

# Inspection of Kilsby Church of England Primary School

Manor Road, Kilsby, Rugby, Warwickshire CV23 8XS

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Inspection dates: 18 and 19 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Kilsby is a joyful, nurturing school. Staff have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils. The school values sit at the heart of everything. Staff model these values and refer to them frequently in conversations with pupils. As a result, pupils say the school is 'a nice place to be'. Pupils feel happy and safe.

Pupils have positive attitudes towards their learning and show resilience in lessons. Teachers regularly check in with pupils and give them prompt reminders. These approaches are helping pupils to manage their own behaviour and develop independence.

Pupils are well mannered. Incidents of bullying are rare. Pupils understand what bullying is, including cyber-bullying. Leaders ensure that tailored support is available for any pupils who may need it.

Pupils enjoy working together. They show care for the environment and nature around them. During breakfast club, a group of pupils rescued and revived a bee while another group litter picked.

Pupils are proud of their school. Pupils value the use of 'spotlight' awards in assemblies to recognise their individual achievements. Pupils enjoy taking on extra responsibility and they aspire to be house captains in Year 6.

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

Leaders have introduced an ambitious curriculum. They have ensured that the curriculum enables pupils to learn about the local area. This makes learning relevant for pupils. Teachers help pupils to make links in their knowledge across subjects.

Children make a strong start in the Reception Year. Relationships between staff and children are warm and nurturing. Teachers plan engaging learning activities that cover all areas of learning. Children have the opportunity to learn effectively through play in both the indoor and outdoor areas.

The quality of adult and child interactions in the early years is strong. Staff skilfully move children's learning on by engaging, scaffolding and narrating their learning. Children demonstrate high levels of curiosity, concentration and enjoyment. Staff encourage children to follow their interests and develop independence. Pupils are well prepared for key stage 1.

Leaders have prioritised reading. Phonics sessions support pupils to gain the knowledge and skills they need to read new words. These sessions start straight away in the Reception Year. Reading books are well matched to the sounds pupils

learn. This is helping pupils to build their confidence and develop reading fluency. Some pupils access extra phonics input in small groups to help them to keep up.

After pupils complete the phonics programme, reading lessons focus on developing reading comprehension. Leaders choose texts with care so that pupils experience a diverse range of genres and cultures. In lessons, teachers model to pupils a range of different strategies to give further meaning to what they have read. Storytime at the end of the day provides pupils with a moment to read for pleasure.

In mathematics lessons, pupils develop their mathematical fluency, reasoning and problem-solving skills. Teachers recap and revisit key knowledge and vocabulary from previous lessons. Teachers address misconceptions in the moment. These strategies help pupils to know and remember more.

Teachers plan topic lessons which cover the majority of the foundation subjects. Pupils talk about what they have learned for each discrete subject with enthusiasm. There is some inconsistency in how subject leaders monitor the foundation subjects. Subject leaders are also developing how they use the information they collect about what pupils know.

Pupils are well prepared for life in modern Britain. Pupils learn about different types of relationship and family. Pupils understand the importance of equality and are keen to celebrate their differences. Pupils have access to a wide range of clubs. Leaders nurture individual talents and interests.

Pupils access rich outdoor learning opportunities. They enjoy these experiences and value their interactions in nature. One pupil said: 'Last week, I saw a newt – today I found a centipede!' Staff model safety expectations. Pupils follow instructions carefully. They are taught how to keep safe and can take risks independently, such as toasting marshmallows on an open fire.

Pupils with SEND receive the correct support. Teachers adapt lessons and activities so that pupils with SEND have access to the same ambitious curriculum as their peers. Leaders work with a range of external agencies to seek advice where necessary.

The school is well led and managed. Staff feel that leaders are approachable and considerate of their workload and well-being. Leaders work closely with representatives from the trust. They value this extra layer of strategic support. Staff access a range of professional development opportunities. Subject leaders value the opportunity to network with colleagues from across the trust.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a strong safeguarding culture at the school. Staff receive regular training and know that 'it could happen here'. Staff know how to report concerns and record-keeping is robust.

Leaders work with a range of external agencies to ensure that the correct support is in place for pupils and families. Those who are responsible for governance fulfil their statutory duties.

Pupils know how to keep themselves safe, including online. Pupils feel well supported by the adults in school. One pupil said: 'We have trusted adults in school who we can share our problems and feelings with.'

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

### **(Information for the school and appropriate authority)**

- Subject leaders' understanding of how well the curriculum is being implemented is limited in some subjects. As a result, they do not yet identify precisely what is going well and what actions are needed to improve the curriculum further. Leaders should ensure that subject leaders develop their skills further so that all areas of the school's curriculum implementation can be monitored effectively.

## **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

<b>Unique reference number</b>	141079
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10268056
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	143
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Karen Falvey
<b>Headteacher</b>	Georgina Sensecall
<b>Website</b>	<a href="http://www.kilsbyprimary.net">www.kilsbyprimary.net</a>
<b>Date of previous inspection</b>	21 April 2022, under section 8 of the Education Act 2005

## Information about this school

- The school has not previously been inspected under section 5 of the Education Act 2005.
- The school is part of the Diocese of Peterborough. The most recent section 48 inspection of this Church of England school, which is an inspection of the school's religious character, took place on 3 December 2019. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next inspection will be within eight years of the last section 48 inspection.
- The school uses no alternative provision.

## Information about this inspection

- The inspectors carried out this graded inspection under section 5 of the Education Act 2005.
- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and the special educational needs coordinator.
- Inspectors carried out deep dives in reading, mathematics, physical education and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke with teachers and pupils and looked at samples of pupils' work.
- Inspectors also looked at curriculum documentation for science, design and technology, geography and modern foreign languages.
- The lead inspector listened to a sample of pupils in key stages 1 and 2 read to a familiar adult.
- Inspectors met with the designated safeguarding leaders to discuss the actions taken to keep pupils safe. They also spoke with pupils and staff about safeguarding and reviewed a range of documents, including the school's single central record of pre-employment checks.
- Inspectors visited the school's breakfast club.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and also considered the results of the staff and pupil questionnaires.
- Inspectors met with the chief executive officer and the director of education of the multi-academy trust. Inspectors also met with representatives from the local governing body and the board of trustees.

### **Inspection team**

Luella Manssen, lead inspector	Ofsted Inspector
Caroline Oliver	Ofsted Inspector

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