

Kilby St Mary's Church of England Primary School

URN: 120195 | Inspected: 07 January 2026

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement Needs attention

Teachers do not have high enough expectations of the quality of pupils' work, including how pupils should present their work. As a result, there are gaps in pupils' knowledge and understanding when writing. This includes letter formation, sentence structure and when writing in other subjects. Gaps in pupils' knowledge when writing are not being identified effectively. As a result, these gaps are not closing. Pupils across different year groups learn the intended curriculum. While many pupils talk about their learning confidently and progress through the curriculum, some do not progress as well as they should. In some subjects, for example reading, pupils achieve well in national tests. Teachers identify gaps in pupils' knowledge in reading and provide appropriate support to help pupils to catch up. Leaders have implemented a new approach to teaching mathematics. As a result, pupils make suitable progress in this subject.

Curriculum and teaching Needs attention

There are inconsistencies in how well teachers implement the curriculum. During some lessons, teachers routinely check how well pupils are learning. However, this is not consistent. At times, teaching is not adapted well enough to match what pupils know and can do so that pupils progress as they should. In some classes, the curriculum meets the needs of pupils with special educational needs and/or disabilities well. When this is effective, pupils progress well through the curriculum, for example when completing number activities with practical resources. However, this is not consistent. Leaders understand the quality of the curriculum and teaching. They have secured improvements in the teaching of reading and mathematics. Leaders have accurately identified the areas where teaching needs to improve. For example, they have introduced a new approach to writing. This is impacting positively on developing pupils' grammar and spelling. However, letter formation and handwriting are in need of improvement. The school's curriculum identifies what pupils will learn. It is well sequenced and builds on what pupils have learned before. Teachers demonstrate effective subject knowledge across the curriculum. They give clear instructions and explanations. Teachers revisit prior learning to remind pupils what they have already learned.

What it's like to be a pupil at this school

Pupils enter school with big smiles. Staff and pupils are proud and happy to be part of this small school, which sits at the heart of the community. Pupils are welcomed into a calm, nurturing and friendly environment. Staff build warm and positive relationships with pupils. Pupils know that staff will listen to them if they have a concern.

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Pupils play and socialise well together. They report that incidents of bullying are dealt with quickly and effectively. Pupils benefit from enrichment activities, including colouring club and the school choir. They enjoy their leadership roles, for example as a member of the school council or as a road safety officer. They are well prepared for life in modern Britain. Pupils enjoy their lessons. They talk about what they have learned with confidence. Most pupils are prepared for the next stage of their learning. However, teachers do not check consistently what pupils are learning. As a result, the work for some pupils with special educational needs and/or disabilities is not well matched to what they know. Leaders have identified that the development of writing is in its early stages. There is more work to be done to support letter formation and pupils' handwriting. Pupils attend school well. They want to be there. Well-established routines and high expectations for behaviour lead to pupils learning in a calm environment. Many pupils demonstrate positive attitudes to learning. However, these positive attitudes are not reflected in the quality of written work that pupils produce. In the early years, children get off to a positive start. They are happy, settled and they want to learn. The curriculum focuses on developing communication and language. Some staff demonstrate highly effective interactions with children. However, this is not consistent.

Next steps

- Leaders should ensure that teachers use assessment information to check what pupils already know, particularly when adapting learning for pupils with special educational needs and/or disabilities.
- Leaders should ensure that teachers identify gaps in pupils' learning to improve all aspects of pupils' writing, including letter formation and handwriting.
- Leaders should ensure that all teachers have high expectations for what pupils can achieve, including in the quality of the work that they produce.
- Leaders should continue to develop high-quality interactions between adults and children in the early years.

Early years

Expected standard

Early years provision is high quality. Developing early years has been a priority for leaders. They are ambitious to ensure that children have the very best start to their education. Leaders have a clear understanding of the context and starting points of children. They work effectively with parents and carers to ensure a smooth transition into school. All staff know the children very well. The curriculum identifies the key knowledge that children will need to know and remember. It supports learning and progress. Learning is tailored to meet children's needs effectively. Children with special educational needs and/or disabilities thrive in early years. Children achieve well. They are ready for their

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. The school prioritises reading, and communication and language. It ensures that children develop the basic skills of reading, writing and mathematics that they need to be good learners. Children practise what they have

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learned in early mathematics, for example, developing their understanding of numbers. Children enjoy story times. Some adult interactions with children are of high quality and develop language and communication. Leaders need to continue this work to ensure that all staff engage in effective interactions with the children who need this the most.

Inclusion

Expected standard

Staff benefit from effective training to meet the ever-changing needs of pupils. As a result, the needs of pupils are identified and assessed effectively. Leaders ensure that individual learning plans are created for pupils with special educational needs and/or disabilities. In most cases, the targets set for pupils are precise and help teachers to better meet their needs. Leaders demonstrate knowledge of the graduated approach to supporting pupils. They work effectively with parents and external agencies to support pupils to achieve well. In many lessons, pupils are supported to overcome the barriers to their learning. This is through adult support or teachers providing additional resources. Gaps in learning are identified and pupils are given the support to catch up with their peers. However, this is not consistently effective. Although leaders monitor pupils' progress to identify

next steps

, they do not currently check the impact of the support. Staff know and understand the barriers that disadvantaged pupils face. Leaders use funding effectively to ensure that pupils access the enrichment activities on offer and can overcome barriers to their learning. Pupils are fully included in the life of the school, for example through their leadership roles. Pupils say they feel 'responsible' and 'proud' in these roles.

Leadership and governance

Expected standard

Leaders know the school, the community and pupils well. Leaders identify the right priorities for improvement. They want to achieve the best possible outcomes and experiences for pupils. They act in pupils' best interests. Considerable work has been undertaken to improve the provision since the last inspection. An effective curriculum is now in place to support pupils' progress. Those responsible for governance know the school well. They are knowledgeable about their statutory duties and carry them out effectively. They support and challenge school leaders effectively. They are fully aware of the quality and impact of different aspects of the school's work, for example the work to improve writing. Leaders acknowledge the changing demographics of the school. They have responded appropriately to these changes. For example, they have developed processes and systems to ensure the needs of pupils with special educational needs and/or disabilities (SEND) are swiftly identified and assessed. Time is protected for professional learning. Staff access appropriate professional development. This helps them to deliver an improved quality of provision. The impact of this training is evident, for example, in understanding the needs of disadvantaged pupils and those with SEND. Staff appreciate how leaders are mindful

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of their wellbeing. Leaders ensure that their workload is manageable. Leaders collaborate in partnership with other local schools to share ideas and improve provision.

Personal development and wellbeing

Expected standard

The personal development programme considers the context of the school. Leaders adapt the programme to reflect the school's context, for example through an increased focus on understanding diversity. The curriculum is well sequenced and ensures that pupils revisit learning to deeply embed their knowledge. The curriculum is designed to enable pupils to learn how to keep physically and mentally healthy. It helps pupils to keep themselves safe when working online and when out in the community. Pupils talk about their learning with confidence. They demonstrate a depth of understanding of different cultures and world faiths. They learn about healthy relationships. Pupils understand the fundamental British values and how these align to the values of the school. They appreciate the need to treat all people with respect and celebrate differences. Leaders ensure that pupils access the pastoral support that they need. Staff have received training to support their understanding of pupils' different emotions. The pastoral offer is effective and tailored to meet the needs of pupils. It ensures that pupils are in a strong position to access their learning. Leaders acknowledge the restrictions to offering after-school activities. They look for opportunities to overcome these, for example through lunchtime activities and whole-school events. Pupils enjoy attending the lunchtime clubs, which help to develop their character. Pupils' talents and interests are developed, for example through a girls' football activity. Pupils value their leadership roles. They take them seriously. For example, the school council is keen to raise money for a new sign for the 'Squirrel Lodge'. Leaders create curriculum enrichment opportunities and check attendance to ensure that all groups of pupils are included. When necessary, leaders ensure that pupils have the additional support needed so that they can participate. Needs attention

Attendance and behaviour

Expected standard

Pupils attend school regularly. Leaders have clear systems and processes in place. Leaders work closely with families, and appropriate support is offered when pupils do not arrive at school. Leaders use attendance information to intervene and support all pupils to attend well, including disadvantaged pupils. Although the attendance for pupils with special educational needs and/or disabilities (SEND) has been lower than other groups, it is improving over time. Leaders have high expectations of behaviour. These expectations are communicated effectively to parents, staff and pupils. Leaders know and understand their pupils and the context of the school well. They support pupils and create a culture of positive behaviour. Staff have received appropriate training to support a consistent approach to behaviour management. They make appropriate adjustments to support pupils with SEND. Pupils demonstrate positive attitudes to their learning. However, at times, this is not reflected in the quality of the work they produce. Pupils' behaviour across the school is positive. Leaders have established a calm, orderly and respectful environment. Pupils learn without disruption. Pupils say that bullying is

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rare and when it does happen, teachers help them. Leaders have created a culture where staff support and protect pupils.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/kilby-st-marys-church-of-england-primary-school-wigston>