

South Kilworth Church of England Primary School

Walcote Road, South Kilworth, Lutterworth, LE17 6EG

Inspection dates 29–30 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The high quality of the headteacher's leadership has ensured the building of an effective team of teachers and their teaching assistants.
- The school is improving well. Leaders and governors accurately evaluate both teaching and the school's effectiveness to identify and tackle any weaknesses.
- Leadership in the early years is excellent. Almost all children make good or better progress; the large majority reach a good level of development by the end of the Reception year.
- There are efficient systems for the monitoring and tracking of pupils' progress throughout the school.
- There are strong and mutually beneficial partnerships with other local schools.
- Parents hold the school in high regard. They rightly feel that teaching is good and that their children make good progress.
- Pupils are happy, safe and well looked after.
- Pupils achieve well and leave with standards that are above average.
- Teachers make lessons fun, so pupils enjoy learning and make good progress.
- Good teaching, and attention to the pupils' personal as well as their academic development, result in the pupils' excellent behaviour and understanding of how to be and stay safe.
- A strong atmosphere of community and mutual respect exists throughout the school. There is outstanding promotion of pupils' spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- Progress in mathematics is not as good as that in reading and writing.
- Teachers do not provide enough opportunities for pupils to develop their calculation and problem-solving skills in subjects other than mathematics.

Information about this inspection

- The inspector observed learning and teaching in nine lessons, as well as registration times and assemblies; five lessons involved joint observations with the headteacher.
- The inspector looked at examples of pupils' work, heard a sample of pupils from Key Stages 1 and 2 reading and met with groups of pupils. Many informal opportunities were taken to talk with pupils.
- Discussions and conversations were held with the headteacher, the early years coordinator, the special educational needs coordinator and other teachers at the school. In addition, discussions were held with governors, including both the Chair and Vice-Chair of the Governing Body.
- A meeting was held with the school's adviser, a partner headteacher. The inspector also had telephone conversation with a representative of the local authority.
- A wide range of school documents were reviewed. These included the school's improvement plans, policies and reports on its strengths and aspects for development, monitoring records and reports, safeguarding records, curriculum materials, information provided for families, and governing body documents. The school's data, including records of pupils' progress, were also reviewed.
- The inspector took account of the 13 responses to an inspection questionnaire for school staff.
- The online questionnaire, Parent View, was completed by 28 parents, and their views were taken into consideration. The inspector also considered written submissions provided by parents during the inspection. In addition, the 26 responses to the school's own survey of its parents, carried out earlier in the year during the spring term, were taken into account, alongside an independent survey of parents' view commissioned by governors in July 2014.
- The inspector talked with parents and grandparents at the school gate, and spoke with parent and governor volunteers who were in the school supporting pupils during the inspection.

Inspection team

Michael Miller, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- Most pupils are from White British backgrounds; all speak English as their first language.
- Children attending the Reception class do so full time. There is a single Reception class; the other three classes have mixed year groups: Years 1 and 2, Years 3 and 4, and Years 5 and 6.
- A few pupils leave the school at the end of Year 5, and therefore before taking the national tests in Year 6. Such pupils do so to take up places in independent, selective grammar schools.
- At some 16%, the proportion of pupils for whom the school receives the pupil premium is below average. This is the additional government funding for pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average, at about 9%. There are currently no pupils who are supported at school action plus or with a statement of special educational needs. No pupils have an education, health and care plan.
- The school operates as an active member of the Affinity Teaching School Alliance, which provides it with consultancy and advisory support. It is also part of the Lutterworth Area Schools Association (LASA); this is a local partnership of 11 primary and two secondary schools.
- The school meets the government's current floor standards, which set the minimum expectations for the attainment and progress of pupils by the end of Year 6.

What does the school need to do to improve further?

- Improve pupils' progress in mathematics to consistently good or better by:
 - providing increasing opportunities for pupils to develop their calculation and problem-solving skills across the full range of the subjects being taught
 - ensuring that pupils' use of their mathematics skills in other subjects is regularly checked on and evaluated.

Inspection judgements

The leadership and management are good

- Parent View, and the school's own surveys, show very high levels of satisfaction with the way the school is led and managed. No parent spoken with had anything but praise for the school. There was particular appreciation of the headteacher's leadership. The inspection findings support the parents' views.
- The high quality of the school's leadership is reflected in the quality of teamwork seen throughout the school. All teachers have posts of responsibility, the more-experienced teachers acting as very effective mentors for their less-experienced colleagues. Those less experienced are being given good opportunities to develop their leadership skills. This teamwork approach is ensuring that teaching is of a consistently good quality. All those with posts of responsibility have a clear understanding of the strengths and areas for improvement in teaching, and have drawn up clear plans to address the weaknesses.
- Learning and teaching are checked frequently and effectively by the headteacher and a partner headteacher from the Affinity Alliance and LASA. The records of these observations show that there is a good focus on how teaching helps pupils to learn. Teachers have many opportunities to observe, and learn from each other. This has resulted in improvements in teaching so that pupils now achieve consistently well.
- Teachers and teaching assistants are highly responsive to the school's various ways of ensuring accountability for their work. As a result, performance management is successfully improving teaching and pupils' progress.
- This is an inclusive school which promotes equality of opportunity well. Pupils can be sure that discrimination is not tolerated. Pupils are being prepared well for life in modern Britain. The school's inclusive approach is reflected in its curriculum. This provides high-quality, interesting and highly relevant experiences for pupils which engage all groups and promote their learning and personal development well.
- The school ensures that all the required policies and practices for safeguarding pupils are in place and implemented effectively. Senior leaders and governors also check that pupil premium funding has been used to improve the achievement of eligible pupils. Such funding is being used effectively to provide any extra tuition so that these pupils make at least good progress. It has also been used to ensure that pupils all have full access to out-of-school enrichment activities.
- The primary school physical education and sport premium supports pupils' love of competitive sport and their skills in a range of sports. This funding is being used, for example, for additional sport and physical education equipment throughout the school, to develop teachers' own expertise, and to provide facilitating specialist coaching.
- The local authority monitors the school's performance on an annual basis, and provides facilities for professional training, including that for the governing body. The school gains most of its advisory support through the Affinity Alliance and the LASA group of local schools, and draws on this mutual support well to develop and share its practice.
- **The governance of the school:**
 - Governors show a strong commitment to the school; there is a close working partnership between the governing body and the school staff as a whole. The school benefits from the diverse ways governors are actively and regularly involved as visitors and volunteers. This means that governors have a detailed and accurate understanding of the school and how it works.
 - Through their visits, the headteacher's reports, and a good understanding of the school's data, governors show a clear appreciation of how well the school is performing. The governing body is involved in the monitoring of performance management and governors are knowledgeable about the quality of teaching. The governing body ensures that teachers' salaries are linked to pupils' progress, teaching quality and the national *Teachers' Standards*. The governing body checks carefully that all legal requirements are met.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils and their attitudes to learning are outstanding. Pupils throughout the school demonstrate a love of learning. They want to come to school and attendance is above average. They take a great pride in their school community and in their work and progress. They greatly appreciate what their school helps them to achieve.
- In lessons, pupils concentrate totally on their work. They do this because they know that their teachers always have something of interest and value to offer them. Pupils listen attentively to each other's views and ideas. They make high-quality reflective comments that build on these.
- The promotion and development of pupils' spiritual, moral, social and cultural development is a particular strength. Pupils demonstrate high levels of respect for others, both at work and at play. Working relationships between adults and the pupils are extremely positive. There is a very strong sense of community throughout the school. Parents and pupils alike talk with pride about the school as a 'family'.
- Assemblies support pupils' personal development in ways that are both fun and help pupils to think carefully about a range of spiritual and moral issues. Pupils, for example, showed clearly through their contributions that they understand the importance of choosing words carefully and appreciate that some words, once spoken, cannot be taken back. The school works to ensure that pupils have a good understanding of different traditions and cultures, both within Britain and further afield.
- Older pupils take on responsibility readily. The 'Superleaders' help others at playtimes, and the 'Sporting Ambassadors' provide an excellent model for fair play. Pupils play to win as well as relishing the opportunity to take part in sporting competitions. 'Road Safety Officers' also play an important role in helping others to be aware of safety issues.

Safety

- The school's work to keep pupils safe and secure is outstanding. The school ensures that comprehensive risk assessments are in place for visits and other activities, and that staff are well trained and ever vigilant in keeping pupils safe.
- Pupils themselves have a very good understanding of personal risk and how to keep themselves safe. This is because such issues are addressed well through the school's personal, social and health education programme, assemblies and through other subjects.
- Parent View and the school's own surveys confirm that children are happy at the school and feel entirely safe. No pupils spoken with considered that bullying was an issue at the school; this is supported by the school's own records. Pupils of all ages show that they have a good understanding of the hurtful nature of the different types of bullying, including cyber-bullying and the dangers of some aspects of the internet. As one pupil commented: 'All bullying can hurt people in different ways.' Pupils appreciate why prejudice is so negative, reflecting their very strong moral and social understanding.
- Pupils understand the importance of leading healthy lifestyles. In a Year 1 and 2 personal, social and health education lesson, they showed a good appreciation of the importance of exercise, drinking water, washing and sleeping to keep themselves fit and well. The use of a *Winnie the Witch* story and a puppet added an element of fun when children considered the dangers of the witch drinking pond water.
- Pupils of all ages look out for each other and take care of each other. They are thoroughly honest in admitting to the very occasional 'squabble', but these are very rare. The school is meticulous in recording any such incidents to ensure that they are simply 'one-off' events and that no pattern emerges.

The quality of teaching**is good**

- Parents say that they find all the teachers, and other adults at the school, easy to approach and talk to and feel very involved in their child's learning because of this. They are very positive about their children's learning and the quality of teaching. When asked what the best thing about the school was, many of the pupils replied: 'Our teachers'. Inspection findings confirm that teaching is good, and the ways in which teachers make the learning fun inspire pupils to learn.
- Teachers have high expectations of themselves and of their pupils. This, plus the very strong working relationships they establish with their pupils, means that pupils almost always try their best. Pupils learn well because teachers know and understand the interests, strengths and specific learning needs of individual pupils. They match tasks well to these. One Year 6 pupil commented that, as a result of the ways their teachers worked, they often did not realise just how much they were learning, but then suddenly discovered just how much they had actually achieved.
- Teaching has been strengthened because teachers consider not only the subject matter of what is taught but also how this might promote pupils' spiritual, moral, social and cultural development. Pupils' strong spiritual development is seen for example, in the Reception class, where the children's work shows that they are challenged to think about 'beauty' in nature, and what they believe to be 'beautiful'. Teachers across the school are also good at asking challenging questions of the pupils. This is particularly successful in helping pupils to think about and reflect on their work and developing ideas.
- Teachers are good at analysing the impact of their chosen teaching methods on pupils' learning. For example, teachers collectively have explored carefully how to improve pupils' progress in writing; as a result, additional opportunities have been provided for pupils to use their writing skills in a wide range of subjects that take good account of pupils' current achievements in writing. Pupils' topic and English work show clearly the impact of this in accelerating progress in writing.
- The teaching of reading throughout the school is good. Letters and the sound they make (phonics) are taught particularly well in the Reception class, and throughout Years 1 and 2. Skilled teaching assistants play an important part in this. Teachers and their teaching assistants cooperate, plan and assess pupils well together. As a result, both individuals and groups of pupils, including the more able and those who may be disabled or have special educational needs, are taught well.
- A whole-school focus on the quality of teaching and learning in mathematics is improving standards. Teachers now identify more opportunities to help pupils use their mathematics skills in other subjects; pupils' calculation and problem-solving skills are now being more systematically developed. However, there are still inconsistencies in the ways teachers assess and developed these skills.

The achievement of pupils**is good**

- Children join the school in the Reception Year with skills and development which are broadly typical for their age. They make outstanding progress in the Reception class, because teaching promotes their communication and language and personal social skills and stimulates a love of learning. Pupils make good progress throughout the rest of the school. Standards at the end of Year 6 improved in 2014 upon those in previous years. They were above average in reading, writing and mathematics.
- Conversations with parents show that they appreciate the fact that the teaching focuses on individual pupils. Pupils make good progress and improve their attainment in each year group. They achieve this because the school sets pupils clear and ambitious targets that challenge them to make much more than the expected progress nationally. Pupils understand these targets and also contribute their own, personal targets, particularly in English and mathematics. Teachers use well the information they have about the progress pupils are making towards achieving their targets to guide the tasks they set for their pupils. This is raising standards, as is evidenced by the 2014 results indicated and confirmed by the school's data showing the attainment of pupils currently in the school
- Reading is proving an increasing strength throughout the school. This is because the teaching of letters and the sounds they make (phonics) is taught well in both the early years and Key Stage 1. Over the last

two years, most pupils in Year 1 have attained above the pass mark in the national screening check; the few having to retake in Year 2 have all then gained at least the national pass mark. Pupils across the school clearly enjoy books and reading. Older pupils read with confidence and with fluency, and interpret texts well. As pupils are challenged to read more widely, and this also has a positive impact on the quality of their writing.

- By summer 2014, most Year 2 pupils had attained above-average standards overall. Attainment was above average in reading, by an average of a term and a half compared with other pupils nationally; in writing, their attainment was some two terms better than their peers nationally. In mathematics, pupils were just under a term ahead. Improving pupils' attainment and progress in mathematics so that they are at least as good as in literacy is now a key priority for the school.
- By Year 6 in 2014, when the school data is compared with the provisional national averages, attainment in reading, writing and mathematics overall was above average. Pupils attained the equivalent of just over a term and a half better than all other pupils nationally. They achieved this because their progress in reading was just under two terms better than expected over Key Stage 2; their progress in writing was over a year better. Progress in mathematics was good, but not quite as strong at around a term and a half better than expected.
- Pupils' speaking and listening skills are developed particularly well and lay a very strong foundation for the high levels of literacy they achieve. Excellent learning was seen in a Year 3 and 4 English lesson about the witches' scene in *Macbeth*. This was not only appropriate to Halloween but also challenged pupils to consider Shakespeare's use of descriptive language. Excellent class and paired discussion work helped pupils to consider how they could reflect on 'character' using their imagination as well as what they sensed about the scene from Shakespeare's writing.
- The most able-pupils are given demanding tasks by their teachers and make equally as good progress as other pupils. The school is successful in enabling such pupils to gain success at higher levels in national tests and assessments. The success of the school with its more-able pupils is also reflected in the number of such pupils being successful in the selection examinations for independent and grammar schools.
- Disadvantaged pupils make equally good progress as their classmates because of the individual attention they receive from both their teachers and teaching assistants. In Year 6, in 2014, there were too few disadvantaged pupils for their attainment to be commented on without risk of identifying individuals.
- Disabled pupils and those who have special educational needs make good progress because their individual learning needs are met through careful planning and effective teaching.

The early years provision

is outstanding

- Outstanding provision in the early years is characterised by excellent relationships with parents and carers, outstanding teaching and highly effective use of all resources available to support indoor and outdoor learning. As a result, children settle into the Reception class remarkably quickly and demonstrate a keenness to learn that sets them up very well for their journey through the school.
- From starting points that are broadly typical of others of their age, the proportion of children who gain a good level of development by the end of the Reception Year is consistently above that seen nationally, and this improved further in 2014.
- Staff constantly challenge the children to listen carefully, think for themselves and explain their ideas so that almost all children show outstanding development in their communication and language skills. The teaching is especially strong when explaining things and sharing reasons with the children. As a result, children's own explanations and reasoning skills improve remarkably and this supports their excellent achievement in other areas of learning, such as their personal and social development.
- Teachers' highly creative ways of exploring new ideas develops children's understanding of the world and imagination extremely well. When learning about the weather, children were fascinated when looking up

at the clouds and watching them move. They were encouraged to take a mental 'photo' of the clouds and took this inside to make cloud formations out of shaving foam. Outside again, the teacher introduced the concept of 'evaporation' and children used sponges successfully to pick up water from a bowl, play at being clouds, and be blown to 'rain' on another part of the yard. All this enabled them to gain a very good understanding of rain and how it is formed.

- The outstanding day-to-day management of the Reception class ensures that the high-quality resources, both indoors and outdoors, are used very effectively, and in all weathers. Children's welfare, health and safety are very carefully protected in an environment that excites their curiosity and enables them to flourish.
- The leadership of the early years is outstanding. There is meticulous tracking of children's progress; observations and assessments are accurate and expectations of children's learning and behaviour are very high. Children rise to the challenges set for them because the learning excites them and because of the excellent trusting relationships that they have with staff. Reception staff intervene very quickly when they identify potential gaps in children's learning as well as providing an extra element of challenge where children show that they are learning more quickly.
- 'Learning Journeys' and other information provided for parents are of high quality and enable parents to be fully informed about their child's progress. Home visits and close working with pre-school providers help ensure that children make a very smooth transition into school; any needs are known and their prior learning is built on. Parents are fully involved when new topics are introduced; for example, so that children's previous understandings and experiences in these are built on and shared.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120160
Local authority	Leicestershire
Inspection number	449300

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	77
Appropriate authority	The governing body
Chair	Natalie Tebbatt
Headteacher	Angela Dewes
Date of previous school inspection	7 December 2010
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