

# Kibworth High School A Community Technology College

## Inspection report

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<b>Unique Reference Number</b>	120273
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	339662
<b>Inspection dates</b>	30 June –1 July 2010
<b>Reporting inspector</b>	Davinder Dosanjh HMI

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>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–14
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	680
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brian Kearvell-White
<b>Headteacher</b>	Angela Edwards
<b>Date of previous school inspection</b>	7 June 2007
<b>School address</b>	Smeeton Road Kibworth Beauchamp Leicester
<b>Telephone number</b>	0116 2792238
<b>Fax number</b>	0116 2796400
<b>Email address</b>	admin@kibworthhigh.leics.sch.uk

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Manchester M2 7LA

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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors. The inspection included observing 34 teachers, visiting 34 lessons and observing two assemblies. Five of the lessons were observed jointly with the senior leaders. Inspectors held meetings with senior leaders, groups of students, representatives of the governing body and staff. They observed the school's work and looked at how students' progress is tracked, performance data, students' work, whole school and subject development plans, numerous policies and school documents. Completed questionnaires from 236 parents or carers were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of high attaining students to determine whether teaching is sufficiently challenging
- the impact of the school's specialist status
- the accuracy of the school's evaluation and whether it is outstanding in most areas
- the effectiveness of monitoring and evaluation undertaken by middle managers in order to promote improvement.

## Information about the school

This is a smaller than average sized secondary school. The school is popular and a significant minority of students are from outside the school's semi rural catchment area. Most students are of White British heritage and a very small number are from a range of other ethnic backgrounds. The school has a below average proportion of students with special educational needs and/or disabilities. The school, working in partnership with another local high school and its feeder upper school, gained technology specialist status in 2006. The school has received a large number of awards, including Healthy Schools, Artsmark, Sportsmark, and from the Mentoring and Befriending Foundation an award for active contribution to peer mentoring.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Kibworth is an outstanding school where students have made exceptional progress by the time they leave. Parents made many positive comments in the questionnaires which included, 'I am proud to have my children attend this school', 'My child has made enormous progress at the school' and 'We love this school'. The school whole-heartedly succeeds in achieving its aim of, 'To strive for the highest standards of achievement both academically and in their personal, social, spiritual and moral development.' Leadership at all levels is ambitious in meeting and exceeding challenging targets. This is not a complacent school. It is self-critical and undertakes rigorous and extensive monitoring, so development plans are well focused on students achieving high standards. The school has an accurate understanding of its strengths and weaknesses. Progress since the last inspection has been impressive. The school has built on previous good performance and improved in such areas as English because of extensive tracking of students' progress. Thus the school has an outstanding capacity to improve further.

The following are the particular strengths of the school.

Students attain high standards.

Students learn in a highly supportive and inclusive environment where behaviour is exemplary.

Students very much enjoy coming to school and attendance is well above the national average.

Students make an impressive contribution to the school and wider community through the student council, and take on many responsibilities.

The quality of students' care, guidance and support is outstanding.

Lessons are well planned and teaching is consistently of a high quality.

There is a wide range of curriculum options available which are effective in meeting students' needs and aspirations. There are many strong partnerships with local schools and other agencies, all of which enhance the provision available for students.

The school's specialism in technology has had a significant impact on the curriculum, and on the quality of teaching and learning. Students' attainment in science, mathematics and design and technology is outstanding.

Staff are enthusiastic and committed to improvement and know each student well.

Students feel safe and are well prepared for the next stages of their education.

The quality of students' spiritual, moral, social and cultural development is excellent and promoted through planned opportunities in the curriculum where students show high levels of empathy.

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Leadership and management are outstanding in bringing about improvement.

The school has highly positive relationships with parents and carers but it is recognised that they could be more strongly engaged with their children's learning and the schools' work.

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

- Ensure the lines of communication with parents and carers increases their engagement with their children's learning and the work of the school.

**Outcomes for individuals and groups of pupils****1**

Attainment on entry is above average. Students make outstanding progress so that, by the time they reach the end of Key Stage 3, their attainment is consistently high in all subjects. Around two thirds of students leave school having attained the level higher than that expected of them in English and mathematics. This is much higher than the national average. Attainment is similarly high in other subjects and in the school's third specialist subject, design & technology. Overall achievement is high and, in mathematics, it is extraordinarily high. Students with special educational needs and/or disabilities make outstanding progress also. Students concentrate very well in lessons and strongly enjoy learning at the school. They work exceptionally well in groups, working independently and co-operatively.

Students, overwhelmingly, display mature and sensible behaviour which has a positive impact on learning. They are respectful and most welcoming, and behave considerately towards one another, both in lessons and around the school. There is very effective support for students who need additional help to behave appropriately. Students are very well aware of how to live a healthy lifestyle which is enhanced by high participation rates in extra-curricular sports. They have a wide variety of opportunities including street dance. Students value their school and make significant contributions to the school and broader community, for example, as sports ambassadors and young leaders, peer mentors and school council representatives. They raise funds for charity and work with pupils from local primary schools. Students inform and play a key role in some decision making within the school. The idea for the 'hoodies' for the Year 9 students leaving this year was very popular and they looked very striking.

Students show their very good social and moral development in the way they behave, and in how they respect each other and the staff. Moral and spiritual issues are a feature of many lessons. There is a wide range of activities to support students' cultural development, including the 'Spirit of Leicester'. Attendance is high and students are prepared for the future though the application of basic skills across all subjects, and through the range of enterprise activities developed through the specialist subjects. These include Dragons Den and the Farmers Market.

*These are the grades for pupils' outcomes*

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Please turn to the glossary for a description of the grades and inspection terms

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Some of the strong features of lessons seen were the detailed planning and the use of assessment to match the work closely to students' differing needs. Lessons provide very good pace and challenge to all. Very strong teaching leads to students making outstanding progress in their learning. Students are encouraged to be independent and work collaboratively. They enjoy lessons and are keen to contribute because of the good-humoured relationships between teachers and themselves. Teachers display very good subject knowledge and a range of resources are used well to promote learning. The feedback given to students, both verbally and in written marking in books, is precise and explains to students what they need to do to reach the next level.

The curriculum is broad and balanced and meets students' needs exceptionally well.

It is flexible and personalised for those who need it. For example some students with behavioural issues have an alternative timetable for two days of the week. This timetable focuses upon basic skills, and personal and social development. In addition a group of Year 9 boys have had the opportunity to improve their writing skills by being involved in a sports journalism project with Leicester Tigers rugby team. The school provides memorable experiences and rich opportunities for high quality learning through three enrichment weeks a year, residential visits and integrated curriculum projects, closely linked to the specialism.

The arrangements for inducting and supporting Year 7 students in making the transition

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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from primary school to Kibworth High are excellent. The school goes to great lengths to welcome each student and their parents and to know their individual strengths and weaknesses and how the school can best support them to fulfil their potential. Older pupils in Year 9 are very well supported in choosing the Key Stage 4 courses they will pursue at the upper school that they will transfer to in Year 10. There are very good partnership arrangements with the main upper school. Excellent support is provided for vulnerable students and for students with special educational needs and/or disabilities. The school provides pastoral support of a very high standard.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher, senior leaders and governors are ambitious and set a clear direction for the school. The school has continued to improve over a period of time. Staff morale is high. There is excellent team work which ensures that the school continually drives for high standards in all that it does. The school has created an excellent climate for learning. Target setting is challenging and everyone works very hard to achieve them. Middle leaders have clear lines of accountability and play a key role in monitoring and evaluating their subject areas. Subject self-reviews are robust and comprehensive. The school runs school improvement projects called 'internships' which allow individual staff to work on small scale projects to raise achievement, improve teaching and learning and share good practice. This demonstrates the ambitious nature of the school further. The school accurately judges the quality of teaching and learning and has made very good progress since the last inspection in improving them. There is regular sharing of good practice within and across departments with shared materials on the school intranet. Teaching is consistently of a high standard.

Governors are forward thinking and bring a range of professional expertise to their role. They are supportive to the school, are well informed and have made difficult decisions. They discharge statutory duties very effectively and understand the strengths and weaknesses of the school. There are numerous partnerships to support and improve students' outcomes. Links with other schools, colleges, universities, employers and the local community are very productive for the school. Procedures for safeguarding are outstanding; students are kept safe by practice which exceeds national requirements. The school takes the views of parents' very seriously and responds to individual concerns. There are positive relationships with parents. Systems in place to ensure

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parents and carers are informed of progress are appropriate. The school demonstrates a clear commitment to ensuring equality of opportunity so no groups of students underachieve. The school makes a good contribution to promoting community cohesion because analysis of the context has identified areas where they need to secure different experiences for their students. It has carried out an audit and there are many examples of its involvement in the community. Value for money is outstanding. The school is well maintained with finances managed very efficiently.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Views of parents and carers

The overwhelming majority of parents and carers are very supportive of the school. In particular, almost all recognise how much their children enjoy school, and believe the school keeps their child safe. A very few parents and carers made comments about behaviour. Inspectors asked students, observed behaviour during breaks and in lessons across all year groups, reviewed records and judged it to be exemplary. The lead inspector had a detailed discussion with the headteacher about the results of the questionnaires and individual comments made by parents and carers. These will help inform the school's future work.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kibworth High School A Community Technology College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 236 completed questionnaires by the end of the on-site inspection. In total, there are 680 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	91	39	131	56	8	3	4	2
The school keeps my child safe	119	50	116	49	1	0	0	0
The school informs me about my child's progress	88	37	132	56	12	5	2	1
My child is making enough progress at this school	87	37	132	56	8	3	3	1
The teaching is good at this school	93	39	135	57	3	1	1	0
The school helps me to support my child's learning	52	22	157	67	20	8	1	0
The school helps my child to have a healthy lifestyle	54	23	163	69	12	5	1	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	103	44	117	50	7	3	1	0
The school meets my child's particular needs	83	35	135	57	7	3	3	1
The school deals effectively with unacceptable behaviour	95	40	118	50	9	4	2	1
The school takes account of my suggestions and concerns	51	22	140	59	16	7	2	1
The school is led and managed effectively	95	40	127	54	2	1	1	0
Overall, I am happy with my child's experience at this school	115	49	110	47	8	3	1	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



2 July 2010

Dear Students

Inspection of Kibworth High School A Community Technology College, Leicester, LE8 0LG

Thank you for making the inspection team so welcome at your school. We all enjoyed talking with you and you helped us to find out about the school. You are right to be proud of your school because it provides you with an outstanding quality of education. The following are the particular strengths of the school.

You attain high standards and make exceptional progress by the time you leave school. You learn in a highly supportive environment where behaviour is impressive and you feel safe.

You very much enjoy coming to school because your attendance is very high.

The contribution you make to the school and wider community through the student council and taking on many responsibilities is outstanding. The Year 9 'hoodies' worn by students were very striking.

The quality of care, guidance and support you receive helps you greatly.

Lessons are well planned, interesting and teaching is consistently of a high quality.

There are a wide range of curriculum options, clubs and interesting opportunities available to you.

The school's specialism in the technology has helped the school to improve in many areas. In science, mathematics and design and technology you do really well.

The quality of your spiritual, moral, social and cultural development is excellent and promoted through planned opportunities in the curriculum which allow you to reflect and think about important events and issues.

Leaders, managers, governors and staff are doing an excellent job so you achieve your potential.

We have asked the school to make the following improvements.

Involve your parents and carers with your learning and the work of the school more.

We wish you all the very best in your studies and every success in the future.

Yours sincerely

Davinder Dosanjh

Her Majesty's Inspector

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