

# South Kilworth Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	120160
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	313537
<b>Inspection date</b>	21 February 2008
<b>Reporting inspector</b>	Arnalena Bee

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	58
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert Burd
<b>Headteacher</b>	Pauline Martin
<b>Date of previous school inspection</b>	2 June 2003
<b>School address</b>	Walcote Road South Kilworth Lutterworth LE17 6EG
<b>Telephone number</b>	01858 575307
<b>Fax number</b>	01858 575307

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: whether outstanding achievement and standards were being sustained; whether pupils' personal development and well-being were of a high standard; and whether rates of attendance were improving. Evidence was gathered from the school's self-evaluation, nationally published assessment data, the school's own assessment records and other school documentation. Observations of the school at work and interviews with the headteacher and the teacher in charge of the Foundation Stage and Key Stage 1, the pupils, the chair of governors, the school's improvement partner, and analysis of parent questionnaires also provided evidence. Other aspects of the school's work, such as the curriculum, were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified. Whilst carrying out the activities mentioned above, a few outstanding elements within some aspects were identified and these have been included in the report where appropriate.

## Description of the school

South Kilworth is smaller than the average size primary school. Pupils attend from a number of neighbouring villages. Children start school with attainment that is as expected for their ages. The proportion of pupils identified as having learning difficulties is below average. However, numbers are not distributed evenly throughout the school. This and small year groups often cause significant year-on-year variations in standards.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a happy school that provides a good education for its pupils. The way that pupils are cared for is outstanding and as a result, they grow into confident young people who feel safe and well looked after as they learn and play. By the time they leave, in Year 6, they are well prepared for their next school. The large majority of pupils enjoy coming to school. Pupils said they particularly like the excellent range of out of school activities that are offered during different times of the year. They also commented on how the very good variety of visits out and visitors to school made learning even more fun. Achievement is good. The children in Reception, who work with pupils in Years 1 and 2, get off to a good start. National results for 2007 show that in Year 2 standards were well above average in reading, writing and mathematics. School data indicate that this cohort of nine pupils made good progress. Pupils continue to achieve well as they move through Years 3 to 6. The Year 6 cohort in 2007 was small and had a high proportion of pupils with learning difficulties. Standards were broadly average but in relation to their starting points, these pupils achieved well, reaching their challenging targets.

All pupils, including those who have difficulty acquiring basic literacy and numeracy skills, achieve well because of consistently good teaching. Other adults who work in the classrooms contribute well to learning during lessons. Strengths in the good teaching are the very good relationships between everyone and the fact that classes are well managed and organised to cater for individual needs. Consequently, pupils show good attitudes to learning, concentrate well and work hard. The academic guidance that is offered to pupils is satisfactory. Whilst whole school target setting is good, there are inconsistencies at an individual pupil level, in how targets in English and mathematics are used to improve pupils' achievement. In many cases, targets are not precise enough to help pupils successfully move on to the next step in their learning. Some marking is good and steers pupils to what they need to do to improve. However, much does not inform pupils what they need to do to reach their targets or improve generally.

The school does well in promoting pupils' personal development. Parents wrote about how pleased they were that older pupils are very kind to the younger ones and look after them well. All adults have very high expectations regarding behaviour so pupils behave excellently in and out of lessons. The good curriculum supports pupils' personal development particularly well. As a result, pupils develop an outstanding awareness of the need to eat healthily and take regular exercise. Older pupils talk enthusiastically about the dangers of eating too much fat. As one pupil knowledgeably said, 'If you eat too much fat, blood will not be able to circulate around all parts of your body and then you could have a stroke or a heart attack.' Pupils also develop an outstanding awareness of why it is important to keep themselves safe. They know that the school is a safe place but maturely identify potential hazards. For example, one pupil said, 'If you go to the toilet and then use the computers, you have to dry your hands very carefully. This is because electricity can travel through water and you could get an electric shock.' Pupils contribute, in a number of very interesting ways, to their school and local community and to that of the wider world. Older pupils spoke about raising money to send animals such as cows and sheep to countries where people are less fortunate than they are. They actually raised enough money to send nearly a farmyard full of animals! In addition, pupils regularly keep the village informed about what they are doing by becoming journalists as they write for the South Kilworth News. Pupils' spiritual, moral, social and cultural development is good overall although cultural development is not as strong as other elements. Pupils talk confidently about Christianity but have difficulty recalling information and facts about other

religions and beliefs they have learnt about. The school has good procedures to promote attendance but despite this, attendance is below average and has declined over the last three years. This is mainly because too many parents take their children on holiday during term-time. Parents come into school regularly and run clubs such as cookery and art. These are very popular and well attended. Parents are generally overwhelmingly supportive of all that the school does for their children. New parents of pupils who enter the school at different times of the year are particularly impressed with how well their children are doing and how easily they settle in. The headteacher and her staff work well together as a team. They know all the pupils very well and work together effectively so that individual needs are met. The way the school links with others to promote learning in many areas, both personally and academically, is outstanding. For example, the Sports Partnership enables pupils to gain further opportunities to take part in sporting events at the local high school where most of the pupils transfer. This also aids their transition at the end of Year 6. Strengths and areas for improvement have been clearly identified by leaders, managers and governors. The governors are involved in all aspects of the work of the school and support and challenge the school well. Improvement since the previous inspection has been good. There has been an enormous improvement in the learning environment both inside and out. Pupils appreciate these improvements and are enjoying the much needed improved space inside. In addition, they thoroughly enjoy the interesting areas that have been created outside, which enable them to play games together, release energy on the climbing area, watch the birds feed, and visit the Peace Garden or the wild area. Systems for monitoring pupils' achievement and the quality of teaching are thorough and staffing continues to be stable. These successes clearly show that the school's capacity to improve further is good.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The Foundation Stage is well led and managed. Teaching is good. Children are given good opportunities to learn effectively, both inside the classroom and in the secure outside area. As a result, they work hard and thoroughly enjoy all that is on offer. Children confidently work on computer programs, which reinforce and develop basic literacy and numeracy skills. These youngest children in the school were seen concentrating very well as they sensibly used the computers, showing good independence. Children get off to a good start learning letters and sounds because this is well focused on in the good curriculum that is offered to them. The good progress that pupils make is carefully tracked during their time in Reception. By the time they start in Year 1, their standards are above those expected nationally in most areas. Behaviour is excellent. Parents say that their children settle into school quickly and very happily and that individual needs are well catered for. The care and personal support that these young children receive are outstanding.

## **What the school should do to improve further**

- Ensure that targets for English and mathematics are clearly linked to the National Curriculum levels that the pupils are working to and that teachers' marking enables pupils to be sure about what they need to do to reach these targets and improve generally.
- Work more closely with parents to improve the rates of attendance.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



## Text from letter to pupils explaining the findings of the inspection

21 February 2008

Dear Pupils

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

I really enjoyed coming to visit your school and thank you for making me so welcome. I am not surprised that most of you enjoy coming to school. You go to a good school. I particularly liked how you let the village know what you are up to by writing pieces for the South Kilworth News. I also liked your Peace Garden where you can sit and have a bit of a think.

I am writing to let you know what I found out about your school

- You all get on well with each other and are respectful to the adults who help in school.
- The way you are looked after and cared for is very good and you know that there is always someone to help you if you have a problem.
- Teachers plan interesting activities that help you learn well.
- You have very good opportunities to go out on visits and listen to visitors who are invited into school, which makes learning even more fun.
- You have an excellent range of activities to do after school; many of you told me how much you enjoy these.
- You have learnt lots about how important it is to eat healthily, take regular exercise and keep yourselves safe.
- When you leave in Year 6, you are well prepared for your next school.

I have asked the school to do a few things to make it even better

- Firstly, check that you know your targets for English and mathematics, and that they are carefully linked to what you need to do to improve; secondly, to make sure that when teachers' mark your work they give you clear advice on what you need to do to reach your targets.
- Remind your parents how important it is that you attend school during term-time unless you are ill. Too many of you are taken out of school to go on holiday and whilst you are away, you miss such a lot of work.

Keep working hard and enjoying yourselves as you learn.

Best wishes Nina Bee HMI Lead inspector

21 February 2008



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

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Keep working hard and enjoying yourselves as you learn.

Best wishes  
Nina Bee HMI  
Lead inspector