are at risk of falling behind.

Once the pupils are identified, staff act successfully to help them to catch up.

- Work in the pupils' books shows that teachers develop pupils' understanding and use of English and mathematics in different subjects, particularly in science, geography, history and religious education (RE).

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- All staff, pupils and parents who spoke with the inspector or responded to the inspection questionnaires agree that children are safe in school. Pupils feel particularly safe because they know there is an adult in school to whom they can go if something is bothering them.
- Evidence in displays, books, teachers' plans, curriculum plans and from pupils show that social, moral, spiritual and cultural development is effective. Pupils are able to explore other peoples' cultures and beliefs through cross-curricular work and through RE. Pupils know what it is to be tolerant and how to show respect. As a result, they are well prepared for life outside school.

Behaviour

- The behaviour of pupils is good.
- Pupils are confident and self-assured in lessons and at breaktimes. Pupils who spoke with the inspector, or responded to the online inspection questionnaire, wanted to share their pride in their school and reported how much they enjoy coming to school. This is reflected in high levels of attendance.
- Pupils' books, including those of the most able and disadvantaged pupils, show the increasing pride that the pupils take in their learning and the high priority staff place on presentation. This reflects the improvements in teaching handwriting introduced by leaders and teachers.
- Pupils have positive attitudes to their work. Almost all pupils take part fully in their learning. When they are not taking part, staff act promptly and effectively to ensure that the pupils do so quickly.
- The pupils' conduct and behaviour are good and reflect the school's ethos. Both in lessons and informally at breaktimes, the pupils treat each other with respect and listen to what each other has to say.
- Staff and pupils believe behaviour is good and that bullying is very rare. The most able pupils and those who are disadvantaged with whom the inspector spoke raised no concerns about bullying. The pupils are sure that, if it should occur, staff would deal with it quickly and effectively. A very few parents have concerns about behaviour and bullying, but the inspector could find no evidence that it is widespread, or that incidents are not dealt with effectively.

Outcomes for pupils

Good

- According to the early, provisional information available, pupils' attainment at key stage 2 in 2016 in reading, writing, mathematics, and grammar, punctuation and spelling was above the national average. All pupils reached the expected standard in writing and mathematics and 86% achieved the standard in reading and grammar, punctuation and spelling.
- In 2016, Year 6 pupils made similar progress to pupils nationally between key stage 1 and key stage 2 in reading and in writing. However, progress in mathematics was not as strong.
- In previous years, the pupils have made progress broadly in line with what might be expected, given their starting points.
- Evidence in pupils' books and school performance information indicates that pupils currently in key stage 1 and key stage 2 are making good progress in reading, writing and mathematics.
- Pupils' attainment at key stage 1 has been above the national average for a number of years, except in writing. Recently, the standard achieved by pupils in writing has also improved and is above the national figure.
- The proportion of Year 1 pupils who achieved the national standard in phonics in 2015 was below the national figure. Results improved significantly in 2016 and the pupils achieved well because of the actions taken by leaders and staff to improve the teaching of phonics.

Early years provision

Good

- Effective leadership and management of the early years have secured improved outcomes for pupils in 2016, compared to 2015. Consequently, the proportion of children who achieve a good level of development at the end of the foundation stage is above the national figure.
- Children in the early years are well behaved and eager to join in all of the activities, particularly those that they select for themselves. They listen to adults and follow instructions well. They also listen to each other and take turns well.
- They show high levels of curiosity, imagination and concentration. They learn well independently and with others and, overall, have a good time learning and playing.
- The early years teachers know the children well and the provision staff make for children is effective. For example, they make good use of the limited space available and ensure that children have appropriate opportunities to play and learn.
- Leaders and teachers have developed an interesting curriculum that involves children in learning, such as when children were observed exploring rough and smooth textures in relation to the scales on a real trout, or naming the parts of fish, through their topic on the 'Rainbow Fish'. The children were obviously enthralled and the teachers were able to exploit the children's enthusiasm, resulting in a considerable amount of learning.

- Teachers have ensured that the learning spaces, indoors and out, meet all the needs of the curriculum and all the areas of learning. Outside, there is a variety of opportunities to develop language, including exploring writing and mark-making.
- Leaders and teachers use an online assessment system to good effect to record initial and continuous assessments. Their assessments are accurate and regular tracking of children enables staff to respond to the children's needs.
- Currently, parents do not contribute directly to the assessments and, as a result, the assessments are not as comprehensive as they could be. This delays teachers' ability to identify the needs of the pupils promptly at the beginning of the Reception Year and so the children do not get off to a quick enough start.
- Leaders have ensured that arrangements for safeguarding are effective.

School details

Unique reference number	120195
Local authority	Leicestershire
Inspection number	10019142

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.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	99
Appropriate authority	The governing body
Chair	Mr J. Bowers
Headteacher	Ms Phillippa Denney
Telephone number	01162402434
Website	www.kilby.leics.sch.uk
Email address	office@kilby.leics.sch.uk
Date of previous inspection	21–22 November 2011

Information about this school

- This school is smaller than the average-sized primary school and cohorts are very small. Consequently, there are too few pupils deemed to be the most able to report on by key stage.
- Similarly, the proportion of pupils for whom the school receives the pupil premium grant (additional government funding for disadvantaged pupils) is smaller than average and there are too few pupils in this group to report on by key stage.
- The proportion of pupils who have special educational needs and/or disabilities is below average and there are too few pupils in this group to report on by key stage.
- Most pupils are from White British backgrounds. A small minority come from minority ethnic groups. Few pupils speak English as an additional language.
- The school meets the government's floor standards, which set out the minimum expectations for attainment and progress of pupils by the end of Year 6.

- The school does not meet requirements on the publication of information about admission arrangements, the school accessibility plan, the evaluation of impact of the pupil premium and PE and sport premium.

Information about this inspection

- The inspector and the headteacher observed seven lessons or parts of lessons.
- The inspector looked at pupils' books, listened to pupils read and talked to them about their work. He also met with a group of pupils, including past members of the school council, and reviewed the 13 responses to the pupil online questionnaire.
- The inspector held meetings with school leaders, the designated person for safeguarding, the administrative officer, leaders responsible for English and mathematics, teachers, including the early years teacher, and three members of the governing body.
- The inspector reviewed the seven responses to the staff online questionnaire.
- The inspector also met with a representative of the local authority.
- The inspector considered parents' views, including 18 responses to the online Ofsted questionnaire, Parent View, and two letters.
- The inspector looked at a range of documentation, including information about safeguarding, the school's self-evaluation and improvement plans, minutes of the governing body, the most recent performance information on pupils' achievements, and information relating to teaching, behaviour and attendance.

Inspection team

Derek Myers, lead inspector

Her Majesty's Inspector

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