

Kibworth Church of England Primary School

Inspection report

Unique Reference Number	120139
Local Authority	Leicestershire
Inspection number	313528
Inspection dates	2–3 October 2007
Reporting inspector	Arnalena Bee

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	388
Appropriate authority	The governing body
Chair	Andrew Munro
Headteacher	Paul Stone
Date of previous school inspection	10 January 2005
School address	Hillcrest Avenue Kibworth Leicester LE8 0NH
Telephone number	01162 792485
Fax number	01162 796737

Age group	4-11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than the average-sized primary school. Most pupils are from White British backgrounds. Attainment on entry to the Reception classes is as expected of children aged four. The proportion of pupils who are eligible for free school meals is low. The number of pupils who are identified as having learning difficulties and/or disabilities is below average. During the last year, the school has undergone an unsettled time with many changes of senior staff. The headteacher has been in post for one term and his senior leaders and managers have been working with him for just a few weeks.

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 with a number of good features. Most pupils enjoy learning and play with pleasure and enthusiasm. This is reflected in their good attendance and the way pupils conduct themselves while in lessons and as they move around the school. Pupils speak sensibly about the visitors who come in to talk to them about safety and the need to stay safe at all times. Behaviour for the most part is good and often exemplary. Older pupils take on responsibilities for themselves, their fellow pupils, their school and the local community. They enthusiastically take part in the growing number of activities requiring teamwork and initiative. An outstanding feature of the good curriculum is the way that extra-curricular activities are planned to support and enrich learning, in particular, pupils' personal development. Parents are very appreciative of these. Pupils excitedly attend lessons arranged before and after school. Very good induction systems enable the Reception children to settle into school quickly. As a result, they soon learn what is expected of them and develop positive attitudes to learning. By the time they leave school, pupils say they are well prepared for their next stage of education. They are right.

Standards are well above average at the end of Key Stage 2 and pupils achieve well and at times, very well, in relation to their starting points. Despite this, pupils' progress is not consistent. Progress is determined by the quality of teaching which ranges from outstanding to inadequate. Children achieve well in the Reception classes and in Year 1. In Years 2, 3 and 4, achievement varies between inadequate and good. Achievement is more rapid in Years 5 and 6 because teaching is better. The academic guidance pupils are given to improve their work is satisfactory. They have recently been given targets in literacy and mathematics for the first time. Older pupils are very excited about these and know they will enable them to get better. As yet, the use of targets is not well established and therefore has not had time to impact on achievement significantly. The quality of marking ranges from good to inadequate. As a result, it is not consistently informing what pupils, including those with learning difficulties and/or disabilities, need to do to improve. All pupils are well cared for and given good support to develop personally.

The new headteacher, senior and middle managers have identified their first priority as raising the quality of teaching and learning. They are totally committed to making sure that all pupils consistently receive at least good teaching. In the short time that the headteacher has been in post, he has gained the support of the staff, parents and pupils. As one older girl said, 'Our new headteacher has settled in well. He is always smiling.' The senior team and the governors have a good idea of the strengths of the school and what is needed to improve it further. Many new systems and structures have very recently been put in place. These look promising but, as yet, have not had time to improve either the quality of teaching and learning significantly or make achievement more consistent across the school. Nevertheless, the school now has satisfactory capacity to improve further. Governors have had a difficult job in supporting the school during its unsettled time. They have supported and challenged their new headteacher well and are totally committed to making sure that the children receive the best.

A small proportion of schools whose overall effectiveness is judged as satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5.

Effectiveness of the Foundation Stage

Grade: 2

The children in the Reception classes are well catered for. During their time in Reception, they achieve well because they receive good teaching and support. Behaviour is good and children enjoy themselves and move around the school sensibly and maturely, for example, when visiting the school library to choose a book to take home. They were so excited doing this that they could hardly wait to start turning the pages over. Similarly, when it was story time, they listened open eyed and with sheer enjoyment. Activities are generally well planned to support learning in the classroom and in the secure outdoor area. By the time the children enter Year 1, most have exceeded the expected levels for their ages. Systems to help the children to settle into Year 1 have recently improved and are now satisfactory. Assessment information, showing individual performance, is now shared with Year 1 staff to enable planning of activities to be more accurate.

What the school should do to improve further

- Make sure that all pupils achieve well by raising the quality of teaching to the level of the best.
- Improve achievement in reading, writing and mathematics in Year 2.
- Ensure that teachers' marking enables all pupils to be absolutely sure about what they need to do to improve to achieve their targets.

Achievement and standards

Grade: 3

National test results in 2007 show that standards are well above average by the time pupils leave in Year 6. Standards are above average at the end of Year 2. Achievement is satisfactory overall. This represents good achievement in Key Stage 2 and satisfactory achievement in Key Stage 1. Pupils' progress is closely linked to the quality of teaching they receive. Now systems are in place to track progress more rigorously, pupils in Year 5, who have previously underachieved, are given extra support to get them back on track. These systems, although good, have not been in place long enough to eradicate inconsistencies in achievement. Pupils with learning difficulties and/or disabilities make similar progress to their peers.

Personal development and well-being

Grade: 2

Personal and social skills are developed well in the Reception classes so that the children are responsible by the time they start in Year 1. Pupils' spiritual, moral, social and cultural development is good; they have a clear understanding of Christian beliefs and visit their local church regularly. Art and music is a strong element in school life and pupils' awareness of cultures and faiths other than their own is good. Many pupils take part in sporting activities and most are adopting increasingly healthy lifestyles. Pupils are given many opportunities to contribute to the school and local community. In school, they can become sports leaders, buddies or members of the school council. Many pupils recently took part in The Great Kibworth Run. As they raise money for those less fortunate, pupils become well aware of issues in the wider world. Links with schools in this country and overseas help pupils to be understanding and tolerant of the cultural diversity in modern Britain.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall but ranges from outstanding to inadequate. There is a lot of good teaching where pupils learn well. All teachers have a good relationship with pupils. Teachers are starting to make good use of the interactive whiteboards, although this varies in different classes and pupils are generally given too few opportunities to use computers during lessons. The best teachers make use of the rapidly developing systems of tracking and target setting to challenge and extend individual pupils but this is mainly limited to literacy and even then is inconsistently applied. Where teaching is inadequate, teachers have low expectations and set work that is either too hard or insufficiently challenging. This affects learning for all abilities including those pupils with learning difficulties.

Curriculum and other activities

Grade: 2

Sporting clubs such as fencing and football are extremely popular and contribute well to the pupils' developing a healthy lifestyle. There are particular strengths in the provision of French in Key Stage 2, in art and design, music, and design and technology. Provision for literacy and numeracy is good, resulting in high standards by the end of Year 6. The use of information and communication technology (ICT), particularly in the development of a Virtual Learning Environment (VLE), is used to develop the talents of gifted pupils, and for motivating boys, but the school's computer provision does not yet enable all pupils to take part in this. The Young Enterprise scheme is beginning to develop pupils' awareness of the world of business.

Care, guidance and support

Grade: 3

Pupils are well cared for and feel safe and secure in school. Attention to health and safety arrangements is good. There are good links with outside agencies to make sure that pupils with specific needs are catered for. Pupils' emotional and personal developmental needs are well fostered through the good personal, social and health education provided. They are encouraged to develop their personal talents in a wide variety of ways, such as setting up a school radio station. Academic guidance is satisfactory. More precise academic guidance, particularly through the use of targets, has recently started to have effect in some classes, but is still developing. Marking, although good in a few classes, is not helpful enough in showing pupils what they need to do to get better.

Leadership and management

Grade: 3

When first appointed last term, with no senior management team, the headteacher made a good start in tackling the inconsistencies in teaching and learning. He quickly identified that some pupils were not doing as well as others and that some teachers needed additional support. The headteacher has developed a good tracking system that clearly shows how well individuals are doing and in which classes pupils perform the best. In recent weeks, his newly appointed senior leaders and managers have joined him. A new school improvement plan has been written

which indicates that they have a good idea of the strengths and areas for development in the school. In addition, a new system has been introduced that ensures all pupils are regularly assessed and given targets for literacy and mathematics. In the last few months, there has been satisfactory progress made since the previous inspection. The headteacher and his team have got off to a good start with these recent improvements. However, there is still too much inadequate teaching and pupils' achievement is too patchy as they travel through the school.

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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?	3
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	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	3

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?	3
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	3
The effectiveness of the school's self-evaluation	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	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

Dear Pupils

Kibworth Church of England Primary School, Kibworth, LE8 0NH

Thank you for making our visit to your school so enjoyable. We really enjoyed talking to you and seeing how well you are doing. We particularly liked seeing your smiling faces each morning as you came in to do exciting things like fencing before lessons began.

I am writing to let you know what we found out about your school.

- ?
- You have very good opportunities to take part in exciting and interesting activities before and after school. ?
- You are all well cared for and your parents agree. ?
- You learn well in Reception, Year 1 and in Years 5 and 6 because teaching is good. ?
- By the time you leave school, you reach standards that are well above average. ?
- Leadership and management are satisfactory. However, the new headteacher has made a good start at leading and managing the school, but there are still important things to do.

We have asked the school to do a few things to make it even better.

- Make sure that in all lessons the teaching is good.
- Check that pupils in Year 2 make good progress in reading, writing and mathematics.
- Carefully check that you all know your targets.
- Make sure that when teachers mark your books you can see what you need to do to get even better.

Keep smiling, working hard and having fun as you learn.

Best wishes

Nina Bee Lead inspector

3 October 2007

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- ☺ You are all well cared for and your parents agree.
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- ☺ Leadership and management are satisfactory. However, the new headteacher has made a good start at leading and managing the school, but there are still important things to do.

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Nina Bee
Lead inspector