

Kibworth Church of England Primary School

Inspection report

Unique Reference Number	120139
Local Authority	Leicestershire
Inspection number	358700
Inspection dates	21–22 September 2010
Reporting inspector	Joanne Harvey HMI

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	408
Appropriate authority	The governing body
Chair	Andrew Munro
Headteacher	Paul Stone
Date of previous school inspection	2 October 2007
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Age group	4-11
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. 26 lessons were observed and 17 teachers seen. Inspectors held meetings with governors, groups of pupils, parents, leaders at all levels, the special educational needs coordinator and representatives from the local authority. They observed the school's work, and looked at the school development plan, assessment information, school and local authority monitoring information, lesson plans, school policies and 96 questionnaires from parents.

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

- Whether progress is at least good in each key stage, core subject and for different groups of pupils.
- Whether teachers consistently plan work that appropriately challenges pupils, checks their understanding and makes it clear to them how they can improve.
- Whether leadership systems are accurate in their analysis of the school's strengths and areas for development and whether all staff play their full part in driving improvement.

Information about the school

The school is larger- than- average. The very large majority of pupils are White British. Very few pupils speak a first language other than English. Few pupils are eligible for free school meals. A lower than average proportion has special educational needs and/or disabilities. The number with a statement of special educational needs is similar to in most schools. Among others, the school has achieved an International Schools Award and a Leading Parent Partnership Award and is a Teaching and Learning Academy School accredited by the General Teaching Council. Three quarters of the teaching staff are new in post since the last inspection. There is currently independent child-care provision on site which is not managed by the school's governing body and is inspected separately.

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?

1

The school's capacity for sustained improvement

1

Main findings

Kibworth Church of England Primary School provides an outstandingly effective quality of education and serves its pupils and local community extremely well. As its mission states, the school is certainly 'A place of discovery and friendship'. The provision made for pupils is outstanding in every way so that pupils not only make exceptional academic progress and reach high standards but many of their personal achievements are also outstanding by the time that they leave the school. These standards have shown a high degree of consistency over recent years and represent exceptional improvement since the last inspection.

Staff ensure that pupils are valued and each individual is known extremely well so pupils thrive in the school's safe and caring environment. Relationships are strong and trusting so pupils feel safe, develop highly positive attitudes to learning and their behaviour is outstanding. Pupils say they really enjoy school and demonstrate this through high levels of attendance. They are proud to take on responsibilities such as members of the well established school and eco councils, house captains or safety officers. Their views are listened to and they really make a difference to the smooth running of the harmonious school community. They show empathy and are extremely thoughtful of others; for example, in the mature way they discuss apartheid, or through fund-raising and practical activities such as helping their friends in their partner school in Gambia to start a banana plantation.

The school's success arises from the remarkably clear vision and purpose shared by the highly committed staff team. This is driven by the exemplary leadership and strong direction given by the headteacher, supported by an outstanding leadership team at all levels. Through perceptive self-evaluation, the school has a very clear understanding of its strengths and is consistently striving to enhance its provision and outcomes for pupils through well focused actions. A high degree of consistency has been achieved in teaching and learning approaches, and a curriculum which is individualised for pupils and accessible for all is well established. It is no surprise therefore, that standards have risen and pupil progress has quickened. School leaders have quite rightly focused their attention on the improvements that were needed within the building. Consequently, the outdoors remains an underdeveloped resource, particularly in the Early Years Foundation Stage. However, this is a school which has an outstanding capacity to maintain the high standards that it has set for itself and the excellent progress that the pupils make.

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What does the school need to do to improve further?

- Improve the outdoor learning environment by:
 - providing experiences for children in the Early Years Foundation Stage to freely explore, revisit and test their ideas and learning in a varied natural and man-made environment
 - providing opportunities for pupils in Key Stage 1 and 2 to use their academic and personal skills to take the lead in planning and developing improvements outside, which will then allow them to use and apply these skills outdoors both during curriculum and at playtimes.

Outcomes for individuals and groups of pupils

1

Children get off to a good start in the Early Years Foundation Stage. They make at least good and very often excellent progress in Key Stage 1 and 2 because they are immersed in learning opportunities, which stimulate and challenge each individual to do their best. For example, in a Year 2 lesson about fractions, pupils responded enthusiastically to a lively picture story book which helped them visualise the concept, a stimulating computer programme, practical and hands on problem solving activities, and probing questioning, so that they made excellent progress in their understanding.

Observations by inspectors and other evidence presented by the school show that attainment is high in English, mathematics and science. The additional intervention programmes provided for those in the early stages of learning English or for pupils with special educational needs and/or disabilities, ensure that they also do extremely well. The school demonstrates its commitment to equal opportunities by ensuring there are no significant differences in the performance of groups.

Pupils acquire a wide range of personal and social skills that help them to develop into well-rounded individuals. The school cultivates mutual respect and cooperation and promotes pupils' confidence and self-esteem highly effectively. Impeccable manners predominate. Their spiritual, moral, social and cultural development is outstanding, though their experience of and ability to reflect and comment on their place in a multi-cultural and multi faith society is relatively less well developed. They demonstrate an impressive knowledge of how to keep healthy and embrace all sporting opportunities with enthusiasm, though only a minority opt for a healthy lunch. The outdoor environment remains an underdeveloped resource for pupils to apply and broaden their skills and experiences further. However, their confidence with new technologies, creative performance, financial awareness and ability to apply their high levels of basic skills in a variety of ways, ensures they are prepared extremely well for the next stage of their education and lives.

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These are the grades for pupils’ outcomes

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

How effective is the provision?

The quality of teaching has improved dramatically since the last inspection, when it was a key issue for improvement. Teachers use excellent subject knowledge to engage and inspire pupils. Assessments are used securely to plan diligently the next small steps of learning. Teachers give clear feedback to pupils about how well they are doing and what they can do to improve and they have aspirational expectations of them. Consequently, pupils know their targets well and are ambitious to achieve or surpass them. Teachers’ probing questioning makes pupils think and work hard. Some very good examples were seen of pupils developing their thinking, speaking and listening skills through partner and group discussion; for example, in one lesson, pupils followed the teacher’s excellent role model to challenge each other to justify and explain their evidence for the rules of division.

The curriculum is of high quality. It is underpinned by exemplary planning which ensures key skills are transferable and evident across the year groups and that learning is personalised. Cross-curricular topic themes are always relevant to the pupils because they are asked what they want to learn and how. This is perhaps seen at its best through the Cine Hub project, which sees pupils writing and producing high quality films in a range of genres. Extra-curricular activities are wide ranging and very well supported because they are planned to meet the needs and interests of the pupils. The school is a lead practitioner for the local authority in many aspects of curriculum design, particularly in the use of the virtual learning environment and in science.

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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At the heart of the school’s work lies the removal of barriers to learning and establishing an environment in which all pupils feel confident they can succeed. Strong links with parents and carers, and effective partnerships with a range of agencies help to achieve this. Well being is a high priority so vigilant systems ensure that the potentially vulnerable are identified quickly and successful interventions put in place. The school has good quality communication and information sharing with parents and carers so that they feel well informed and able to assist their own child’s learning. Transition arrangements are strong and include for example, training for pre-school providers and close links with the local high school.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

A key feature of success over recent years has been the establishment of a strong ethos. Several staff, parents and pupils spoke of the inspirational leadership of the headteacher who, as a consistently excellent role model, has ensured that the drive for improvement is widely shared and motivation throughout school is high. He has developed a very effective way of devolving leadership by getting staff to work closely in teams, offering high quality support and professional development, spreading best practice and ensuring accountability. This results in highly effective leadership at all levels, high quality self-evaluation and improvement planning, and challenging targets that are set and met. The success of this approach is most evident in the way the quality of teaching has been transformed and is now consistently high. Governors are ardent supporters of the school and make an important contribution. They are highly committed to carrying out their statutory duties, but their systems for monitoring lack sufficient rigour. At the time of the inspection safeguarding practice was good with some innovative approaches such as the ‘well-being’ folder ensuring the promotion of health and welfare. However, policies and practice are not yet sufficiently linked to the school’s individual circumstances. The school exhibits examples of very good practice in community cohesion, including the innovative use of apprentices to encourage local employment, and well-established partnerships with schools in a contrasting area in the United Kingdom. Partnerships overseas have resulted in the school winning an International School Award. However, its community cohesion audit is too focused on what the school already does rather than identifying possible gaps and the monitoring of the impact of this work is not rigorous enough. Comprehensive planning underpins strong and effective relationships with parents and has resulted in a Leading Parent Partnership Award. Parents and carers are very well informed and involved. Much has been achieved

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since the last inspection and the school offers outstanding value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
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	1

Early Years Foundation Stage

Children are well cared for and thrive in this safe, secure environment. The many and varied activities ensure that children make good progress in most areas of learning, and excellent progress in their communication, language and literacy skills and their emotional development. Literacy skills are lower than expected on entry, skills with number are higher and other areas are similar to expectations for four year olds. Children gain a wide experience of the six areas of learning because they are taught well. Teachers assess their needs and track their progress closely. When they leave Reception, they are working above the expected level for their age.

The majority of children achieve well. As they grow in confidence, most develop a wide range of skills that equip them well for Key Stage 1. Children are successfully encouraged to be independent. They know how to take turns, handle books and equipment with care, and tidy up enthusiastically. Children show a keen interest and generally concentrate for increasing amounts of time when working in a group with an adult, or at a task on their own. There is generally a good balance of adult-led and child-initiated activities. At present, the curriculum on offer outdoors does not offer the same excitement, variety and freedom for children to explore and discover as they enjoy indoors.

Leadership and management of the Early Years Foundation Stage is good, ensuring that children do well within a well-organised and safe environment. Parents value highly the care that is taken to form strong relationships. One said 'The unit is wonderful!'

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Please turn to the glossary for a description of the grades and inspection terms

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

An expected number of parents and carers responded to the questionnaire and, of these, the very large majority are happy with their children's experience of school and judged the overall management of the school to be effective. They are confident that the school keeps their children safe and that they are kept informed of the progress their children are making. They feel that their children are making enough progress and that teaching at the school is good. Inspectors endorse the parents' and carers' positive views. One parent expressed the view, which is representative of many of the comments made, 'As parents we are delighted with the school, the outstanding quality of teaching, and loyalty and commitment of the staff. The head is incredibly forward thinking and innovative'.

A very small minority expressed the view that leaders and managers do not take account of their views and concerns. Inspectors are happy with the strategies the school takes in this regard.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kibworth 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 96 completed questionnaires by the end of the on-site inspection. In total, there are 408 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	58	36	38	1	1	2	2
The school keeps my child safe	69	72	26	27	0	0	1	1
The school informs me about my child’s progress	39	41	46	48	6	6	0	0
My child is making enough progress at this school	45	47	37	39	7	7	1	1
The teaching is good at this school	49	52	38	40	3	3	0	0
The school helps me to support my child’s learning	45	47	44	46	3	3	1	1
The school helps my child to have a healthy lifestyle	55	58	33	35	4	4	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)	45	47	40	42	3	3	1	1
The school meets my child’s particular needs	43	45	42	44	4	4	1	1
The school deals effectively with unacceptable behaviour	30	32	49	52	4	4	0	0
The school takes account of my suggestions and concerns	37	39	41	43	9	9	0	0
The school is led and managed effectively	54	57	24	25	9	9	0	0
Overall, I am happy with my child’s experience at this school	60	62	31	33	4	4	1	1

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 is 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 term 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.



23 September 2010

Dear Pupils

Inspection of Kibworth Church of England Primary School, Leicester, LE8 ONH

Thank you for making us so welcome when we came to inspect your school recently. I am writing to tell you what we found out about your school.

We think your school is outstanding. The teachers work very hard to make lessons interesting and to plan exciting activities for you to do. As a result, you make excellent progress in your learning and your attainment is high. The youngest children settle very quickly into the Early Years Foundation Stage and make good progress. Those of you who find some of the work more difficult get really good support so that you can do very well too.

You told us that the school is a very happy place. You also said that teachers look after you very well indeed so that there is always someone there for you if you have worries or concerns. We were very impressed with how you behave and get on with each other. You concentrate very well on your work and try hard to do your best.

The school is as good as it is because the headteacher and staff are always checking how well it is doing. They want the best for all of you and set very challenging targets for improvement and are always looking for ways to make it even better. That is why we have asked them to make the outdoor learning and play area in the Early Years Foundation Stage even more exciting. We have also asked them to get you all to use your ideas and skills to plan how you can make the outdoor environment of your school as good as the indoors. We want you all to be able to make the most of your whole school and to be able to use your learning and personal skills outdoors as well as indoors, in lesson times and at playtimes.

Yours sincerely

Joanne Harvey
Her Majesty's Inspector

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