

# Kensington Junior School

## Inspection report

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<b>Unique Reference Number</b>	112573
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	357132
<b>Inspection dates</b>	19–20 October 2010
<b>Reporting inspector</b>	Doris Bell

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	193
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Hood
<b>Headteacher</b>	Lindsey Partridge
<b>Date of previous school inspection</b>	2 October 2007
<b>School address</b>	St John's Road Ilkeston DE7 5PA
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## Introduction

This inspection was carried out by three additional inspectors. They observed 11 lessons taught by 8 different teachers. They also met with parents and carers, groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at a range of documentation including teachers' planning, the school improvement plan, assessment data, and safeguarding policies and procedures. The responses from the pupil and staff questionnaires were analysed, as were the responses from the 99 parents' and carers' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- What evidence does the school have to support its view that progress and achievement are better than published data suggest, and what is it doing to raise standards, especially at the higher level, in English and mathematics?
- Are more able pupils given hard enough work to do in lessons, and are teaching and the curriculum well enough planned to ensure that every pupil makes as much progress as possible?
- How well do leaders and managers understand and carry out their roles in relation to improving teaching and learning in English and mathematics, and how effectively do they promote community cohesion?

## Information about the school

In this average size school, the proportion of pupils known to be eligible for free school meals is above average, as is the proportion with special educational needs and/or disabilities. Although moderate learning difficulties predominate, the needs range across physical and behavioural difficulties as well. The proportion of pupils with statements for their needs is much higher than is found in most schools. Very few pupils come from minority ethnic backgrounds and none are at the early stages of learning to speak English. There has been considerable disruption in staffing in the past two years due to long-term absences.

**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: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This school provides a satisfactory quality of education for its pupils. From their average starting points in Year 3, pupils' achievement is satisfactory. All pupils, including those with special educational needs and/or disabilities, make satisfactory progress. Attainment is average in Year 6, the upward trend to 2008 having declined in the past two years. In 2010, however, there was a slight increase in the proportion of pupils reaching the higher levels in the tests. The school has introduced several initiatives to reverse the decline. Some, like the revised curriculum, are relatively new and have not had time to impact on attainment, although they have increased pupils' enjoyment of learning. Others, such as those to improve writing, and using assessment information to support learning, have been in place for some time. Senior leaders carry out a number of monitoring activities to check how well pupils are learning. However, they do not observe lessons frequently enough to ensure that teaching is making the best use of the initiatives at all times to accelerate pupils' progress. The governing body successfully ensures pupils are safe and well cared for, but it does not hold the school to account sufficiently for pupils' academic outcomes.

The school's leaders and managers have accurately identified what the school needs to do to improve and the school improvement plan has the right priorities. However, while acknowledging the satisfactory outcomes, the school's self-evaluation is at times over-optimistic. This is because it is based on the pupils' good personal development, often hard won, rather than on their satisfactory academic outcomes. With its complement of permanent staff back in place, the school is beginning once again to take a sharper view of its effectiveness. Taking all of the above into account, the school demonstrates a satisfactory capacity for sustained improvement.

Much emphasis has been placed on using assessment information to further learning, particularly through good quality marking. Pupils enjoy the time given to them to respond to marking comments and to complete their target sheets. The missing link is the use of assessment information to adjust pupils' learning during lessons. In the very best lessons, this happens almost imperceptibly as more and more demands are made of pupils depending on how quickly they grasp new learning. In other lessons, teachers' expectations of what pupils can do are sometimes too low, the pace of the lesson is slow, and introductions are too long. This leaves too little time for pupils to advance their learning and affects particularly the progress of more able pupils.

The good pastoral care, guidance and support given to pupils ensure they work and play in a safe and secure learning environment. A good feature of the otherwise satisfactory curriculum is its emphasis on developing good personal skills. Pupils behave well and they enjoy school, as their above average attendance shows. They have a good understanding

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of how to keep themselves safe, fit and healthy, and they make a good contribution to the school and local community.

## What does the school need to do to improve further?

- Reverse the decline in attainment, improve pupils' progress and achieve more consistently good teaching by:
  - raising teachers' expectations of what pupils can do
  - ensuring that pupils understand teachers' evaluations of their learning and know how to move to the next level
  - focusing assessment for learning more strongly on adjusting teaching during lessons in response to pupils' different rates of learning.
- Bring greater rigour to monitoring and evaluation procedures by:
  - observing lessons more frequently and following up areas for improvement robustly to ensure better learning for pupils
  - increasing the governing body's understanding of how to hold the school to account for pupils' academic as well as personal progress.
  - Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

All groups of pupils make satisfactory progress. Additional staffing and the school's good partnerships with external agencies ensure that pupils with special educational needs and/or disabilities, including those with statements, also make satisfactory progress. Pupils enjoy the opportunities the recently revised curriculum gives them to determine some of their own learning during topic work. They often use their writing and information and communication technology skills well in this to present scientific reports, or to research and write about historical events. Nevertheless, writing remains a weakness, even in Year 6, where pupils still make basic errors in grammar, spelling and punctuation. This is beginning to improve with the greater emphasis now being given to teaching the technical aspects of language alongside developing vocabulary that makes writing more interesting and engaging.

Pupils enjoy the timed number challenges at the start of mathematics lessons, which are improving their ability to calculate mentally. They make most progress in lessons where they are required to use those skills to investigate real life problems rather than just having more and more calculations to do. They use their numeracy skills satisfactorily to create timelines in history and to measure and handle data in science.

Since the previous inspection, pupils have become increasingly more involved in assessing their own learning. They understand what 'assessment for learning' means and enjoy completing the target sheets at the backs of their books in accordance with the codes given to them in marking. Despite this, discussions with them reveal that they do not always understand what these evaluations are telling them, or what they need to do to move to the next level.

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Parents and carers agree with their children, who say they feel very safe in school. Pupils have the confidence to approach adults should they need help. They appreciate initiatives such as the anti-bullying challenge that encourage them to talk to someone if they have any concerns. Parents and carers praise the way in which the school deals with any such issues, describing it as 'brilliant'. The good uptake of sporting activities, the healthy choices pupils make at lunchtime, and the healthy tuck shop all underpin pupils' good understanding of the need to eat healthily and take regular exercise.

Pupils willingly take on an impressive range of responsibilities within the school, as school councillors, playground pals, mini leaders, and power rangers, in addition to some well developed 'eco-awareness' work. They are much respected in the local community. Through religious education lessons and themed weeks, they are gaining a satisfactory awareness of life beyond the local community but this is the least well developed aspect of their personal development. Overall, pupils develop strong personal skills but weaknesses in the systematic development of basic skills sometimes hold their learning back. Their satisfactory academic progress, taken alongside their good personal development, ensures they leave school prepared adequately for the future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

While satisfactory, teaching observed during the inspection ranged from outstanding to inadequate. A strength in all teaching is the good marking that takes place in literacy and,

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increasingly, in numeracy. Marking is not as consistently good in other subjects, although teachers usually mark pupils' writing well wherever it occurs. The curriculum successfully brings different subjects together in topic work. In doing so, it places good emphasis on the development of basic skills and it promotes pupils' health, safety and well-being effectively. Cross-curricular development of skills is becoming an integral part of learning. Systems to ensure progression in those skills are not yet in place and the curriculum is too new to assess its impact on pupils' learning. A good range of well attended extra-curricular activities enhances pupils' learning and personal development, as do the many visits and visitors arranged by the school.

Pupils and their families are well known as individuals. They are very aware that they are all part of a caring community. Support for potentially vulnerable pupils and/or their families is particularly good, enabling the pupils to participate fully in what the school has to offer. All of this eases transition between classes in school. Effective strategies have improved attendance in recent years. Liaison with the infant school ensures that this school understands and can address pupils' personal development needs when they transfer. The links between the two schools are less effective in ensuring continuity of learning from one stage to the next. Pupils are supported well as they make the transition to high school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Senior leaders are beginning to embed in staff the ambition to accelerate pupils' progress. They are driving improvement satisfactorily by tracking progress, analysing where improvement is needed, and introducing initiatives to tackle weaknesses. Their in-depth analysis of last year's national test papers has rightly led to a greater emphasis on teaching the technical skills required for good writing, and to a range of strategies to sharpen pupils' mental mathematics skills. The points for improvement identified from examining pupils' work, teachers' planning, and undertaking learning walks are not always specific enough to enable progress towards them to be accurately measured.

Governance is satisfactory. The governing body supports the school well and it knows the issues the school faces. It places particularly strong emphasis on ensuring that pupils and staff are safe and well cared for, and it regularly checks that this is so. It undertakes learning walks to acquaint itself with what is going on in school. It has not challenged the school enough to explain why pupils' attainment has declined, or why their progress is not better. The school has a good understanding of its own context and that of the community it serves. It recognises that it has more to do in respect of the national and global

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elements of community cohesion. Activities such as the international themed weeks are beginning to address this but promoting community cohesion, although satisfactory, is not yet an integral part of the curriculum.

Safeguarding procedures are good. They are well integrated into the curriculum, and include awareness of internet safety and the dangers of cyber bullying. The school is vigilant in helping pupils to overcome difficulties they encounter in their personal lives so that they can enjoy learning and make at least satisfactory progress. It can demonstrate proven success in supporting pupils potentially at risk. It does not yet involve pupils in risk assessments but it does ensure their health, safety and well-being effectively.

The school promotes equality of opportunity and tackles discrimination satisfactorily. It works hard to ensure that all pupils can participate fully in everything it has to offer. It does not always ensure that all groups of pupils make as much progress as possible in their learning in lessons or over time.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

Just over one half of parents and carers responded to the inspection questionnaire, which is a higher than usual response. The vast majority of those are very satisfied with the school. They mention, in particular, the way the school helps their children to grow in confidence, and say they are 'very impressed' with the way the school deals with bullying. A small number feel that 'brighter children are not challenged enough' or that children 'can be challenged in more subjects'. Inspection findings are that the school provides good pastoral care for its pupils. It does not always challenge them enough to help them make better progress and reach higher standards in their academic work.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kensington Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 99 completed questionnaires by the end of the on-site inspection. In total, there are 193 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	48	49	49	1	1	0	0
The school keeps my child safe	66	67	33	33	0	0	0	0
My school informs me about my child's progress	41	41	54	55	3	3	0	0
My child is making enough progress at this school	47	47	46	46	5	5	0	0
The teaching is good at this school	50	51	46	46	0	0	0	0
The school helps me to support my child's learning	41	41	52	53	2	2	0	0
The school helps my child to have a healthy lifestyle	45	45	52	53	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	41	49	49	2	2	0	0
The school meets my child's particular needs	39	39	52	53	2	2	0	0
The school deals effectively with unacceptable behaviour	45	45	49	49	3	3	0	0
The school takes account of my suggestions and concerns	38	38	50	51	2	2	0	0
The school is led and managed effectively	54	55	42	42	0	0	0	0
Overall, I am happy with my child's experience at this school	58	59	39	39	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



21 October 2010

Dear Pupils

**Inspection of Kensington Junior School, Ilkeston DE7 5PA**

Thank you very much for the warm welcome you gave us when we visited your school and for talking to us about what you do there. You and your parents and carers are right in saying the school cares for all of you well, and that you grow in confidence while you are there. We noted your good behaviour and the positive ways in which you care for each other, and work together to help each other learn. You have a good understanding of how to keep yourselves safe, fit and healthy. It was good, too, to see how willingly you accept the many opportunities you have to take responsibility, for example, as team leaders and school councillors.

Your school provides you with a satisfactory quality of education but we noticed that attainment in English and mathematics has declined in the past two years. The school has introduced several things to try to tackle this. These include the assessment for learning strategies, which you clearly enjoy being involved in. We have recommended that the school does some things to help you make faster progress and reach higher standards in your work. They are to:

- ensure teachers always give you sufficiently demanding work to do, including by adjusting your learning during lessons in response to what you show them you know and can do
- ensure that leaders and managers check your learning more often during lessons and help your teachers to improve it, and that governors regularly question the school about your progress and ensure that it is getting better.

You can help by continuing to behave well, working hard and trying to do your very best at all times. We hope that you continue to enjoy learning for the rest of your lives and wish you well for the future.

Yours sincerely

Doris Bell

Lead inspector

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