

Inspection of South Kilworth Church of England Primary School

Walcote Road, South Kilworth, Lutterworth, Leicestershire LE17 6EG

Inspection dates: 13 and 14 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils at South Kilworth are happy and proud of their school. Pupils enjoy being part of a small school, because 'everyone gets on with each other and looks after one another.'

Leaders have high expectations of all pupils, including pupils with special educational needs and/or disabilities (SEND). Pupils behave well in lessons and at other times of the day. They respond well to the clear routines and expectations that staff set for them.

The school's ethos that 'tall oaks from little acorns grow' aims to encourage pupils to focus on their personal and academic development. It is fully incorporated into school life, with children starting in the 'acorn' and finishing in the 'tall oaks' classes.

Pupils trust adults to help them with any issues or worries they have. Relationships between adults and pupils are warm and caring.

There are several leadership roles that pupils can benefit from taking on. These include being a member of the school council, a worship leader or being a sports or well-being ambassador. Pupils take pride in these roles.

Parents and carers are supportive of the school. One parent, typical of many, said: 'The school is a breath of fresh air. I am beyond thankful that my children get to grow up and be educated in such a wonderful environment.'

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

Leaders have brought about many improvements in the school. They have thought carefully about the curriculum, which is now well planned and sequenced. It precisely sets out what pupils are expected to learn each term from the early years to Year 6. In most cases, pupils can recall what they have learned.

Teachers assess pupils' knowledge and understanding frequently in class. This information helps teachers to identify when pupils have gaps in their knowledge. They use it to inform their planning. Teachers check pupils' learning in several ways, such as through the school's 'in and out' quizzes and careful questioning. However, assessment procedures are not fully embedded or consistent across all foundation subjects. Some subjects are at earlier stages of implementation than others. Leaders are aware of this and are considering their next steps in the use of assessment and feedback.

Teachers have good subject knowledge. Activities engage and support pupils in remembering the key knowledge being taught. For example, in a science lesson, the teacher used musical instruments to teach about sound and vibrations.

Leaders and staff make sure that pupils with SEND are fully included in learning and the day-to-day life of the school. Staff adapt their teaching to include pupils with SEND. For example, in mathematics, teachers break down new concepts into small, manageable steps. 'Talk partners' are also used effectively to allow children to share ideas and communicate.

Leaders have prioritised early reading and phonics. Staff are trained and carry out regular assessments. Interventions are in place to support pupils who are at risk of falling behind. Reading books are matched to the sounds that pupils know. This begins straight away in the early years class and continues for as long as it is needed. Pupils develop as fluent, confident readers with positive reading habits. The school provides a range of reading opportunities so that pupils read often and widely.

Children in the early years make a strong start to their education. The early years curriculum is well planned and sequenced across the areas of learning. The Reception Year learning environment is well resourced. Children have the opportunity to learn through play.

Pupils are friendly and polite to visitors. They behave well in lessons, work hard and show genuine respect for one another.

Pupils' personal development is well catered for. A well-planned personal, social and health education (PSHE) programme ensures that pupils learn about relationships, keeping themselves safe. In recognition of being from a small rural village, leaders are keen to ensure that pupils are well prepared for life in modern Britain. They have made sure that pupils are given opportunities to experience the world outside South Kilworth. For example, every year group was taken on a school trip to visit four different places of worship. Pupils know what fundamental British values are and why these are important.

The school is well led. Leaders put pupils at the centre of everything they do. Governors and leaders know the school well. Governors provide effective support and challenge. Leaders make sure that staff's workload and well-being are a priority. As a result, staff feel happy and well supported.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know pupils and their families very well. Leaders take their safeguarding responsibilities very seriously. There is a strong culture of safeguarding, and effective systems are in place to keep pupils safe. Leaders take prompt action in response to any concerns. Staff receive regular and appropriate training. Records are well maintained.

Pupils learn how to keep themselves safe. This includes when they are online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are aware that some aspects of the curriculum need further refinement, in particular ensuring that teachers' use of assessment in foundation subjects consistently identifies gaps and misconceptions in pupils' knowledge and enables pupils to develop their responses to feedback. Leaders need to develop assessment practice that is mindful of teachers' workload, to ensure that pupils' precise knowledge is checked, and teaching can be adjusted to ensure that knowledge is retained.

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.

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	144117
Local authority	Leicestershire
Inspection number	10254779
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	69
Appropriate authority	Board of trustees
Chair of trust	Jeremy Benson
Headteacher	Heather White
Website	www.southkilworthprimaryschool.com
Date of previous inspection	28 January 2020, under section 8 of the Education Act 2005

Information about this school

- The school joined the Learn Academies Trust in September 2020. The school is part of a cluster arrangement of three local primary schools.
- The school does not use the services of any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, science and physical education. For each deep dive, inspectors discussed the curriculum with curriculum leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.

- Inspectors considered the range of documents that the school keeps with regard to safeguarding. They spoke with pupils, staff and governors about safeguarding arrangements.
- Inspectors met with governors and trustees and took account of views expressed by parents via the online survey Ofsted Parent View.
- Inspectors spoke with groups of staff.

Inspection team

Dawn Ashbolt, lead inspector

His Majesty's Inspector

Cleo Redmond

Ofsted Inspector

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