



Kilby St Mary's Church of England Primary School

Inspection Report

Unique Reference Number 120195
Local Authority Leicestershire
Inspection number 291665
Inspection date 12 October 2006
Reporting inspector Anthony Dobell

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Main Street
School category	Voluntary aided		Kilby
Age range of pupils	4-11		LE18 3TD
Gender of pupils	Mixed	Telephone number	0116 2402434
Number on roll (school)	76	Fax number	0116 2402434
Appropriate authority	The governing body	Chair	J Bowers
		Headteacher	C Charters
Date of previous school inspection	19 March 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This very small school serves the village of Kilby and the surrounding area. Relatively few children live in the village and some 75% of pupils live outside the immediate area and attend this school because their parents choose it. Most pupils are from White British backgrounds. The proportion of pupils with learning difficulties is below average. Children join Reception with levels of understanding which cover a wide range but are average overall.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. Standards are above average because pupils achieve well. The headteacher, fully supported by her colleagues, leads and manages the school well. Improvement has been good since the previous inspection. There is a clear unity of purpose in the school and all adults want pupils to reach their potential. The school has a secure understanding of its strengths and areas where it can improve. There is a clear intention to give pupils learning activities of high quality. The school's curriculum is of good quality and its enrichment programmes are outstanding, with a particular strength in music.

Good teaching enables all pupils to make good progress. This begins with good provision in Reception and continues throughout the school. Staff are particularly skilled in ensuring that all groups of pupils are given work which enables them to improve from their existing levels of understanding. Work is marked regularly and there are good examples of comments helping pupils to improve their work. Pupils in Year 6 have a reasonable understanding of how well they are doing, but this understanding is less secure in younger age groups. The school has introduced satisfactory systems for tracking pupils' progress but information from this could be used more systematically to help pupils to make further progress.

Pupils' personal development is good because everyone is well cared for as an individual. Pupils feel safe and secure in the school. One pupil told an inspector, 'bullying is rare – mostly tale-telling'. Pupils enjoy school. Their involvement in the school community and the local area is outstanding. They are proud of their work for charities and their support for an African child. Pupils' good personal development results from the school's concern to give them a rounded education and help them become sensitive to the needs of others.

The school's strong Christian ethos and its close links with the church help pupils to feel valued and to develop into confident and articulate young people. Parents express strong support for the school and appreciate the very good care provided. One new parent wrote to inspectors, 'I cannot praise staff enough for the wonderful reception my children received: they have both settled extremely well and, thankfully, now thoroughly enjoy coming to school each day'.

What the school should do to improve further

- Refine systems for managing pupils' progress so that the school has a clear understanding of how much progress pupils should make from year to year.
- Ensure that pupils understand how well they are doing and how to improve further.

Achievement and standards

Grade: 2

From 2001 to 2005, standards in the national tests at the end of Year 2 were above average and significantly above average in 2002 to 2004. From a generally average

start when children join the school, this demonstrates that progress is good in Reception and Years 1 and 2. In the national tests at the end of Year 6, standards were significantly above average in 2002 and 2003 and average in 2004 and 2005. The school recognises that small year groups could result in variations in standards. However, in 2004 and 2005, some pupils did not make the expected progress although achievement was still satisfactory. The school introduced initiatives, for example in the teaching of English and mathematics, to improve pupils' progress. These proved effective and progress improved in 2006. A careful analysis of pupils' results shows that almost half the pupils made better progress than expected. The school's evaluation of the standards and progress of pupils currently in Year 6 suggests that the profile is likely to improve further in 2007.

Pupils make good progress throughout the school because learning activities are interesting and sometimes challenging for pupils at different stages of learning. Carefully targeted support enables all pupils, including those with learning difficulties, to achieve well. More systematic assessment would enable some to make even better progress.

Personal development and well-being

Grade: 2

Pupils' good attendance and punctuality show that they enjoy school. Many parents wrote to confirm this, for example 'my children really enjoy attending school as they are treated as individuals and encouraged to do their best'. Behaviour is good in lessons and at play, although a few pupils can chatter in class and be boisterous at play. Pupils are responsible and kind, particularly older pupils who take good care of younger ones. They enjoy taking on responsibilities and carry them out well. Pupils in Years 5 and 6 speak enthusiastically about their work on the school council, but younger pupils are less clear about its role.

Pupils' spiritual, moral, social and cultural development is good. Spiritual awareness is fostered effectively by the school's close links with the church. Pupils have a clear appreciation of right and wrong and are sensitive to the needs of those less fortunate than themselves. Their cultural development is supported by high quality music and, for older pupils, by links with children in other countries. Pupils' contributions to the school, the local community and to the wider world, for example through their charity work and their musical activities, are outstanding. Their good basic skills in literacy, numeracy and awareness of information and communication technology equip pupils well for the future.

Quality of provision

Teaching and learning

Grade: 2

Throughout the school, good teaching enables pupils to learn well and to make good progress. In Reception, children settle quickly and get a good start to their education. Improved provision since the last inspection means that children now benefit from a broader range of learning activities. Throughout the school, teachers are adept at managing learning in the mixed-age classes so that pupils at different stages of learning are given work carefully matched to their needs, although there is scope for developing aspects of assessment further. Interesting and challenging learning activities enable all pupils, including those with learning difficulties, to build on their existing levels of understanding. In some subjects in Years 1 to 4, there is an over reliance on worksheets which do not challenge pupils enough and hinder the development of their independence in managing their own learning. Teaching assistants support pupils with learning difficulties effectively so that they play a full part in lessons.

Pupils' work is conscientiously marked and there are good examples of comments helping pupils to improve their work. However, these are not consistent across the school and this means that some opportunities to help pupils to improve their work are missed.

Curriculum and other activities

Grade: 2

The school's good curriculum fulfils all requirements and supports pupils' personal as well as academic development. Teachers skilfully adapt the curriculum to meet the needs of all learners so that they make good progress. Information and communication technology is used well to support learning in different subjects. The school has begun to explore how work in one subject can be used to support learning in another, but there is scope for this to be developed further.

The range of activities to enrich learning is outstanding. Pupils enjoy a wide range of clubs and activities, and visits and visitors make learning more meaningful. The provision for music is particularly strong with all pupils in Years 3 to 6 playing the recorder and large numbers playing other instruments. For example, in an assembly, six clarinettists played Beethoven's 'Ode to Joy' while pupils left the hall. The school joins with other local schools in annual productions which further enhance the curriculum.

Care, guidance and support

Grade: 2

Pupils are looked after well and this develops their confidence and self-esteem. The provision for child protection, first aid and health and safety is good. Pupils are helped to feel safe and secure in the school and know that they can approach an adult with

any problems, knowing that they will be listened to sensitively. This gives them confidence and supports their good progress.

Good systems have been introduced to track pupils' progress, but they are not yet fully effective. At this stage, while older pupils know how well they are doing and how to make further progress, younger pupils are less clear. Staff are aware of the need to refine their systems to help pupils to make progress systematically.

Leadership and management

Grade: 2

Leaders and managers are caring and astute so that the school has made good progress since its last inspection. The headteacher and her colleagues analyse the school's achievements effectively in order to build on its many strengths and to identify areas for improvement. They appreciate that there is scope to refine assessment systems to make them more effective. Even so, there is a clear determination to raise standards and to help all pupils to reach their potential. Pupils and parents appreciate the headteacher's cheery and reassuring presence around the school.

All adults in the school emphasise the importance of a broad education so that pupils not only succeed academically, but also develop into confident and articulate young people able to enjoy and contribute to life. Governors stress this commitment and are in school regularly so that they have a good first hand appreciation of the school's work. They are supportive, but also willing to question and challenge. There is a clear unity of purpose among all adults in the school and a determination to identify and overcome any perceived weaknesses. The school is in a good position to improve further.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us into your school, being so friendly and polite, and telling us about your learning and your lives in school. We think that yours is a good school in many ways.

- Here are some of your school's good features
- You are happy in school, attend regularly and enjoy your lessons.
- You put a lot of effort into your work and make good progress.
- You are kind to each other, behave sensibly and get on well together.
- Your teachers try hard to make your learning interesting and take good care of you.
- You know how important it is to keep safe and healthy and to exercise regularly.
- You enjoy opportunities to take responsibilities and carry them out well.
- Your headteacher and teachers are working hard to make the school even better.

What we have asked the school to do

- We have asked teachers to help you to understand more clearly how well you are doing and how you can improve work further.

We enjoyed our day in your school very much and wish you well for the future.