

Kirby Muxloe Primary School

Inspection report

Unique Reference Number	119933
Local Authority	Leicestershire
Inspection number	313452
Inspection date	7 November 2007
Reporting inspector	Patricia Potheary

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	355
Appropriate authority	The governing body
Chair	David Thomas
Headteacher	Suki Hundal
Date of previous school inspection	6 October 2003
School address	Barwell Road Kirby Muxloe Leicester LE9 2AA
Telephone number	01162 393410
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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: • provision and progress in the Reception class • pupils' performance in writing through the school • provision and progress for pupils with learning difficulties • the extent of provision to encourage multicultural awareness • the actions of the new leadership team in driving school improvement. Evidence was collected from national and school data analysis (RAISEonline), the school's self-evaluation, the previous inspection report, lesson observations, pupils' work, governors, the local authority school improvement partner, senior staff, pupils, parent questionnaire responses, policies, monitoring reports, school data and other documents. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Kirby Muxloe is a larger than average primary school. Most pupils are of White British backgrounds, with a small minority from other ethnic groups, mainly Asian. There are lower than average numbers of pupils with learning difficulties and/or disabilities. The headteacher and senior leaders were appointed in January 2007. The Foundation Stage co-ordinator was appointed in September 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Kirby Muxloe is a good school. It has several outstanding features, although some initiatives to address areas of relative weakness are too recent to have had the fullest impact. Pupils starting school meet the age expected levels in all areas of learning and make good progress throughout the school, including Reception. By the time they leave Year 6, standards are very high. This is due to an exceptionally rich curriculum, good quality engaging teaching and strong leadership and management.

The school ensures that most pupils know what they must do to improve and guides them well in reaching their challenging targets. This means that pupils want to succeed and feel confident that they do so. Behaviour is exemplary. Pupils feel very safe and say that they do not experience bullying, being sure that teachers deal well with any incidents. Pupils are very positive about all aspects of the school, typically saying that 'lessons are fun but teachers really help you to know what you have to do'. Pupils evidently enjoy themselves and express a keen enthusiasm for the many clubs, trips, visitors and, especially, swimming which help to bring their learning alive. Pupils' outstanding personal development includes an exceptional contribution to the school and community, especially through the 'Kids in the community' club. The older pupils are very mature in the way they care for and guide younger pupils, and the youngest pupils act very sensibly in putting things away as well as taking responsibility by, for example, sitting on the school council.

High quality care, guidance and support provide not only a safe secure environment but careful, regular tracking of each pupil's progress, which ensures timely support for those falling behind. Strong links with other organisations and very good support systems ensures that pupils' personal needs are met exceptionally well.

The capacity for the school to improve is good. The new leadership team, very ably led by the headteacher, and supported well by governors, has an accurate grasp of strengths and areas for development. Although it is early days, many of the new leadership's initiatives are already resulting in improvements in standards and achievement, especially in Years 1 and 2. In addition, teaching and learning in information and communication technology (ICT) have been improved effectively. Good self-evaluation is based upon very thorough gathering of information. School leaders have identified writing as a weaker area, because progress in Reception and for younger pupils is satisfactory rather than good. In addition, opportunities to encourage and develop writing in other subjects are often missed.

School leaders have recently improved the use of data to pinpoint the needs of different groups of pupils at an earlier stage. The absence of this meant that the school had not identified until recently that pupils with learning difficulties, while making satisfactory progress, were not always making as much progress as other groups, especially in Years 1 and 2. This was also noted by a small minority of parents. There is still some variance between classes although in most, progress is now good.

Teaching is characterised by very thorough planning that builds on the learning that has gone before. Teachers have very high expectations of what pupils will achieve and lively interesting presentations and activities to keep pupils engaged. This is why pupils make such good progress overall, especially in reading. It also leads to several instances of outstanding progress; for example, the Year 6 leavers in 2007 made excellent progress in mathematics. In a few lessons, work is not linked well enough to the information on individual pupils' progress to ensure that

they all do as well as they can. This contributes to the relatively slower and more variable progress for those with learning difficulties. The school buzzes with interesting activities to support pupils' good spiritual, moral social and cultural development. Strong creative arts include the large school orchestra, which performs regularly. There are plenty of activities where pupils show a fine team spirit and thoughtful care for others. Pupils are taught about, and do appreciate and respect, the cultures of others but, as the school has identified, they do not have enough opportunities to learn about the multicultural nature of our society as part of everyday learning. This is being addressed through the introduction of a themed curriculum. Through effective provision, pupils have an excellent understanding about keeping healthy. Several pupils said how much more activity they do in the evenings now they know how good it is for them.

A large majority of parents are very positive about all aspects of the school, many commenting, as one parent typically explains, 'We chose this school for the high level of education and care, and have seen our child really blossom here'. A small minority are concerned that senior leaders do not appear to be easy to approach. Nevertheless, school systems for communicating with parents and responding to their concerns are very thorough. As endorsed by the inspection, secondary schools regularly comment upon just how well prepared for their futures and for secondary education pupils from the school are. They find them well rounded, keen to learn, exceptionally well behaved, and with high standards in literacy and numeracy.

Effectiveness of the Foundation Stage

Grade: 2

Effective provision is helping children make good progress in all areas of learning, with the exception of writing where progress is satisfactory. By the time they enter Year 1, they confidently meet national expectations. This includes some strong skills in ICT. Children often exceed national expectations in mathematical development and knowledge and understanding of the world. The supportive and beautifully presented environment means that children's behaviour and attitudes to learning are outstanding and they show considerable responsibility when working together. Good teaching and a rich curriculum are organised expertly to build on what has been learned before and really engages pupils so that they have fun while they are learning. In one phonics lesson, for example, pupils appeared spellbound by the sound of 'sh'. The outside areas are not well developed, but good use of moveable equipment enables children to successfully learn and play outside.

The recently appointed co-ordinator leads and manages Reception well and has already identified where improvements are needed. She has, for example, recognised that there is some very good information on how well individual children are doing, but has a more limited overview about the progress of different groups over time.

What the school should do to improve further

- encourage better progress in writing by improving teaching and giving more opportunities for pupils to write in a range of subjects
- improve the progress of pupils with learning difficulties by using assessment information more effectively in all lessons.

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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	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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	1
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?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	1

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?	1

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.

Annex A

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for being so welcoming when I visited your school. I enjoyed meeting you very much, joining you for lunch and seeing some of your lessons.

Your school is successful, well run and very caring. It is a good school, just as several of you and your parents told me it was. It helps all of you, including those in Reception, to make good progress in your subjects and to make excellent progress in your personal development. School leaders do a good job in seeing that the school keeps improving. You are responsible, very hard-working and behave extremely well. The way you are involved in the school and community is outstanding and you clearly enjoy coming to school. The school is exceptionally successful at keeping you safe, caring for you and guiding you to reach your quite challenging targets.

Your teachers and teaching assistants are skilled at helping you to do your best, and teaching is interesting, fun and of good quality. You make at least good progress in almost every subject, but your progress in writing is slower in the younger age groups. Your school has therefore been asked to make sure that the progress you make in writing is as strong as it is in mathematics, science and reading. The teachers have also been asked to see that those of you who sometimes find learning more difficult are helped to make good progress in every class because although you mostly do well, this is not always the case. Maybe you can share your ideas of how these things might happen.

It was pleasing to see that you take so much exercise and eat such healthy food. The confident way you work well in teams and support each other, alongside your good numeracy, literacy and ICT skills, will stand you in excellent stead for your future lives. Your teachers see to it that you have a good range of subjects, with some excellent additions such as the orchestra and the many clubs and visits to make school enjoyable.

I am impressed with the way you help with the smooth running of the school, and particularly the excellent way the school council and eco group contribute to your involvement.

I wish you all the very best in the future.