

# Kilsby Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	121979
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	292282
<b>Inspection date</b>	21 May 2007
<b>Reporting inspector</b>	Mike Capper

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	93
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Land
<b>Headteacher</b>	Fiona Clipson
<b>Date of previous school inspection</b>	1 February 2002
<b>School address</b>	Manor Road Kilsby Rugby CV23 8XS
<b>Telephone number</b>	01788 822711
<b>Fax number</b>	01788 822711

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This small rural primary school takes pupils from the village of Kilsby and the surrounding areas. The number of pupils eligible for free school meals is below average, as is the number identified as having learning difficulties. Children's attainment when they start school varies from year to year but is broadly average overall. The headteacher has been in post for 16 months, having previously been the school's senior teacher.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school that has some good features, especially in the way that adults support pupils' personal needs. There is a calm and welcoming atmosphere in school that ensures that pupils are happy. As one parent wrote, 'We appreciate the fact that our children go to school every day happily and return home having had a lovely time.' Satisfactory teaching means that pupils' achievement is satisfactory. Throughout the school, teachers are hardworking and enthusiastic, but they do not always ensure that work is pitched at the right level for all pupils. This slows the progress of more able pupils, in particular. Pupils' work is regularly marked and targets are helping to give them a better understanding of how they can improve their performance. Children get a good start in the Reception year. In this year group, good teaching and a rich curriculum ensure that children make good progress. Consequently, standards are above those found nationally by the start of Year 1. In the rest of the school, pupils make satisfactory progress overall, maintaining above average standards up to the end of Year 6. Test results are lowest in writing and pupils do not always make fast enough progress in improving their writing skills. This is because, despite recent initiatives, they have insufficient opportunities to improve by writing purposefully in different subjects. This makes the curriculum satisfactory, with a strength being the way that it is enriched by an exciting number of visits, visitors and clubs. These additional opportunities are greatly enjoyed by pupils, as was seen by their response to a visiting theatre group on the day of the inspection. Care, guidance and support for pupils are satisfactory with strengths in the pastoral aspects. All adults are kind and caring and in this small school everybody knows everyone. These strong features of care ensure that pupils' personal development and well-being are good. Most pupils are keen to learn and they get on well together. They are polite and courteous to visitors and they learn good values. Extensive links with schools in other countries contribute especially well to pupils' good cultural awareness. Pupils make a good contribution to the local community and are keen to take responsibility. The way that school councillors so carefully ensured that bins bought for the playground were made out of recycled plastic shows a particularly good awareness of the need to take care of the environment. Leadership and management are satisfactory. Members of staff work together well and they are taking the right steps to improve provision. The school has begun to accumulate a wealth of data to track pupils' progress so that senior managers can evaluate school effectiveness more accurately. This information is not yet used rigorously to check that all pupils are doing well enough from term to term so that any dips in progress can be dealt with as soon as they arise. The school has already demonstrated, in the way that it is tackling underachievement in writing and developed more thorough assessment systems, that it has a satisfactory capacity to improve further.

### What the school should do to improve further

- Ensure that teachers always pitch work at the right level for all pupils, especially the more able.
- Improve progress in writing by giving pupils more opportunities to write purposefully in different subjects.
- Make more rigorous use of assessment information to identify pupils' rate of progress and to tackle swiftly any dips in progress. A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory, though progress is not yet consistent across the school. Children make good progress in the Reception year. By the end of the Reception year, most children work at, or exceed, the levels expected for their age. The high expectations of adults mean that children make especially good progress in personal, social and emotional development. Children quickly develop good independence and they learn to concentrate well. In Years 1 to 6, all pupils, including those with learning difficulties, make satisfactory progress. Standards are above average overall by the end of Year 6 in English, mathematics and science. In English, pupils do less well in writing than in reading. Pupils do better in reading because they get many opportunities to improve their skills at home as well as at school. This good practice is less evident in writing where opportunities to write in different subjects are not yet firmly established across the school.

## **Personal development and well-being**

### **Grade: 2**

Pupils' good attendance demonstrates their full enjoyment of school. Children in the Reception year settle quickly with the help of their 'buddies', concentrate well and develop good personal skills. In the rest of the school, pupils generally behave sensibly and cooperate with each other. There are occasions when a few pupils behave immaturely in one class and when this happens the pace of learning slows. Pupils' spiritual, moral, social and cultural development is good. Pupils develop a good awareness of different cultures through themed workshops and international links. They explain how they enjoy sending and receiving information from a school in Uganda. Pupils happily take responsibility and show good respect for others. Younger pupils like the way that if they wait at the 'friendship stop' on the playground other pupils will invite them to join in with their games. Pupils adopt healthy lifestyles well by eating healthy snacks and taking lots of exercise. As one pupil rightly said, 'Fruit helps you to grow.' They have a good understanding of how to stay safe. They know why it is important to be visible when crossing the road in the dark and they learn to ride their bicycles safely. Pupils are starting to be involved in monitoring their own progress and some, but not all, know their writing targets. Pupils are prepared well for the next stage of their education because they develop generally good basic skills, learn to become responsible and gain an insight into managing budgets through the hard working school council.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

In the Reception Year, members of staff plan good links between the different areas of learning. These links help to make learning purposeful and lead to good levels of engagement from children. Adults are particularly effective in supporting the children's good personal, social and emotional development. They plan interesting work, with role play used well to develop and extend learning. This was seen to good effect on a 'pirate ship' as children worked together to 'see off' invaders. In Years 1 to 6, teachers work hard preparing lessons and they make good use of the well trained teaching assistants to support small groups of pupils with learning difficulties. Pupils' behaviour is managed well in most lessons. The level of challenge for more

able pupils is not consistently high enough so at times these pupils lose interest and do not make fast enough progress.

## **Curriculum and other activities**

### **Grade: 3**

The good curriculum for children in the Reception year meets their needs well and gives them a good start. It includes a good balance between activities that children choose for themselves from a range provided and those directed by adults. In Years 1 to 6, the curriculum is broad and balanced and largely captures pupils' interests. It helps them to build steadily on what they have already learnt, although planning does not always take enough account of the needs of the most able. There is a good focus on developing basic skills but in some subjects, teachers give pupils too few opportunities to improve their writing because recording tasks are undemanding. The curriculum successfully promotes safe and healthy living. A good range of additional activities such as clubs, visits and visitors extends the pupils' skills well and adds to their enjoyment of school. For example, pupils in Year 2 were very animated when talking about the naughty antics of the pirates from a visiting theatre company.

## **Care, guidance and support**

### **Grade: 3**

Members of staff know the pupils well and take good care of them. There are well established systems for safeguarding their well-being, including good links with outside agencies. Pupils especially like their friends and teachers, and report that as a result they feel safe. They are not unduly concerned about very occasional instances of bullying and report that 'little niggles' are 'sorted out' well. Sensitive support when children first start school helps them to settle quickly into routines. Pupils in Year 6 are well prepared for their transfer to secondary education. Academic support is satisfactory. There are thorough assessment arrangements for children in the Reception year. In Years 1 to 6, new information for tracking pupils' progress shows what levels they are working at. However, this information is not always used well enough when teachers plan work or to pick up quickly whether any pupils are falling behind. Pupils with learning difficulties are identified early and provided with clear targets for improvement.

## **Leadership and management**

### **Grade: 3**

In a relatively short time, the headteacher has brought fresh ideas to the school. There is a good awareness that, despite some recent improvements, progress in Years 1 to 6 still needs to be faster. There has been an almost complete change of staff over the last two years and this, together with the headteacher's heavy teaching commitment, has slowed the pace of change. Despite this, some helpful initiatives are beginning to have a positive effect on learning. For example, the school is beginning to raise standards in writing by focusing on the small steps each child needs to take to improve their work. There are satisfactory systems for finding out how well the school is doing. The monitoring of teaching is thorough and gives a clear picture of what is going well and what needs improving. The use of performance data to check pupils' progress, although satisfactory, is less well established. Consequently, senior managers have a too generous picture of the school's overall effectiveness. Until recently, the school had very little information about how well pupils were doing from term to term. This newly gathered information is not yet used rigorously enough to identify where progress is too slow so that

any underachievement can be tackled quickly. Governance is satisfactory. Governors are very supportive and play a good part in managing finances. They have rightly identified that they should do more to hold the school to account now that they have a greater range of information to help them.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
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	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	3
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

22 May 2007 Dear Children

Inspection of Kilsby CE Primary School, Kilsby, CV23 8XS

Thank you for welcoming us to your school and for showing us your work. You were polite and friendly to us. At the moment, your school is providing a satisfactory education. This means that we found some good things in the school but also some things that need improving.

Some of the things we found out about your school:

- Good teaching helps you to learn quickly in the Reception year. We are especially impressed by the way that the children in this class help each other and try so hard in lessons.
- You are making steady progress in Years 1 to 6. At the moment, you make slightly slower progress in writing than in other areas.
- Most of you enjoy school and behave sensibly, although we were disappointed that some of you were silly in one lesson and did not try hard enough.
- You are taught all the subjects you should be. We think you are able to take part in lots of fun activities out of lessons. The visit from the theatre group sounded great fun!
- All adults in school are kind and caring and they look after you well. They are beginning to set you targets to help you understand how to improve your work, although this could still be extended further.
- Your headteacher, teachers and governors know what they need to do to improve the school.

What we have asked your school to do now:

- Help you to do better in writing by encouraging you to do more writing in subjects other than literacy.
- Make sure that teachers always give you work that is hard enough for you.
- Use information about how well you are learning to check that you are all doing well enough from term to term.

We thoroughly enjoyed talking to you and watching you learn. We wish you all well for the future. We hope you continue to help your teachers by working hard and being sensible in all lessons.

Yours sincerely

Mr M Capper Lead Inspector