

School report

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Kilby St Mary's Church of England Primary School

Main Street, Kilby, Wigston, Leicestershire, LE18 3TD

Inspection dates

13–14 September 2016

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Teaching is effective. Teachers have good subject knowledge and this helps them to plan interesting and engaging lessons. Pupils make good progress overall.
- Teachers monitor learning well, providing effective support and guidance when pupils do not understand or are at risk of falling behind.
- Leaders and governors know the school well and take action to secure improvements such as in the teaching of phonics, which has enabled pupils to read unfamiliar words with growing confidence.
- Leaders and governors do not evaluate the impact of pupil premium and sports funding in sufficient detail.
- Leaders and staff do not communicate well enough with parents of pupils with special educational needs and/or disabilities.
- Outcomes are good and more pupils achieve the expected standard at the end of key stage 2 in reading, writing, mathematics and grammar, punctuation and spelling than pupils nationally.
- The behaviour of pupils is good in lessons and at break times. Pupils have positive attitudes to their learning and follow teachers' instructions well.
- Pupils are safe and happy at Kilby St Mary's Church of England Primary School because they know there is an adult to help them if they are worried.
- Leaders and teachers have taken effective action to ensure that more pupils achieve a good level of development by the end of the early years.
- Pupils made less progress in mathematics than in reading or writing between key stage 1 and key stage 2 in 2016.

Full report

What does the school need to do to improve further?

- Improve the achievement of pupils in mathematics at the end of key stage 2 by ensuring that the good progress made by pupils currently at the school results in more pupils achieving a high score at the end of this stage.
- Improve leadership and management so that leaders, including governors, have a detailed understanding of the impact of interventions and funding, such as pupil premium, on the learning of pupils.
- Improve communication with parents of pupils with special educational needs and/or disabilities so that staff and parents have a clear and shared understanding of the:
 - provision the school can make
 - actions to be taken
 - time scales involved.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and teachers have developed a school culture that is both caring and ambitious. Consequently, staff value pupils as individuals and challenge them to do their best. It is a culture that is grounded in Christian values.
- Since the last inspection, leaders have improved their evaluation skills and the associated monitoring arrangements. As a result, leaders have an accurate understanding of the overall performance of the school and the standards achieved by the pupils. They have identified most of the important areas for development and have an effective plan in place to deliver the improvements.
- The English and mathematics leaders lead their subjects well. They monitor the provision and teaching in their subjects and evaluate the outcomes achieved by pupils effectively. As a result, they recognise the strengths and have built upon them. They have also identified areas for improvement and are addressing them. For example, the training of staff in phonics and the implementation of a whole school approach to the teaching of phonics has resulted in improvements in pupils' reading.
- Leaders have developed a broad and balanced curriculum that fulfils the requirements of the national curriculum and meets the needs of the school very well. Leaders and teachers have structured the curriculum around a series of themes organised over a two-year period. These themes interest the pupils and they were happy to discuss them with the inspector, recounting what they have already learnt this term. School trips, such as to the Gurdwara Temple or to a well-known factory related to a theme on chocolate, and visitors to school, such as a local artist, further enrich pupils' experiences.
- The provision leaders make for spiritual, moral, social and cultural education (SMSC) and British values is effective. Pupils learn about these through themes, stand-alone activities and in roles such as school council representative or sport ambassador. SMSC is further enhanced by assemblies in which pupils are challenged to reflect on their attitudes and by displays around the school, which celebrate pupils' achievements, and remind them of both school and British values. As a result, pupils are well prepared for secondary school.
- Leaders have used the physical education (PE) and sport premium well. They offer a range of extra-curricular sporting activities including cross-country running, basketball and dance. In addition, they have used the funding to develop the practice of school staff. Overall, this has resulted in increased opportunities and participation. However, the impact has been insufficiently evaluated and reported by leaders.
- Performance management arrangements for teachers and staff professional development are effective. They have contributed to the improvements made since the last inspection and school standards. However, performance management of support staff takes insufficient account of the improvements in pupil progress that result from their work with pupils. Overall, staff feel motivated and are proud to work at the school.

- Leaders have addressed the areas for improvement identified in the previous inspection report and have improved communication with parents. However, despite the overall improvement, leaders and staff need to do more for parents of pupils with special educational needs and/or disabilities so that there is a shared understanding of provision for these pupils and of the timeliness of school actions.
- The pupil premium has been used to good effect. However, leaders have not evaluated, and subsequently reported on, the impact of the funding in sufficient detail.

Governance of the school

- Governors are committed to the school and have high aspirations for the pupils and for the school.
- Governors monitor standards and outcomes effectively including the improvements made since the last inspection. Consequently, they know the school well including the standards of teaching and the outcomes achieved by pupils. They also recognise that, despite the improvements they have made to communication between school and families, more needs to be done to improve communication with parents of pupils with special educational needs.
- Governors manage the performance of the headteacher effectively and they are clear about the governors' role in the performance management of teachers and the relationship between teachers' performance and pay.
- Governors are questioning and overall hold the headteacher and leaders to account well. However, they have not challenged leaders to evaluate the impact of funding streams and interventions, such as the PE and sports funding, in sufficient detail.

Safeguarding

- The arrangements for safeguarding are effective.
- All pupils, staff and parents agree that children are safe in school. Pupils told the inspector that they feel safe in school because they know that there is an adult in school they can go to if something is bothering or upsetting them. In addition, pupils report that there is no bullying but, should it occur, staff would deal with it well and promptly.
- Pupils recognise teachers teach them to be safe at school and in the wider community, for example pupils learn about stranger danger. Pupils also explained how staff teach them to be safe on line.
- The headteacher, who is also the designated lead for safeguarding, has led the development of a caring culture based on knowing pupils as individuals. Staff know the pupils well and the headteacher ensures that they know the signs to look out for and know what to do if they have concerns.
- The headteacher has undertaken the designated safeguarding lead training and she has ensured that school staff are up to date in their training, including the 'Prevent' duty.

- The governors have not met their statutory duty regarding the education of children looked after.

Quality of teaching, learning and assessment

Good

- Teachers have high expectations of pupil learning behaviour in lessons. As a result, pupils have positive attitudes to learning. Teachers consistently use strategies to engage pupils in their learning such as chants, call and response and hand actions. Pupils respond well to this and quickly settle to their learning. Pupils I spoke with, and who completed the on line questionnaire, reported that they find their work challenging and that teachers help them with their learning.
- Teachers have good subject knowledge and teach pupils subject specific vocabulary effectively. They use their subject knowledge to find challenging ways for most pupils to learn. It also enables them to plan effectively and to ensure that time is well used in lessons to maximise learning. This also enables teachers to use a range of resources, including interactive white boards, to capture pupils' interest, to model learning and provide clear explanations.
- Teachers and learning support assistants teach phonics effectively. They have taken on board the training on phonics teaching provided by leaders and as a result, phonics teaching is of a high standard. Pupils, currently at the school, tackle unfamiliar words with growing confidence and they have made good progress over the past year.
- Teachers monitor the learning of pupils during lessons and through pupil progress meetings. As a result, they know the needs of the pupils well. When necessary they step in to address misconceptions and encourage pupils or provide specific support or interventions so that pupils can catch up.
- Teachers implement the marking policy consistently. Consequently, teachers provide clear feedback to pupils about their learning and provide pupils with the opportunity to address misunderstandings and build on their success. This contributes greatly to the progress pupils make.
- Leaders introduced a new assessment system related to the revised national curriculum in September 2015. Teachers use their assessments of pupils to inform discussions and evaluations that enables them to identify those pupils who are at risk of falling behind. Once they are identified, staff act to help them to catch up.
- Work in the pupils' books shows that teachers develop pupils' understanding and use of English and mathematics in other subjects, particularly science, geography, history and RE.
- Overall, learning support assistants support pupils well; however, sometimes they are not used effectively when teachers are teaching the whole class.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- All staff, pupils and parents agree that children are safe in school. Pupils feel particularly safe because they know there is an adult in school they can go to if something is bothering them.
- Pupils also recognise that they are taught to be safe at school, in the wider community and on line through lessons on, for example, stranger danger and e-safety.
- Evidence in displays, books, teachers' plans, curriculum maps and from pupils show that social, moral, spiritual and cultural education (SMSC) is effective. Pupils are able to explore other peoples' cultures and beliefs through cross-curricular work and through RE. Pupils know what it is to be tolerant and to show respect. As a result, they are well prepared for life outside school.

Behaviour

- The behaviour of pupils is good.
- Pupils are confident and self-assured in lessons and at break times. Pupils who spoke with the inspector, or responded to the online questionnaire, wanted to share their pride in their school and reported how much they enjoy coming to school. This is reflected in high levels of attendance of pupils.
- Pupils' books show the increasing pride pupils take in their learning and the high priority staff place on presentation. This reflects the developments made to handwriting teaching by leaders and teachers.
- Pupils have positive attitudes to their work. Almost all pupils engage in their learning. When they were not engaged staff acted promptly and effectively to ensure the pupil quickly took part in their lessons. Overall, teachers teach the pupils how to be effective learners and if they believe pupils are not effective, they challenge them to think more carefully.
- Overall pupils conduct and behaviour are good and reflect the school's ethos. Both in lessons and informally at break times pupils treat each other with respect and listen to what each other has to say.
- Staff and pupils believe behaviour is good and that bullying is very rare. They are sure that if it should occur staff would deal with it quickly and effectively. However, a very few parents have concerns about behaviour and bullying.

Outcomes for pupils

Good

- Pupils' attainment at key stage 2 in 2016 in reading, writing, maths and grammar punctuation and spelling was above the national average. All pupils reached the expected standard in writing and mathematics and 86% achieved the standard in reading and grammar, punctuation and spelling.
- In 2016, Year 6 pupils made similar progress to pupils nationally between key stage 1 and key stage 2 in reading and in writing. However, progress in mathematics was not as strong.
- Evidence in pupils' books and school performance information indicates that pupils currently in key stage 1 and key stage 2 are making good progress in reading, writing and mathematics.
- Pupils' attainment at key stage 1 has been above the national figure for a number of years, except in writing. However, recently the standard achieved by pupils in writing has also improved and is above the national figure. Evidence from pupils' books suggested that they continued to make good progress in writing and mathematics.
- The proportion of Year 1 pupils who achieved the national standard in phonics in 2015 was below the national figure. However, results improved significantly in 2016 and the pupils achieved well because of the actions taken by leaders and staff to improve teaching.
- This is a small school and there are too few pupils in each key stage to report on the performance of groups of pupils such as the disadvantaged, the most able, or pupils who have special educational needs and/or disabilities.

Early years provision

Good

- Effective leadership and management of the early years have secured improved outcomes for pupils in 2016 compared to 2015. Consequently, the overall trend is that the proportion of children who achieve a good level of development at the end of the foundation stage is above the national figure.
- Children in the early years are well behaved and eager to join in all the activities, particularly those that they select for themselves. They listen to adults and follow instructions well. They also listen to each other and take turns well. They show high levels of curiosity, imagination and concentration. They learn well independently and with others and overall have a good time learning and playing.
- The early years teachers know the children well and the provision staff make for children is effective. Leaders and staff make good use of the limited available space and ensure that pupils have appropriate opportunities to play and learn.
- Leaders and teachers have developed an interesting curriculum that engages pupils in learning, such as when children were exploring rough and smooth in relation to the scales on a trout or naming the parts of fish, through their topic on the *Rainbow Fish*.
- Teachers have ensured that the learning spaces, inside and out, meet all the needs of

the curriculum and all the areas of learning. Outside there are a variety of opportunities to develop language including exploring writing and mark making.

- Leaders and teachers use the online assessment system to good effect to record baseline and ongoing assessments. Assessments are accurate and regular tracking enables staff to respond to pupils' needs. Currently, parents do not contribute directly to this and as a result, the assessments are not as comprehensive as they could be. This delays teachers' ability to identify the needs of the pupils promptly at the beginning of the Reception Year.
- Leaders have ensured that arrangements for safeguarding are effective.

School details

Unique reference number	120195
Local authority	Leicestershire
Inspection number	10019142

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	99
Appropriate authority	The governing body
Chair	Mr J. Bowers
Headteacher	Ms Phillipa Denney
Telephone number	01162402434
Website	www.kilby.leics.sch.uk
Email address	office@kilby.leics.sch.uk
Date of previous inspection	21-22 November 2011

Information about this school

- This school is smaller than the average sized primary school and cohorts are very small. Consequently, there are too few pupils deemed to be the most able, to report on by key stage.
- Similarly, the proportion of pupils for whom the school receives the pupil premium grant (additional government funding for disadvantaged pupils) is smaller than average and there are too few pupils in this group to report on by key stage.
- The proportion of pupils who have special educational needs and or disabilities is below average and there are too few pupils in this group to report on in detail.
- Most pupils are from White British backgrounds. A small minority come from minority ethnic groups. Few pupils speak English as an additional language.
- The school meets the government's floor standards, which set out the minimum

expectations for attainment and progress of pupils by the end of Year 6

- The school does not meet requirements on the publication of information about admission arrangements, the school accessibility plan, the evaluation of impact of the pupil premium and PE and sport premium.

Information about this inspection

- The inspector and the headteacher observed seven lessons or parts of lessons.
- The inspector looked at pupils' books, listened to pupils read and talked to them about their work. He also met with a group of pupils including past members of the school council and reviewed the 13 responses to the pupil on line questionnaire.
- The inspector held meetings with school leaders, the designated person for safeguarding, the administrative officer, middle leaders responsible for English and mathematics, teachers, including the early years teacher, and three members of the governing body.
- The inspector reviewed the seven responses to the staff on line questionnaire.
- The lead inspector also met with a representative of the local authority.
- The inspector considered parents' views, including 18 responses to the online Ofsted questionnaire, Parent View and two letters
- The inspector looked at a range of documentation including information about safeguarding, the school's self-evaluation and improvement plans, minutes of the governing body, the most recent performance information on pupils' achievements, and information relating to teaching, behaviour and attendance.

Inspection team

Derek Myers, Lead inspector

Her Majesty's Inspector

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