

Inspection of Kibworth Church of England Primary School

Hillcrest Avenue, Kibworth, Leicester, Leicestershire LE8 0NH

Inspection dates: 8 and 9 November 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Nikki Mathew. This school is part of Discovery Schools Academies multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Paul Stone, and overseen by a board of trustees, chaired by Richard Bettsworth.

Ofsted has not previously inspected Kibworth Church of England Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Kibworth Church of England Primary School to be outstanding, before it opened as an academy.

What is it like to attend this school?

Each pupil in this school receives the education and wider development that allows them to, as the school would put it, 'let their light shine'. The school's Christian values permeate through all the work the school does. This is a school in which pupils flourish. They feel safe and happy.

Pupils behave impeccably. They all know that it is their responsibility to set the tone. They understand that they are the role models who will guide younger pupils. Pupils make highly positive contributions to the wider life of school. Many of them sit on one of the 15 subcommittees of the school council. Others drive school-wide initiatives such as 'meat-free Mondays' and the uniform recycling shop.

The academic education pupils receive is of the highest quality. All pupils, including those with special educational needs and/or disabilities (SEND), get the support they need to achieve highly.

Children in the early years get off to the strongest start. All children get the attention, care and education they need. This gives children the building blocks to be successful in future education.

Pupils, parents and carers recognise and value the exceptional education and wider development this school provides for pupils.

What does the school do well and what does it need to do better?

The curriculum is highly ambitious. It has breadth and depth so that all pupils, including pupils with SEND, have an opportunity to gain the knowledge and the skills that will set them up for future learning.

The subjects in the curriculum are highly connected. For example, pupils learn about adaptations in science and at the same time they learn about biomes in geography. This logical ordering allows pupils to connect knowledge from different subjects. This makes their learning more memorable. Pupils build a depth of understanding across the subjects they study. In computing, pupils learn about how networks send packets to communicate. They then apply this in later years to understand how e-commerce works.

Subject leaders understand how to monitor the curriculum. This ensures that the focus is always on pupils knowing and remembering more. Teachers are subject experts. The time they receive for professional development allows them to constantly refine and improve the curriculum.

Teachers use assessment well to check that pupils are learning. They have the expertise to understand the most effective and efficient ways to help pupils retain knowledge for the long term. The activities and resources used to present

information are expertly matched to the curriculum. Pupils with SEND benefit from further adaptations to ensure they achieve well.

The school plans experiences to bring the curriculum to life. This makes learning memorable and helps to develop pupils in a wider sense. Pupils visit the mosque as they study Islam. Pupils benefit from residential trips to Aylmerton, where they can carry out fieldwork and learn about coastal erosion.

Teachers are early reading experts. They take every opportunity to explore the vocabulary that children encounter in books. Books are closely matched to the sounds that pupils know. Not only do children become fluent readers quickly, but they also develop strong language and communication skills. Older pupils continue to develop a love for reading. Carefully chosen class reads, such as 'The Unforgotten Coat', expose pupils to different genres. These books also allow pupils to develop socially and morally.

The early years curriculum is expertly planned. Adults know the children well. They use their knowledge of each child and the curriculum to ensure that play is purposeful and links closely to the knowledge they want children to acquire across all areas of learning. Children are well prepared to hit the ground running in a more formal education in Year 1.

The opportunities to develop pupils' talents and interests go beyond what is expected. Pupils take part in art club, science club and the choir, to name a few things. Play leaders make sure that lunchtimes have ample opportunities for pupils to develop new skills, such as archery and team-building. Pupils develop a strong understanding of fundamental British values. They are well prepared to take their place as active citizens in modern Britain. The curriculum develops pupils' understanding of healthy friendships and different types of families. This is a truly inclusive school, which develops inclusive pupils.

Staff know that this is a unique school to work in. They are proud to work here. They report high levels of satisfaction and know their workload is well considered. Those responsible for governance are determined to get the best for every pupil at this school. Their vision for this school is realised.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138358
Local authority	Leicestershire
Inspection number	10288336
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	592
Appropriate authority	Board of trustees
Chair of trust	Richard Bettsworth
CEO of the trust	Paul Stone
Headteacher	Nikki Matthew
Website	https://kibworthprimary.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- This is a Church of England primary school in the Diocese of Leicester. The most recent section 48 inspection took place in February 2023.
- The school uses one unregistered alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteachers, curriculum leaders, the special educational needs coordinator and a range of staff.

- The lead inspector met with trustees, the chair of the advisory board and other trust executives.
- Inspectors carried out deep dives in reading, mathematics, science, history and design and technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed other areas of the curriculum with leaders, scrutinised the work that pupils produced and discussed this with pupils further.
- Inspectors observed pupils' behaviour in lessons and at other times around the school.
- Inspectors considered a wide variety of school documents, including the school self-evaluation and academy improvement plan.
- Inspectors took note of the responses received through Ofsted's online survey, Ofsted Parent View, and considered the results of the staff survey. Inspectors met with pupils and parents to gather their views.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Rakesh Patel, lead inspector	His Majesty's Inspector
Jamie Nairn	Ofsted Inspector
Ben Waldram	Ofsted Inspector
Claire Stylianides	Ofsted Inspector

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