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10 December 2010

Mr S Turner  
Headteacher  
Killamarsh Junior School  
38 Sheffield Road  
Killamarsh  
Sheffield  
S21 2EA

Dear Mr Turner

**Special measures: monitoring inspection of Killamarsh Junior School**

Following my visit to your school on 8-9 December 2010, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the fourth monitoring inspection since the school became subject to special measures, following the inspection which took place in June 2009. The full list of the areas for improvement, which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – satisfactory

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Derbyshire.

Yours sincerely

Roy Bowers  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in June 2009**

- Raise standards, particularly in English, to above the national average and accelerate the rate of pupils' progress by the end of Year 6 by:
  - improving the quality of teaching and learning so that it is at least good, and ensuring that there is consistent effective practice throughout the school
  - ensuring that assessment information is used effectively to set work that accurately matches the next steps of all pupils' learning
  - providing training for staff to ensure accurate grading of pupils' work in English, mathematics and science according to the National Curriculum levels.
  
- Strengthen the effectiveness of leadership and management across the school by:
  - increasing the amount of weekly management time for the deputy headteacher and wider leadership team, to enable them to organise, structure and implement the monitoring, recording and evaluation of the performance of the school
  - using the information from the monitoring and evaluation to address identified needs promptly and record the outcomes
  - defining and developing the role of the middle managers, subject leaders, coordinators and teaching assistants to help ensure that they have a consistently good impact on pupils' achievements and standards.

## **Special measures: monitoring of Killamarsh Junior School**

### **Report from the fourth monitoring inspection on 8 December 2010**

#### **Evidence**

Inspectors observed the school's work, scrutinised documents and met with the headteacher, deputy headteacher, all other leaders, the special educational needs coordinator, pupils and a representative from the local authority.

#### **Context**

At the end of the summer term two teachers left the school. Two temporary contract teachers were appointed and commenced their duties at the start of the autumn term.

#### **Pupils' achievement and the extent to which they enjoy their learning**

Since the last monitoring inspection, the end of Key Stage 2 national test results have been published and show that pupils' attainment at the end of Key Stage 2 is now average in English and mathematics. Inspection information shows that pupils' attainment in most other year groups is broadly average. Although pupils' attainment in Year 5 in writing and mathematics remains below average, consistently good teaching in this year group and new initiatives to stimulate boys' literacy skills, are rapidly accelerating pupils' progress. Pupils' progress in all year groups continues to improve as previous deficiencies in pupils' learning are being successfully addressed.

#### **Other relevant pupil outcomes**

Strong relationships between teachers and pupils and effective class management skills, promote good behaviour in lessons. Pupils work hard and engage enthusiastically with their work. They show a good level of concentration and perseverance when working independently and cooperate well in groups.

#### **The effectiveness of provision**

The quality of teaching continues to improve and a greater proportion is now good. Teachers are clearer about what they want pupils to learn in lessons and more carefully plan pupils' next steps in learning. Further training in using assessment information and national curriculum levels is helping teachers to match the work in lessons more closely to pupils' needs. The quality of teachers' marking has improved considerably and now consistently provides pupils with helpful guidance on how to improve. A new system of pupils' improvement targets has recently been introduced and, although not yet embedded, is helping pupils focus much more on their personal improvement priorities. In the best lessons, teachers provide pupils with a

clear progression of learning activities, show pupils how to use the new skills to improve their work and regularly check on pupils' understanding. However, most teachers have not embedded all these aspects into their teaching. Consequently, despite the improvements, the majority of teaching remains satisfactory and a small amount is inadequate.

Progress since the last monitoring inspection on the areas for improvement:

- Raise standards, particularly in English, to above the national average and accelerate the rate of pupils' progress by the end of Year 6 by improving the quality of teaching and learning - satisfactory.

### **The effectiveness of leadership and management**

Leaders at all levels have continued to develop their skills of monitoring, evaluating and improving the work of the school. The gradual withdrawal of local authority support has allowed senior leaders a much greater degree of independence to make their own decisions and take responsibility for their actions. All leaders, especially the headteacher, have responded well to this and have grown in confidence. Although some of the subject leaders still have little experience of observing the quality of teaching and learning in lessons, the headteacher and deputy headteacher regularly observe lessons and have developed a good understanding of what makes effective teaching and learning. They now use this knowledge well to provide advice to teachers on how to improve. All leaders are using monitoring and evaluation information much more effectively to hold staff to account for pupils' achievement. Curriculum leaders and the special educational needs coordinator have accurately identified priorities for improvement in their own areas which are reflected in the improvement plans. The significant improvement in the teaching skills of the deputy headteacher, especially in literacy, means that she now provides a strong model for effective classroom practice. When teaching assistants are given clear instructions on how to guide pupils' learning, they make a valuable contribution to pupils' learning in lessons.

- Strengthen the effectiveness of leadership and management across the school - satisfactory.

### **External support**

The local authority has correctly reduced the amount of support for all leaders and managers and has encouraged them to make school decisions independently. The school reports that any requests for guidance or advice have been accommodated in a swift and helpful manner.

### **Priorities for further improvement**

There are no new priorities for improvement. The school needs to continue to embed all the practices established over the past year, focusing specifically on raising pupils' achievement through continuing to improve the quality of teaching and learning.