

Kingmoor Junior School

Inspection report

Unique Reference Number	112229
Local authority	Cumbria
Inspection number	378445
Inspection dates	14–15 March 2012
Lead inspector	Jean Kendall HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	238
Appropriate authority	The governing body
Chair	Tim Parsons
Headteacher	Andrew Cairns
Date of previous school inspection	23 September 2008
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Introduction

Inspection team

Jean Kendall

Her Majesty's Inspector

Sharon Lambert

Additional inspector

This inspection was carried out with two days' notice. Twelve lessons and three intervention group sessions were observed; all teachers were seen. Inspectors carried out a full scrutiny of pupils' work in every class. They spoke to pupils, met with pupil representatives and listened to pupils read. They met with governors, staff and a local authority representative. Inspectors observed the school's work and looked at the school's monitoring, self-evaluation, action-planning and policies. They took account of the responses to the on-line questionnaire (Parent View) in planning the inspection and the 89 parental and carers' questionnaires that were returned. They also took account of 103 pupil questionnaires and nine returns from staff.

Information about the school

Kingmoor Junior is an average size school. Most pupils are White British with a few from minority ethnic groups. The proportion of pupils known to be entitled to free school meals is below average. The proportion of disabled pupils and those with special educational needs is broadly average, although a higher than average proportion is supported at School Action Plus or has statements. Kingmoor Community and Business Centre shares the same building and provides adult courses and family learning.

The school has several awards including Activemark, Sportsmark and Healthy School status. It has a strong musical tradition and has won several awards in regional music festivals. The school meets the government's current floor standard for achievement at Key Stage 2. A new headteacher has been appointed since the last inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- Kingmoor Junior provides pupils with a good quality of education. The school is improving under the highly-effective leadership of the headteacher and full commitment of staff. It is not outstanding because, although teaching is mostly good, the pace of learning is uneven. Learning is slower in lessons where pupils have insufficient opportunities to work independently and where activities are not precisely matched to their abilities. Monitoring and action-planning requires further refinement to move the school from good to outstanding.
- Pupils make good progress to attain high standards in tests at the end of Year 6. The exciting, enriching curriculum supports pupils' above-average attainment across all subjects, especially in music, arts, modern foreign languages and sport. The school excels at music, with a thriving orchestra and choir.
- Teaching is mostly good with some that is outstanding. Teachers have good subject knowledge and expect high standards from pupils. Assessment and marking are good across the whole school. However, there are a few lessons where the work of lower- and middle-ability pupils is not as precisely matched to their learning needs as it could be.
- Pupils' behaviour and safety are good overall. Many pupils have exemplary attitudes to learning and rise to teachers' high expectations. There are a few pupils who have less positive attitudes to work, but this is mostly well managed. Pupils' moral and social development is outstanding. They collaborate exceptionally well and make an excellent contribution to the school.
- The vast majority of parents and carers are extremely positive about leadership, stating for example, that the school 'has come on hugely with the strong influence of the headteacher'. They refer to 'well-motivated teachers' and 'conscientious, reliable staff.' Inspectors agree. Effective management of both teaching and the school's performance has already improved the school from satisfactory to good. This, together with the mostly good teaching, provides the school with a strong capacity to improve further.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching so that all pupils make the best possible progress by:
 - providing consistently good opportunities for pupils to work independently on interesting tasks, at their own pace for prolonged periods
 - ensuring that activities in lessons are precisely matched to pupils' abilities and prior learning, particularly for middle-to lower-ability pupils
 - sharing existing effective practice in the school and across the local cluster of schools.

- Build on and refine monitoring, self-evaluation and improvement-planning to move the school from good to outstanding, by:
 - using clear criteria to evaluate and improve teaching
 - making the intended impact of actions on pupils' outcomes explicit and measurable in all action plans
 - embedding the cycle of improvement so that information gleaned from monitoring and tracking pupils' progress is used more effectively in planning at all levels.

Main Report

Achievement of pupils

Most pupils start school in Year 3 with above-average attainment. They make good progress overall to attain high standards in reading, writing and mathematics at the end of Year 6. Parents and carers who returned questionnaires also feel that their children make good progress, stating for example that they are 'challenged and happy' and 'very well supported to make the best possible progress'. Higher-ability pupils are challenged with demanding tasks that further their learning effectively. Disabled pupils and those who have special educational needs make particularly good progress because they receive good support at just the right level. However, there are occasions when pupils of middle and lower ability make slower progress in lessons because tasks are not as precisely matched to their ability as they could be.

The pace of learning is good over time but it can vary in lessons. Where it is most rapid, teachers provide clear and concise explanations followed by challenging independent activities that motivate pupils. This was seen in a very effective Year 5 mathematics lesson on probability. Pupils were allowed time to explore their understanding, while the teacher gave timely support and additional challenge to take learning to the next level. Progress is slower in lessons where the teacher talks at pupils for too long, because they have less time to practise their skills.

Pupils' above-average achievement extends well beyond subjects that are tested at the end of Year 6. They achieve well in subjects such as science, history, geography and modern foreign languages. Many pupils excel in arts, music, and sports. The school orchestra and choir are inclusive and extremely accomplished. Pupils have well developed key skills including information and communication technology (ICT) and extremely well developed

social, leadership and enterprise skills. These skills and attributes prepare them well for transfer to secondary school.

Quality of teaching

Teaching is mostly good and there is some outstanding practice. Teachers have strong subject knowledge across the whole curriculum. This enables them to make effective links between subjects and develop pupils' key skills in a range of interesting contexts. In the best lessons, teachers make learning active and fun with just the right amount of support and challenge for all ability groups. In Year 6 for example, pupils practised their skills of measurement through practical activities, with appropriate support or challenge for all. Teachers have high expectations of pupils regarding their presentation and volume of work. Books are well presented with clear aims for each piece of work and relevant targets for improvement. Interactive marking very effectively helps pupils to improve and expand their knowledge and skills.

There is some less effective teaching that could be improved by learning from the best practice within the school. In some less effective lessons, the teacher spends too much time talking, which slows the pace of pupils' learning. Pupils become restless because they are bored. They are less productive and have less opportunity to refine and develop their knowledge and skills at their own pace. In others, activities are either too difficult or not challenging enough for a small group pupils. Reading skills are generally well taught and most pupils are fluent readers and enjoy books. However, they have limited access to a library and to opportunities to carry out their own research.

The use of assessment to plan additional support has improved significantly with the introduction of effective pupil progress tracking and revised assessment procedures. These systems support teachers in identifying pupils who are not making expected progress so that help can be put in place. Pupils who may be falling behind, disabled pupils and those with special educational needs receive good-quality support. In a highly-effective mathematics support session, for example, the teacher drew on prior knowledge and gave extremely clear explanation to support new learning about number bonds. Parents and carers are generally pleased with the quality of teaching, referring to the 'fun and caring activities' and 'well motivated teachers who happily commit to extra-curricular subjects'. Pupils' spiritual, moral, social and cultural development is promoted exceptionally well through the taught curriculum and extra-curricular activities.

Behaviour and safety of pupils

Pupils' behaviour is good overall. Most pupils are highly motivated and find real joy in learning; they are rightly proud of their accomplishments. Their positive attitudes help them to achieve well in many areas. There are a few pupils who struggle with their behaviour, and they are mostly well supported to integrate into their class. However, there are a few occasions when inappropriate behaviour slows the pace of learning and disturbs other pupils. A small minority of parents, carers and pupils expressed concern about this. School leaders are taking appropriate action to tackle any issues and ensure that pupils and staff are supported appropriately. Pupils have been involved in drawing up class and playground charters and do their best to uphold the rules.

The vast majority of pupils is respectful, considerate and polite in their interactions with each other. Many parents' and carers' questionnaires referred to how 'happy and settled'

their children are and made reference to the 'lovely community feel' of the school. This supports the view that behaviour is good over time and inspectors also found this to be the case. Pupils make an excellent contribution to the welcoming, happy and inclusive school environment. They have a sophisticated understanding of some complex moral dilemmas. Their exceptionally well developed social and leadership skills help them to work together collaboratively and extend each other's learning. Their consistently good behaviour and the school's secure safeguarding procedures help pupils to feel safe. The vast majority of pupils say that bullying is not a concern and are confident that teachers will deal appropriately with any incidents that might occur. Pupils have a good understanding of how to keep safe and healthy, which has been enhanced by the school's work with external providers.

Leadership and management

Leadership and management are good. Areas identified as needing improvement at the last inspection have been fully tackled. The appointment of the headteacher has had an extremely positive impact. He is ably supported by the deputy and has the full support of staff, confidence of parents and carers, and trust and respect of pupils. Good-quality professional development and a whole-school focus on key areas, such as writing and assessment, have improved teaching from satisfactory to good. Monitoring of teaching and self-evaluation are accurate and identify key strengths and priorities for further improvement. Subject leaders' roles are developing well with support through accredited professional development and the revision of monitoring and action-planning processes. However, further refinement is needed in monitoring and subsequent action-planning at all levels to continue the journey of improvement from good to outstanding. Specifically, leaders at all levels need to make the intended impact of actions on pupils' outcomes explicit and measurable and use information gleaned from monitoring more effectively in their action-planning. Senior leaders need to use clear criteria to evaluate and improve teaching.

The school very effectively promotes equality of opportunity and tackles discrimination. There are good procedures to track pupils' progress and manage the performance of teachers, including regular pupil progress meetings. These processes are supporting the raising of achievement in all pupil groups. The very effective leadership of the special educational needs coordinator ensures that effective interventions are in place to support vulnerable pupils and those with specific behavioural, learning or physical needs. Spiritual, moral, social and cultural development is promoted extremely well in all aspects of the school's work and particularly in cross-curricular work. As a result, pupils have well developed social skills, a sophisticated understanding of moral issues, high levels of cultural awareness and respect for differences. Their spiritual development is nurtured well through music, arts and opportunities for self-reflection and discovery.

Exciting curriculum developments, led by the deputy headteacher, meet the needs of most pupils extremely well. The curriculum is broad, rich and interesting, with many extra-curricular opportunities for pupils to develop wider skills. It provides meaningful opportunities for pupils to develop their key skills so they are extremely well prepared for the next stage of their education. Strong partnership working with local schools, businesses and outside providers enhance pupils' experiences. The good transition arrangements with local secondary schools and relationship with the infant school support pupils' smooth transition.

Governors have a full understanding of the school's performance and are highly committed to improving the school. They have a good range of expertise and skills to enable them to

do so. Their role in monitoring is developing well through links to classrooms and learning walks. They are appropriately developing their skills so that they can provide greater levels of independent challenge. The school's strategies to safeguard pupils fully meet statutory requirements and include robust recruitment procedures and thorough assessment of risks.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 March 2012

Dear Pupils

Inspection of Kingmoor Junior School, Carlisle, CA3 0DU

Thank you for your warm welcome when we came to inspect your school recently. We judged your school to be good. It has improved well since the last inspection and has strong capacity to sustain further improvement. The main findings are below.

- Your school is improving well under the highly-effective leadership of your headteacher and hard work from your teachers.
- Teaching is mostly good, with some that is outstanding. Teachers have good subject knowledge and give you helpful feedback so that you can improve your work.
- Your behaviour is good. We were very impressed by your mature attitudes and kind and considerate behaviour towards each other. You make an excellent contribution to your school.
- Good teaching and an exciting curriculum support you all to make good progress. You attain higher than average standards in tests at the end of Year 6 and in many other subjects. You do extremely well in music, arts, modern foreign languages and sport.

We have agreed two areas for improvement with your school leaders.

- Increase the proportion of good and outstanding teaching by:
 - enabling you to work independently on interesting tasks
 - ensuring that activities are at just the right level and interesting to you.
- Build on and refine monitoring, self-evaluation and improvement-planning to move the school from good to outstanding.

Please thank your parents and carers for their questionnaires. The vast majority are very pleased with the school. We agree that there is much to celebrate. Well done!

Yours sincerely

Jean Kendall
Her Majesty's Inspector, on behalf of the inspection team

P.S. We all thoroughly enjoyed your singing and think your musical accomplishments are most impressive!

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