

Inspection of a good school: Kilby St Mary's Church of England Primary School

Main Street, Kilby, Wigston, Leicestershire LE18 3TD

Inspection date: 27 April 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

This is a friendly school. Staff know pupils well. There are caring and trusting relationships between pupils and staff. A comment typical of parents and carers was, 'This is a caring and community-centred school with good values.' Staff have high aspirations for pupils. Pupils appreciate that teachers do their best to help them with their learning. Pupils enjoy learning in a happy and safe environment.

Pupils have good attitudes to their learning. They are keen to come to school. They enjoy their lessons and are eager to learn. They behave well. Bullying is rare. Pupils know what to do if they are bullied. Leaders set high expectations for pupils' behaviour. Pupils respond well to these expectations. They understand the school's 'golden rules' well. They are considerate and caring. They listen to the views of others with respect. Pupils say that they feel safe in school. They know that there are adults whom they can talk to in school if they are worried.

Pupils relish the variety of exciting trips and experiences that enhance their learning and support their personal development. These include residential trips and visits to museums.

In early years, children enjoy learning by doing a broad range of activities. This helps them get off to a good start in their education.

What does the school do well and what does it need to do better?

Leaders have begun to review the curriculum. They aim for it to be broad and interesting for pupils. Leaders have thought about how each subject can inspire and engage pupils. They are keen to link topics of learning to focus on the local area.

In subjects such as art, the key knowledge and skills that pupils need to learn are clearly identified. It is clearly sequenced from early years to Year 6 to build learning logically. Pupils develop creativity and resilience in their artwork. Teachers check frequently what pupils know and can remember. Pupils are able to apply their knowledge skilfully and creatively to produce impressive pieces of work for their age. However, some subjects within the curriculum are not so well defined or developed. In mathematics, for example, it is not clear how pupils will develop specific knowledge over time. It is difficult for teachers to identify what pupils need to know and when.

In most subjects, teachers have strong subject knowledge. They present new learning effectively to help pupils make links with what they already know. All pupils listen attentively during lessons and make the most of learning time. Poor behaviour rarely disrupts learning.

Leaders are beginning to prioritise reading. Pupils read for different purposes and in different subjects. They love listening to their teachers reading stories to the whole class. They enjoy reading. Phonics teaching starts in early years. Pupils who need more help with reading receive extra support. Adults provide extra reading and phonics sessions. There is a suitable programme to teach phonics. However, the teaching of phonics is not consistent across the school. The books that pupils read do not always match the sounds they know. This is limiting pupils' ability to develop phonics knowledge that is appropriate for their age.

Staff at the school are committed. They care deeply about the children. Leaders do their best to support the well-being of the staff at the school. Governors are aware of the importance of staff workload and are working with senior leaders to check that this is appropriate.

Pupils with special educational needs and/or disabilities (SEND) are supported appropriately. Staff provide extra resources and support where necessary to help pupils with SEND access the same curriculum as other pupils. Yet leaders do not check frequently enough the effectiveness of any extra support. They do not always work in collaboration with parents effectively to meet pupils' individual needs.

Pupils benefit from a well-designed curriculum that promotes their personal development effectively. They learn about different families. They are taught and know about fundamental British values.

Leaders have established a before- and after-school club. This provides food and a range of activities for those who attend. Before the pandemic, the school offered a number of after-school sports clubs. The pupils are keen for these clubs to return.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive relevant training. They are aware of the signs that may suggest a child is at risk of harm. They know how to report any safeguarding concerns. Leaders keep records

of safeguarding concerns. They ensure that pupils are kept safe. However, occasionally, records do not clearly detail all the actions that leaders take to follow up their concerns.

Pupils understand how to keep themselves safe, including when online. Pupils told inspectors that they know whom to go to if they have a concern. Leaders have ensured that the curriculum provides opportunities for pupils to learn how to stay safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not identified clearly what pupils need to know and remember. Pupils do not have the knowledge they need to develop their skills in these subjects. Leaders should ensure that curriculum content exactly identifies the key knowledge that pupils need to know in all subjects.
- While there is a structured programme to teach phonics, this has not been implemented well. The teaching of phonics is not consistent. The books that pupils read do not match the sounds they know. Leaders should ensure a consistent approach to the teaching of early reading by training staff and thoroughly implementing the systematic synthetic programme to teach phonics.
- Pupils with SEND receive timely support. However, leaders do not assess frequently enough the effectiveness of this extra support. They do not always work in collaboration with parents to meet pupils' individual needs. Leaders should monitor and evaluate thoroughly the effectiveness of any additional support, and work in partnership with parents to meet pupils' needs well.
- Pupils are safe and well cared for. Records for safeguarding do not always contain the thorough and necessary detail. Leaders should ensure that records for safeguarding show exactly what actions have been taken to keep pupils safe and why.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in September 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	120195
Local authority	Leicestershire
Inspection number	10211530
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	70
Appropriate authority	The governing body
Chair of governing body	Judith Spence
Headteacher	Phillippa Denney
Website	www.kilby.leics.sch.uk
Date of previous inspection	13 and 14 September 2016, under section 8 of the Education Act 2005

Information about this school

- There have been no relevant changes to the school since the previous inspection.

Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, some subject leaders and members of the governing body.
- Deep dives were carried out in three subjects: early reading, mathematics and art. The inspectors met with curriculum leaders, visited lessons, looked at pupils' work and spoke with some pupils and most staff. The lead inspector listened to pupils read.
- To check the quality of safeguarding, inspectors met with safeguarding leaders, reviewed the school's single central record and spoke with staff to check how well they understood their safeguarding responsibilities.
- The responses to Ofsted's surveys were considered.

Inspection team

Andy Lakatos, lead inspector

Ofsted Inspector

Matthew Spoons

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