



The National Society Statutory Inspection of Anglican Schools
(Carried out under Section 48 of the Education Act 2005)

Kilby St Mary's Church of England Primary School

Inspection Report

Address of School:	Main Street Kilby Wigston Leicester LE18 3TD
Telephone Number:	0116 2402434
Email Address:	office@kilby.leics.sch.uk
School Category:	Voluntary Aided
Unique Reference Number:	120195
Type of School:	Primary
Diocese:	Leicester
Local Authority:	Leicestershire
Inspection Date:	2 nd and 9 th December 2011
Reporting Inspector (and No):	Mrs Marian Driver No 116
Appropriate Authority:	The Governing Body
Chair of Governors:	Mr John G. Bowers
Headteacher:	Ms Phillippa Denney
Pupils on school roll:	84

Kilby St Mary's Church of England (Aided) Primary School

Main Street
Kilby
Wigston
Leicester
LE18 3TD

Diocese: Leicester

Local authority: Leicestershire

Dates of inspection: 2nd and 9th December 2011

Date of last inspection: 9th and 14th November 2006

School's unique reference number: 120195

Headteacher: Ms Phillippa Denney

Inspector's name and number: Mrs Marian Driver (No.116)

School context

Kilby St Mary's Voluntary Aided Primary is a small rural primary school in the centre of the village and has 84 pupils on roll. Many children come from the village of Kilby, local farms, Fleckney and Countesthorpe. Almost all pupils are from White British backgrounds. Developments to the school buildings and grounds have led to good facilities for pupils.

The distinctiveness and effectiveness of Kilby St Mary's as a Church of England school are good

The headteacher, staff, governors and parents are strongly committed to the Christian foundation of the school where strong links exist between the parish church, churches in the area and the community. The school is a successful Church of England school where all children are able to flourish.

Established strengths

- Distinctive Christian ethos of the school in which all pupils are nurtured and valued.
- The partnership with the local parish church of St Mary Magdalene and other churches resulting in regular teaching in collective worship and RE.
- High quality acts of collective worship, inclusive of all, contributing to pupils' spiritual, moral, social and cultural development.
- Well behaved, confident pupils.

Focus for development

- Adopt and implement a systematic approach to the monitoring and evaluation of collective worship and RE enabling Foundation governors to prepare regular reports on aspects pertaining to the Christian foundation.
- Improve pupils' understanding of faiths other than Christianity.
- Provide greater challenge and differentiation in RE lessons for more able pupils.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

The school's vision, articulated in the prospectus aims, to 'promote Christian values through co-operation'. This is clearly seen in the behaviour of the pupils and their positive relationships with each other and younger members of the school and also adults. Pupils feel valued and special because of the individual care and recognition they receive. The school recognises and values the learners' achievements each week during the family celebration worship so that pupils are motivated to do their best. They say, 'We are all special in some way'. Parents value the strong caring support of the staff which reflects clear Christian values. Good behaviour and the attitudes of the pupils enable them to make good progress academically and socially. A regular weekly programme of Christian visitors taking collective

worship strengthens the teaching of Bible stories and Christianity resulting in a good sense of spiritual and moral awareness. Pupils have a good understanding of the purpose of a church school and say that it 'teaches us about the ten commandments and being good'. The residential visit to France, the headteacher's visit to a Diocesan link school in Durg, India and the resulting e-mails, talks and questions asked, has added to the enrichment and awareness of diversity and other cultures. The RE displays and texts on the walls in the corridors, the large pictures in the hall, the cross outside and candles and cross inside mark the distinctiveness of this church school. Parents feel the strong connection with the local church and in many cases it has influenced their choice of this school. The churches in the area offer holiday activities which are well attended by pupils. Parents say that these activities provide a strong sense of Christian values and provide a depth of feeling of Christian unity which is reinforced in the school. Close links with the Diocese and involvement in the programme of the Stations of the Cross at Launde Abbey and the Held Together Pilgrimage have enriched the curriculum and led to more community involvement. A family Eucharist was successfully held in school during the pilgrimage and the school hopes to repeat this each term. Pupils, aware of the needs of others, have raised funds for Barnado's and Children in Need and more recently packed Christmas boxes for Romania. The views of the members of the school council are valued and realised. A suggestion concerning new play equipment was recently implemented.

The impact of collective worship on the school community is good

Worship is an important time and underpins the Christian character of this school. Learners benefit from the regular, weekly input from the local vicar, lay reader and a Baptist minister. The collective worship observed on the first visit engaged the pupils in a summary of the Christmas story and linked a personal story to illustrate how people 'hear something and act upon it'. The story was used to make the text more meaningful and linked to everyday life. Links were made to previous learning and skilful questioning allowed learners to deepen their knowledge. Pupils' awareness and recall of known Bible texts showed that they had indeed 'hidden God's word in their heart' as instructed by the minister and made sense of the text. Music performed by children learning to play the flute added a sense of calm and peacefulness at the end of the worship. The headteacher's worship on the second visit provided a reflective time when pupils were asked to think about 'giving' at Christmas rather than receiving. This was well illustrated with a video clip from a well known store's Christmas advert which completely captured the children's imagination and enabled them to think about the idea of putting others first and it being better to 'give than receive'. A prayer written by a pupil was used to remind children to share their gifts at Christmas. The worship makes a real difference in pupils' lives and contributes greatly to their spiritual development which is good. Most children have a good understanding of Anglican traditions and talk enthusiastically about their learning. Parents talk about the impact felt by their children after hearing Bible stories about 'The Good Samaritan' and 'David and Goliath'. Parents say, 'they know all about love thy neighbour and what that means'. The church is used to celebrate major festivals and pupils take an active role in writing prayers and being involved in church services. Collective worship is evaluated by staff and pupils. It is commented on by governors making focused visits but needs to be more rigorously evaluated and recorded.

The effectiveness of the religious education is good

Religious Education is effectively planned and resourced enabling pupils to secure standards and progress that are in line with those of the core curriculum. Learners have a good understanding of the Christian faith and Anglican traditions. Pupils find RE interesting and meaningful and recognise its relevance to their own lives. Lessons observed were well planned with a range of activities to stimulate learning. Christian teaching strongly permeates RE lessons. In the Foundation Stage/Year 1 lesson observed, young children were able to express their thoughts and feelings about the meaning of the word 'gift' during a circle time activity. Links were made to previous teaching and visible resources in the classroom helped the pupils to remember words they had learned. Effective use of questioning brought about good thoughtful answers. One young pupil knew that the counting down to Christmas and the advent ring was 'to celebrate Jesus' birth'. Further activities repeated and reinforced the message of 'the most special gift' with adults, working in differentiated groups, guiding the thoughts by skilful questioning. Pupils in Y5/Y6 explored the meanings of different emotions

and their own reactions to a given situation. Links made to previous learning enabled them to share ideas and give confident answers. Clear instructions and discussion of the success criteria enabled the older pupils to produce a succinct paragraph relating to the emotions of a character featured in the Christmas story. Pupils were interested and the written outcomes showed thoughtful responses and understanding of the learning. Pupils benefit from the contribution that the local vicar makes to the teaching of the RE curriculum, being involved with Stations of the Cross, pilgrimage with Y6 and Bible stories with younger pupils. Pupils have a good knowledge of Christianity and enjoy learning about other faiths but their knowledge in this area is not so well developed.

The effectiveness of the leadership and management of the school as a church school is good.

The headteacher and governors are committed to the school's Christian foundation. The headteacher has introduced the weekly family worship, a worship table with candles and a cross and 'Well Done!' awards for children. Governors visit the school, write reports and lead worship. The governors maintain excellent links with the church and give good support in promoting the Christian ethos. They now need to formalise their visits with written evaluative reports. There is an excellent partnership between the school and St Mary's Church, reaching out to invite parents and children to different events during the year. The support for the school by the vicar makes a strong contribution to the life of the school and the teaching of RE. The headteacher as the RE and collective worship co-ordinators is committed to a high quality of provision for all pupils. During the year she has involved the community in Diocesan led projects. Attendance at the Cathedral, by a group of pupils, for the end of the 'Held Together Pilgrimage' was recorded and displayed as a newspaper report. A special hand printed stole featuring different faith symbols was created and given to the Archbishop at the time of the 'Held Together Pilgrimage'. Many opportunities have been made to give pupils experiences of other religions and cultures. The visit to the Hindu temple, the visitor from Tanzania, the headteacher's residential visit to France and visit to India have contributed to greater community cohesion. Artefacts, e-mails and photographs on display enrich pupils' experiences. The leadership is effective and the school is now well placed to continue to develop as a church school.