

South Kilworth Church of England Primary School

Inspection report

Unique Reference Number	120160
Local Authority	Leicestershire
Inspection number	358706
Inspection dates	7–8 December 2010
Reporting inspector	Kenneth Thomas

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 of pupils on the school roll	71
Appropriate authority	The governing body
Chair	David Hinchley
Headteacher	Angela Dewes
Date of previous school inspection	21 February 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed four teachers, and saw six lessons. Inspectors observed two school assemblies and held discussions with staff, groups of pupils and members of the governing body. They looked at pupils' books and viewed a wide range of documentation including school policies, curriculum planning, self-evaluation information, improvement planning, safeguarding and welfare arrangements, and records of pupils' progress. Questionnaires returned by 49 parents and carers, 32 pupils and 11 members of staff were analysed.

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

- To what extent do pupils make equally good progress across all year groups?
- How well do teachers use assessment information to plan learning tasks that challenge and extend pupils of all abilities?
- What impact is the school's 'creative curriculum' having on pupils' enjoyment of school and their progress?
- How accurate are leaders' views of the school's strengths and weaknesses, and how well do they drive improvement?

Information about the school

This is a small primary school. Almost all pupils are from a White British background, and very few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average, as is the proportion with special educational needs and/or disabilities. There are no pupils with a statement of special needs. The school has received national recognition for its work in several areas and holds the Activemark, Artsmark and International School award, together with National Healthy School Status. The headteacher took up her post in September 2010. Three of the school's six teachers joined the school at the same time.

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?

2

The school's capacity for sustained improvement

2

Main findings

South Kilworth Primary School provides a good and improving standard of education for its pupils. The school is justly proud of its inclusive nature and its place at the heart of the community. A caring ethos underpins pupils' good personal development, particularly their spiritual, moral and social development. Pupils are exceptionally well behaved, have positive attitudes towards their learning and enjoy coming to school. This is seen in their high levels of attendance. A further strength is the excellent promotion of healthy lifestyles, evidenced in the school's achievement of Healthy School status and the Activemark award, which results in pupils participating in regular physical exercise and fully understanding the importance of diet to health. They willingly accept the many opportunities to take responsibility and make good contributions to the school and community. Shared values influence every aspect of school life and pupils feel safe because staff know them really well, and provide excellent levels of care. This is recognised by parents and carers. All of those who replied to the inspection questionnaire expressed a high level of satisfaction with the school and their children's experience. As one wrote, 'We could not wish for more from the school and feel very fortunate that our children go there.'

Children in the Early Years Foundation Stage settle happily, adapt quickly to the daily routines and enjoy the range of activities on offer. Their confidence grows and they make particularly good progress in their personal, social and emotional development. By the end of Year 6, standards are above average. This represents good achievement and is due to much good teaching and the effective use of assessment information to check pupils' progress so that well-focused support can be provided where needed. This has a positive impact on standards and is particularly beneficial to pupils with special educational needs and/or disabilities, who make good progress as a result. However, teaching is not consistently good in all aspects and progress is stronger in some year groups than others. This is because in some lessons, pupils spend too much time listening to lengthy introductions and the learning tasks are not suitably challenging for all ability levels. While pupils' work is marked regularly, the marking does not always provide clear guidance on their next steps in learning. One notable aspect of the school's highly effective care for individual pupils is the support provided for any who may be in vulnerable circumstances, or who join partway through a key stage, to ensure that they keep up with their classmates. In order to further accelerate progress, a more creative topic-based curriculum has been introduced. This is proving more stimulating and engaging pupils' interest, particularly that of boys.

Since taking up her appointment, the headteacher has successfully developed a strong sense of teamwork and ambition amongst new and existing staff. School self-evaluation is effective in identifying the right priorities for improvement. Increased responsibility is being given to staff with coordinating roles for monitoring the quality of provision and

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pupils' progress in their areas of responsibility, and all are responding to these responsibilities with enthusiasm. Most are new to middle management roles and are keen to develop their monitoring and evaluation skills so that good practice can be identified and shared more widely. The determination of the headteacher and staff to take the school forward, together with the expertise and commitment of a very supportive governing body, the improvements seen since the last inspection and total confidence of parents and carers, gives the school good capacity for continued improvement.

What does the school need to do to improve further?

- Make all teaching good or better and accelerate progress by ensuring that:
 - lesson introductions are not too long and pupils are actively engaged from the outset
 - learning tasks are appropriately challenging for all ability levels
 - the marking of pupils' work gives clear guidance on the next steps in learning, and they are encouraged to respond to the advice given.
- Improve leadership and management by ensuring that subject coordinators have the skills necessary to improve teaching and learning through the identification and sharing of good practice.

Outcomes for individuals and groups of pupils

2

Children's skills on entry to Reception are generally in line with expectations for children of their age. Good progress across the school leads to above average standards overall by the end of Year 6, although the results of national tests can vary from year to year because of small numbers and high mobility. Pupils enjoy their lessons, and their excellent behaviour makes a significant contribution to their good achievement. They respond well to interesting and challenging activities and demonstrate the ability to work effectively both independently and collaboratively. This was exemplified in a Year 1/2 literacy lesson where pupils enjoyed working productively in pairs to write the instructions an alien would need to use a toothbrush and toothpaste. Pupils whose circumstances make them vulnerable, and those with special educational needs and/or disabilities, achieve especially well because close attention is paid to ensuring that support is sharply focused on their identified needs.

Pupils are confident that they can turn to an adult to sort out any concerns. As one pupil said, 'Teachers always make you feel safe.' They demonstrate a good awareness of how to avoid risks, for example on the internet or during their journeys to and from school. Pupils contribute well to the school community and speak enthusiastically of their responsibilities, including being sporting ambassadors or 'super leaders' who look after younger children in the playground. They are looking forward with enthusiasm to the soon to be established school council. Their cultural development is a relative weakness because pupils have too few opportunities to interact with people from more diverse communities, but plans are well advanced to address this by enabling them to gain first-hand experience of diverse communities. High attendance and the good progress being made in their acquisition of basic skills ensure that pupils are well prepared for the next stage in their education and later life.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

All lessons are characterised by excellent relationships between teachers and pupils. In most lessons, pupils make good progress because assessment information is used well to guide the planning of learning tasks and pupils are expected to work independently, stretching themselves and others as they talk things through. Perceptive questioning is used to extend pupils' thinking and encourage the use of more varied vocabulary in their answers. This was seen in a Year 5/6 literacy lesson, for example, where pupils were challenged to extend their thinking as they explored the use of persuasive language in advertisements. However, in some lessons, learning tasks are not always well matched to pupils' different abilities. Consequently, some pupils are given work that is too easy and this slows the progress they make. The skills of teaching assistants are utilised well to ensure that those pupils who need extra support or guidance are fully engaged in lessons. Good practice is evident in the marking of pupils' work that refers to targets and clearly identifies what individuals need to do next or to revisit. This feedback leads to improvements in the pupils' work. Practice is less effective when marking, although regular and encouraging, does not show pupils how to improve or provide them with suitable opportunities to address identified weaknesses.

The topic-based curriculum has been enhanced to make more meaningful links between subjects, while providing continuity and progression in learning across the key stages.

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Pupils' needs and interests have been taken into account and, as a result, provision for creative subjects such as art and music is good. This is reflected in the holding of the Artsmark award. The curriculum is enhanced well through local partnerships: for example, through the Lutterworth Area Schools Association. These links with other schools broaden pupils' experiences and contribute to pupils' enjoyment, as do trips out of school, including residential visits. Parents and carers rightly say that the school is exceptionally caring. Pupils are very well looked after in this nurturing family community. All adults are very well informed about the needs of pupils whose circumstances might make them vulnerable. They monitor their well-being and progress carefully, and intervene sensitively and effectively with very well-judged support when needed. Staff very successfully involve parents and carers in their children's learning. The results of this are seen, for example, in pupils' high attendance.

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	1

How effective are leadership and management?

The school is led and managed well, as is shown in the highly positive questionnaire responses from pupils and their parents and carers. The clear direction provided for the school is driven by the headteacher's detailed knowledge of the school and the local community, and her determination to raise standards even further. The strengthening of the work of middle leaders is contributing to this drive for further improvement. However, their monitoring of provision is not yet developed well enough to sharpen the work of other teachers and so quicken pupils' progress. Targets for all groups of pupils are both realistic and challenging, and consequently good progress is made. Good links with external agencies support the individual needs of pupils from a range of backgrounds. This is an essential element of the school's effectiveness in combating discrimination. It also ensures the promotion of equality of opportunity so there are no significant gaps in attainment between any groups of pupils. All are fully included in everything the school has to offer.

Members of the governing body have worked well with staff to ensure that safeguarding procedures are of good quality and all are well trained in these matters. As a result the school has the total confidence of parents and carers. Staff work well with outside agencies, families and carers to help pupils achieve well. The school's promotion of community cohesion within a local context is strong. Through links with a school in China and other activities, pupils gain increased understanding of the interdependent nature of the global community. This is recognised in the achievement of the International School Award. Pupils' understanding of what life is like for others in different social contexts in the United Kingdom is less well developed, but plans are well advanced to enable pupils to

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collaborate with those from different backgrounds to strengthen this aspect of their personal development.

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	3
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	1
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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle quickly on entering the Early Years Foundation Stage because of the well-organised induction arrangements and good adult care and support. As a result, children feel safe and enjoy their learning. A strong emphasis on children's personal and social skills ensures that they soon begin to share, to learn and to play together. All adults are vigilant in meeting the needs of children, and welfare requirements are fully met. Teaching is good because staff have a good understanding of how children learn and they work well as an enthusiastic team. They provide a broad range of activities that promote good outcomes in all areas of learning. Children have good opportunities to explore, to be creative and to work independently. The teaching of letters and sounds receives good attention and children are making good progress in acquiring early writing skills.

Effective leadership and management have ensured that there has been significant improvement in provision since the last inspection. This is because new purpose-built accommodation, occupied from the start of the term, provides a much improved learning environment and a stimulating variety of resources. These are used well to capture children's imaginations and build on their starting points. The new leader of the Early Years Foundation Stage has a clear vision about what can be done to further enhance children's learning experiences and attention is now turning to developing the outdoor space, so that outdoor learning activities reflect the quality of those indoors.

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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

Virtually all of the parents and carers with children at the school returned the questionnaire. This was a remarkably high response. Parents and carers expressed total satisfaction with almost every aspect of the school. An individual concern about behaviour was followed up, but inspectors judged it to be outstanding. Many respondents wrote additional comments indicating their strong support for the school and the direction it is taking. Typically, one wrote, 'We feel this is a very welcoming, warm and caring school and are impressed with the enthusiasm the headteacher has for the school.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at South Kilworth 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 inspection team received 49 completed questionnaires by the end of the on-site inspection. In total, there are 71 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	90	4	8	0	0	0	0
The school keeps my child safe	44	90	5	10	0	0	0	0
My school informs me about my child's progress	40	82	9	18	0	0	0	0
My child is making enough progress at this school	43	88	6	12	0	0	0	0
The teaching is good at this school	45	92	4	8	0	0	0	0
The school helps me to support my child's learning	41	84	8	16	0	0	0	0
The school helps my child to have a healthy lifestyle	37	76	12	24	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)	37	76	10	20	0	0	0	0
The school meets my child's particular needs	39	80	10	20	0	0	0	0
The school deals effectively with unacceptable behaviour	32	65	14	29	2	4	0	0
The school takes account of my suggestions and concerns	35	71	14	29	0	0	0	0
The school is led and managed effectively	40	82	9	18	0	0	0	0
Overall, I am happy with my child's experience at this school	45	92	4	8	0	0	0	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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">■ 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.



9 December 2010

Dear Pupils

Inspection of South Kilworth Church of England Primary School, Lutterworth, LE17 6EG

Thank you for the help you gave us with the recent inspection of your school and for the friendly way you received us. We spoke to many of you, and you were really helpful. We also want to say how much we enjoyed listening to your excellent singing in assembly and seeing how much you enjoyed putting on the school play for your parents and carers, relatives and friends.

You receive a good education and reach above average standards at the end of Year 6. You enjoy school, listen carefully to what your teachers have to say and are willing to work hard in your lessons. Your excellent behaviour is a considerable help to your teachers because it enables them to concentrate on making your work interesting and helping you to learn. In most lessons you make good progress, but we have asked the staff to make sure that you are really stretched in all of your lessons, so that you make the best progress you possibly can. Your teachers spend a lot of time marking your work and we have asked them to always give you clear guidance on what you have to do to improve. You can help yourselves to make even more progress by trying hard to follow the advice you are given.

You understand the importance of being healthy, eating sensibly and taking part in physical activities regularly. Your teachers plan a good range of visits and after-school activities that broaden your experiences. You told us how much you enjoy your topic work and we were impressed by the good quality of the displays of your work around the school. We were also impressed with how you all do so much to help the school, especially those of you who act as sporting ambassadors or 'super leaders'. Adults at school look after you exceptionally well, so that you are safe and happy. Your headteacher, all the other staff and the governing body are determined to make things even better. We think that everyone at South Kilworth can work together to do this and that you will want to play your part by continuing to work hard.

Yours sincerely

Dr Kenneth Thomas
Lead inspector

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