



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR KILSBY CE PRIMARY SCHOOL

<b>Name of School:</b>	Kilsby CE Primary School
<b>Headteacher/Principal:</b>	Georgina Sensecall
<b>Hub:</b>	The Heart of England
<b>School phase:</b>	Primary
<b>MAT (if applicable):</b>	Innovate Multi Academy Trust

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Effective
<b>Date of this Review:</b>	18/11/2024
<b>Overall Estimate at last QA Review</b>	Not applicable
<b>Date of last QA Review</b>	Not applicable
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	18/07/2023



## **1. Context and character of the school**

Kilsby Church of England Primary School is a small primary school located in a rural area. It is a part of the West Northamptonshire local authority. All pupils are now taught in distinct year groups. There is a nursery on the premises. Leaders aim to provide an education of the highest quality through the Christian ethos of living 'life in all its fullness' (John 10:10).

The proportion of disadvantaged pupils and pupils with an education, health and care plan (EHCP) is well below the national average. The proportion of pupils whose English is an additional language (EAL) is below national. The vast majority of pupils are from a White British background. The school is a part of Innovate Multi Academy Trust.

### **2.1 Leadership at all levels - What went well**

- The passionate headteacher and her team have the highest aspirations for pupils, both for their academic achievement and their behaviour. Pupils share a thirst for knowledge and relish every opportunity that staff provide.
- Leaders have a good understanding of the context of the school and its demographic. They have established a positive learning environment where pupils and staff feel valued. A distributed leadership model ensures all staff are held to account. Monitoring of key objectives is apparent in the school development plans.
- British values and life in modern Britain are interwoven into all areas of the curriculum. Raising pupils' awareness around multiculturalism is promoted via the *Dimensions* curriculum which includes explicit signposts.
- Subject leaders work well with teachers to ensure that they have a precise understanding of what pupils must know and remember in all subjects. Schemes of learning are fully in place from the Early Years Foundation Stage (EYFS), resulting in all teachers knowing what pupils should know and remember over time.
- Senior leaders have prioritised the development of curriculum subject leaders. Coaching sessions and professional development are fully in place. Consequently, leaders disseminate best practice effectively. This allows them to access expert knowledge within and outside the Trust.
- Children from EYFS are well supported to quickly develop a secure understanding of phonics. As a result, children in the Reception year and pupils in Key Stage 1 learn to read well. Pupils are provided with books to read that match the sounds they know. Staff support weaker readers to catch up quickly. From the EYFS, story building and vocabulary development contribute to pupils' love for reading and writing.

- Writing is a high priority. Leaders are refining the existing scheme with a particular focus on ensuring that pupils' understanding of grammar supports the curriculum intentions for writing. Modelling of high quality pieces of writing was very apparent on classroom walls.
- Pupils contribute to both their school and wider community. "Little leaders" and house captains take part in charity events and speak animatedly about their roles and responsibilities. They believe they make a difference: "It makes me feel I have an important place in this school. We are role models for younger children". They are particularly proud of the buddy bench, as it helps others "to feel listened to and not alone". School and holiday clubs are very popular and well attended.
- Governors support and challenge the leadership team well.

## 2.2 Leadership at all levels - Even better if...

... leaders ensured that all pupils, including the more able, systematically reached their full potential by the end of Key Stage 2.

... leaders refined the writing curriculum with a focus on grammar (link between grammar and its impact on the purpose of writing) and ambition for the more able (effective use of curriculum time).

## 3.1 Quality of provision and outcomes - What went well

- Pupils positively flourish in a nurturing and caring environment. Children in the EYFS blossom and as they progress through the key stages, quickly become confident and resilient learners. Attitudes to learning are exemplary. Pupils focus deeply on their learning. They take pride in their work. They thrive in a very supportive and inclusive learning environment.
- Most teachers have strong subject knowledge. They ensure pupils are taught content in a sensible order. In most subjects, they use assessment information to adapt planning, so that any gaps in pupils' learning are quickly addressed. Consequently, pupils have plenty of opportunities to revisit and build on their prior learning. This helps them to learn and remember more.
- The focus on early reading and writing is evident across EYFS, in both indoor and outdoor environments. Children elect to write and 'post' greetings cards, linking their writing to a message and enjoying the clear purpose of the task. In the best lessons, older pupils are invited to deepen the moment using complex vocabulary or relevant syntactic structures they have encountered through their reading.

- Teachers check what pupils know and can do through skilful questioning. For example, in a Year 1 mathematics class, the teacher used questioning to address misconceptions when recapping number bonds. This allowed all pupils to progress rapidly and for some to deepen their knowledge through further questioning.
- Leaders' focus on vocabulary has clearly paid dividends. Teachers, in all lessons, are clear about what pupils should know and remember. In many subjects, pupils apply their vocabulary through the use of stem sentences. They are particularly confident to communicate orally as they are encouraged to engage in learning conversations with their partners and/or within a group.
- Pupils shared strategies for memorisation which have the biggest impact, including dual coding, songs, rhymes, the use of manipulatives, displays etc.
- Leaders recognise the need to deepen knowledge for some pupils to allow them to reach greater depth. The best lessons include opportunities for the more able to reach their full potential. This was particularly the case in mathematics where no time was wasted and the ambition for all was tangible.
- In the best books, pupils are not only given useful tips on how to improve their work through live feedback, but also time to do it. This is apparent through the use of green pen responses, where pupils reformulate answers or correct their mistakes. Some books in Key Stage 2 also include a focus on improving letter formation through the bubble handwriting method.

### **3.2 Quality of provision and outcomes - Even better if...**

... teachers, in some subjects, adapted the curriculum to enable the more able to reach their full potential (ambition).

... teachers shared the best practice around memorisation and assessment observed during this review, particularly in the EYFS.

### **4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well**

- The SEND team has ensured that the needs of pupils with SEND are carefully identified. Teachers adapt their teaching to meet the needs of all pupils. Pupils with SEND are supported well and they are fully integrated during lessons.

- The curriculum for early reading is successfully adapted for pupils who struggle to learn to read. Leaders have designed a personalised curriculum for those pupils who need this, thus helping all pupils, including the most vulnerable, to read well.
- All pupils learn how to understand and manage their emotions, particularly those with complex needs. This was particularly the case with a vulnerable pupil new to the school who benefitted from their teachers' quick response to their needs.
- Leaders have implemented a curriculum with equality of opportunities at the heart of the activities pupils can access. Barriers to learning are considered and appropriate interventions put in place. Pupils are well supported within the curriculum, and well developed links with parents and other agencies further enhance their progress.
- Teaching assistants' deployment is purposeful. They have strong subject knowledge, which was very apparent in some of the lessons visited.
- Leaders take swift and effective action to reduce the number of vulnerable pupils who do not attend school regularly. Consequently, the attendance of all pupils has improved. Leaders know exactly why a small number of pupils are not attending school regularly and, together with the family support worker, have created a personalised package of support for each of them.
- All pupils, including the most vulnerable, benefit from a wide range of enrichment activities. Some are customised to best meet the needs of pupils with SEND (sports coach).

#### **4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...**

... leaders sustained the improvement in attendance, particularly for persistent absentees.



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#### **Following the QA Review**

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse content reports from across the hub networks including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review reports remain confidential to Challenge Partners and the host school. This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real-life examples.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools. The School Support Directory can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)