

Kilsby Church of England Primary School

Inspection report

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|--------------------------------|---------------------|
| Unique Reference Number | 121979 |
| Local Authority | Northamptonshire |
| Inspection number | 340060 |
| Inspection dates | 11–12 November 2009 |
| Reporting inspector | Roderick Passant |

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

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|--|--------------------------------------|
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 80 |
| Appropriate authority | The governing body |
| Chair | Mr Angus Farmer |
| Headteacher | Mrs Fiona Clipson |
| Date of previous school inspection | 1 May 2007 |
| School address | Manor Road Kilsby Rugby |
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Introduction

This inspection was carried out by two additional inspectors, one of whom was in school for half a day. The inspectors visited nine lessons or part lessons and held meetings with the acting headteacher, chair of governors and a group of pupils. They observed the school's work, and looked at a range of pupils' writing and policies associated with child protection and safeguarding. They also scrutinised other documentation, including the school development plan and the school's data on pupils' progress, and analysed 31 parental questionnaires.

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

- Current standards and progress of different groups of pupils
- The impact of the school's work in improving writing
- Whether pupils' behaviour had improved since the last inspection
- Whether staff are making more effective use of assessment information to meet the needs of pupils.

Information about the school

This is a small rural school. The proportion of pupils eligible for free school meals is low. The proportion of pupils who have special educational needs and/or disabilities is broadly average, as is the proportion of pupils with statements detailing their educational needs. Year groups are often small and vary significantly in their characteristics. The school's senior teacher is currently acting headteacher. The school has gained the International School Award because of its international links with other schools.

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?

3

The school's capacity for sustained improvement

2

Main findings

The school has made significant improvements since the last inspection and it continues to improve. It has many good features. The attainment of pupils at the end of Year 6 is above average in English, mathematics and science and pupils' personal development is good. Most parents are happy with the school and a number wrote in warm terms about how happy their child is and the good care and support that the school provides. Pupils are proud of their school.

A warm, friendly and productive ethos underpins pupils' enjoyment of school and their positive attitudes to learning. Staff know all the pupils very well, and one pupil noted that staff are 'supportive' and that 'they help you when you have a problem'. Pupils are confident to approach staff if they are troubled and this provides pupils with emotional security and ensures that they feel safe. Pupils are taught to care for one another through the 'Buddy' system and even very young children expressed kind concern when a child fell, unharmed, off his tricycle. Pupils get on well with each other, and although they report occasional 'falling out' they say it is often 'patched up' by the end of the day. Teaching is good. There has been good improvement since the last inspection and teachers manage the mixed-age classes well. It is evident that teaching has not always been consistent. This is because pupils' progress over time, although satisfactory overall, has been too variable, particularly but not exclusively in the key subject of English. The school's leaders have maintained a sustained focus on improving the way staff teach writing, which is ensuring better year-on-year progress. Pupils' English exercise books show that they are currently making good progress in this area. However, the impact of this work has not yet worked through because there is still an element of 'catch-up'. In most respects, the quality of teaching and learning is now consistently good. However, whilst there are good examples of detailed feedback to pupils and staff sometimes take advantage of specialist assessment materials to assess accurately pupils' progress, their use is not yet embedded into school routines.

Teamwork across the school is good. Staff are committed to improving their skills and pupils' achievement. They work together and support each other well to achieve this. The acting headteacher has not adopted a caretaking role but has continued the process of school improvement based on her in-depth knowledge of the school and pupils. She has a clear and realistic view of the school's strengths and aspects that need to be improved. The school improvement plan accurately identifies the important priorities, particularly with regard to extending the formal monitoring processes. Leadership in this school requires a constant juggling of priorities because it carries with it a three-day teaching commitment. Whilst there are very strong informal networks, which provide an accurate picture, currently the school does not schedule sufficient time to evaluate

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formally the quality of pupils' learning experiences. The proposed programme of meetings with staff, identified in the school development plan, to assess pupils' progress against their targets is an important step in this process. Given the school's improvement since the last inspection and the strengths within self-evaluation, the capacity for future sustained improvement is good.

What does the school need to do to improve further?

- Schedule regular, formal meetings with teachers to monitor the quality of pupils' learning and the progress that they are making against their targets.
 - Use the information gained from these meetings to contribute to the school's formal self-evaluation.
 - Make consistent use of specialist assessment materials to identify accurately where pupils are in their learning and use the information to sharpen further the target setting process.
- About 40% of the schools, whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

It is clear from the lessons observed during the inspection that pupils are self-motivated and want to do well. Consequently, they become effective partners in their learning, reflecting a confident 'can-do' attitude. For example, older pupils made good progress in a mathematics lesson because of not only the challenging pace and careful pitch of the lesson to meet the age and ability range, but also because the teacher effectively galvanised pupils' enthusiasm for the subject. They were helped to see relationships between number facts and calculate mentally and their success in this gave them confidence. At the same time, there is an ethos of openness so that pupils are not afraid of indicating that they are stuck.

Achievement is satisfactory. Historically the good gains made in Reception have not been built upon across the rest of the school. Subsequent progress has been variable, particularly in English. However, results in Year 2 showed real improvement in 2009 because of the work undertaken by the school. School data and observations show that more able pupils are now building on the levels they attained in Year 2 in English. Also, they are now appropriately challenged in mathematics, science and information and communication technology (ICT) lessons. Pupils with special educational needs and/or disability are supported well and helped to make similar progress to their peers.

Behaviour across the school is good. Staff manage pupils' behaviour in a positive, encouraging manner. Good use is made of praise. Because of this consistent approach, the small number of pupils with identified behavioural needs make good progress in managing their behaviour. The school fosters pupils' confidence well. Pupils understand the school rules and have good opportunities to work together. The school's work in

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developing community cohesion, in particular the international links that it has developed, ensures good cultural development. Pupils take their school responsibilities seriously and have a good understanding of what makes a healthy lifestyle. The school prepares pupils well for the next steps in their education because they have positive attitudes to learning and standards in basic skills and ICT are above average.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 2 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Teaching has many good features. Good relationships with pupils, skilled classroom management and genuine interest and enthusiasm help motivate pupils. The previous report criticised the pitch of work so that higher attaining pupils were not always challenged sufficiently. This has improved. Careful planning and strong teamwork with teaching assistants ensure that there is both support and challenge in lessons to meet the wide range of ages and needs. The sustained focus on improving the teaching of writing is evident in classrooms in the way staff praise the use of extended vocabulary or help pupils link their ideas together into more complex sentences. Exploration of the origins of myth was given an added zest by the class sitting round the 'camp-fire' telling

¹ 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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their stories. Pupils responded particularly well to this simple drama technique because it helped foster their ideas. In this particular lesson, there was good interaction between speaking and listening and reading in order to support pupils' writing. In some cases, staff are not yet making good use of the assessment tools at their disposal. This means that the way they check progress and identify with precision what pupils need to do in order to improve their work is not yet sharp enough to ensure that pupils make consistently good progress.

The curriculum has developed since the last inspection and continues to improve. There has been significant improvement in the cross-curricular use of ICT and opportunities to write in a variety of contexts. The links between subjects are developing within a two-year rolling programme of topics. There are good enrichment opportunities such as Christmas and the sports partnership links that extend the physical education opportunities effectively. Other educational links with, for example, the local secondary school, provide subject extension opportunities and challenge to higher attaining pupils. The curriculum provides good support for pupils' personal development and is an important factor in pupils' enjoyment school and the fostering of their positive attitudes to learning.

The care, guidance and support provided for pupils is a significant strength of the school. A parent wrote, 'My two daughters have been through Kilsby School and I have been delighted with the support given to them - and the fact that the staff pastorally look out for the children.' A pupil noted that staff support them 'if there is a problem at home'. Because staff know the pupils well, they are alert to possible problems. There is careful targeted support for pupils who require additional help.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The governors have gained the Financial Management Standard in Schools award. As part of the process of drawing up detailed terms of reference for each of their sub-committees, they have gained a good understanding of their roles and responsibilities. They provide a range of personal and professional expertise to support the school. The chair of governors has a realistic overview of the strengths and weaknesses of the school and what needs to improve. Through their process of self-evaluation, governors are currently examining how to make more effective use of their school visits. Parents are consulted through an annual questionnaire and governors

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ensure that they are present at parents' meetings to pick up any concerns. The governors provide appropriate challenge to improve the school. Safeguarding procedures are appropriately rigorous.

The transfer of the leadership role to the acting headteacher has been smooth, and the school has not lost its impetus for improvement because it is a shared commitment with all staff working together. Good use is made of external data, reports and school data to identify areas to be tackled, and identified priorities have resulted in good improvements to teaching and overall provision. Target setting includes a challenge element.

The school is very aware of its responsibilities to extend pupils' cultural experiences and build community cohesion. It does this not only within the curriculum, for example through examining other faiths in religious education, but also by establishing international links to other schools. There are strong links with a school in Iganga, Uganda and within the local cluster of schools, and there are active plans to collaborate with schools within the local authority with very different characteristics.

The school is very inclusive and monitors the progress of all groups of pupils carefully.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

Children make good progress in Reception and many are working within the National Curriculum by the time they join Year 1. Children's independence is fostered well, along with their confidence and self-esteem, and there is a good balance between adult-led and child-initiated activities. Children show good levels of concentration and do not flit from one activity to another. Staff know the children well and are sensitive to their

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needs, helped by the strong partnership and good communication with parents. Ongoing tracking and detailed assessment ensure a balance of activities over the week and that significant learning is recorded. Parents are encouraged to contribute to this process.

The room provides a rich learning environment, well organised with clear identified areas of learning. Language is fostered particularly well by staff and the advantageous adult: child ratio. A staff member in role in the 'super-hero den' effectively encouraged pupils to speak about their super-hero talents and to write their messages. Children develop confidence rapidly in expressing their ideas. This was evidenced in their extended answers to the teacher's skilful questions about the special gifts made to Sleeping Beauty. Planning is detailed, links different areas of experience together and provides challenging learning. It is clearly responsive to children's interests.

Routines are well established and children are evidently very secure and happy. Relationships are very strong between adults and children and between the children so that they play together well. The outdoor area is used well to extend learning but the fact that it is only partially covered is a limitation, preventing, for example, the setting up of learning resources across the area. Physical development is further encouraged through adventurous but safe use of the hall and equipment. Leadership and management are good because the provision has improved over time and adults work together closely to ensure that the children make at least good progress.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

Most parents are supportive of the school, confident that it keeps their child safe and informs them of their child's progress. A very large majority also think teaching is good and that the school helps parents to support their child's learning. A significant minority expressed concerns about their child's rate of progress. Progress over time is satisfactory but is improving.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kilsby Church of England Primary School 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 inspector received 31 completed questionnaires by the end of the on-site inspection. In total, there are 80 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 20 | 65 | 9 | 29 | 1 | 3 | 0 | 0 |
| The school keeps my child safe | 19 | 61 | 12 | 39 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 14 | 45 | 14 | 45 | 2 | 6 | 0 | 0 |
| My child is making enough progress at this school | 15 | 48 | 12 | 39 | 2 | 6 | 2 | 6 |
| The teaching is good at this school | 21 | 68 | 7 | 23 | 0 | 0 | 1 | 3 |
| The school helps me to support my child's learning | 13 | 42 | 15 | 48 | 0 | 0 | 2 | 6 |
| The school helps my child to have a healthy lifestyle | 14 | 45 | 17 | 55 | 0 | 0 | 0 | 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) | 13 | 42 | 14 | 45 | 1 | 3 | 0 | 0 |
| The school meets my child's particular needs | 15 | 48 | 13 | 42 | 1 | 3 | 1 | 3 |
| The school deals effectively with unacceptable behaviour | 11 | 35 | 14 | 45 | 2 | 6 | 1 | 3 |
| The school takes account of my suggestions and concerns | 12 | 39 | 12 | 39 | 1 | 3 | 2 | 6 |
| The school is led and managed effectively | 13 | 42 | 13 | 42 | 1 | 3 | 1 | 3 |
| Overall, I am happy with my child's experience at this school | 20 | 65 | 8 | 25 | 1 | 3 | 1 | 3 |

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 inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| 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.



15 November 2009

Dear Pupils

Inspection of Kilsby Church of England Primary School, Kilsby, CV23 8XS

Thank you for making me so welcome in your school. I enjoyed my stay very much. I particularly enjoyed your singing of We're Living and Learning in assembly. I would like to thank particularly the Year 6 pupils who kindly gave up part of their lunchtime to talk to me. What you had to say was very helpful.

This school provides you with a satisfactory education. The pupils I spoke to were clearly proud of their school and they have every right to be. It has improved a great deal in many areas since it was last inspected. You reach standards that are above those seen in most schools and it is helping you develop well as young people. You behave well and take your responsibilities across the school very seriously. You make good progress in Reception but your progress after that has varied. Teachers are skilled and teaching is good. In the past, they have not always been able to ensure that you make good year-on-year progress. This is changing. I looked at a number of your books and you are making good progress now but there is still a bit of catching up to do.

I agree with you that teachers are kind and supportive. All staff care a great deal about you and keep a careful eye on your progress. To help them in this teachers are using special assessments and I have asked Mrs Edgerton to make sure that staff use these on a regular basis. This will mean that they have even more accurate information where you are in your learning so that they can help you move on. It would also be a good idea for Mrs Edgerton to meet with each teacher now and again to talk about your progress and I have asked her to build that into the school calendar. Mrs Edgerton had planned to do this anyway. All staff are working together well to improve the school even more. I am sure that you will continue to help them do this.

Yours faithfully

Roderick Passant

Lead inspector

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