

Kilburn Junior School

Inspection report

Unique Reference Number	112576
Local Authority	Derbyshire
Inspection number	357134
Inspection dates	10–11 February 2011
Reporting inspector	John Horwood

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	146
Appropriate authority	The governing body
Chair	Gerry Thomas
Headteacher	Nigel Pratley
Date of previous school inspection	2 October 2007
School address	The Flat Kilburn, Belper DE56 0LA
Telephone number	01332 880540
Fax number	01332 880540
Email address	enquiries@kilburn-jun.derbyshire.sch.uk

Age group	7–11
Inspection dates	10–11 February 2011
Inspection number	357134

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons and saw eight teachers. Meetings were held with groups of staff, governors and pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of staff and governors' meetings, the school development plan, progress monitoring records and school policies. The responses to 91 questionnaires from parents and carers were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas:

- Do current rates of progress support the view that progress is at least satisfactory for all pupils?
- How does the school focus on raising boys' attainment in English?
- What are the key strengths of the school that make pupils want to come, as demonstrated by the apparently high attendance?

Information about the school

Kilburn Junior School is a smaller-than-average primary school. Almost all the pupils come from White British backgrounds. There are no pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is similar to most schools. The school has an average proportion of pupils who have special educational needs and/or disabilities, which cover a broad spectrum. The school has been awarded Healthy Schools status and the Champion School Silver Award from the Amber Valley Schools' Sports Partnership.

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

Kilburn Junior School provides pupils with a satisfactory education. This is an improving school where much of the provision is now good, but there has been insufficient time for the actions taken by leaders to have raised achievement to good. Pupils say they feel safe because adults look after them well and there are excellent relationships throughout the school. Pupils' attendance is high because they like coming to school, where they enjoy the lessons and the many activities available to them.

All pupils make at least satisfactory progress and the number making good progress is increasing. In past years, girls have made more progress than boys, especially in English, but revised strategies and an improved curriculum have significantly reduced the difference. While teaching and learning are satisfactory overall, there are variations across the school, with examples of both satisfactory and outstanding teaching seen during the inspection. Leaders and managers monitor performance well and use this information to identify where extra support is needed. The use of assessment data by teachers to plan appropriate activities is variable, although improving. As a result, in some lessons, the work is not always matched sufficiently to pupils' abilities to enable them to make better progress. In many lessons, pupils are involved in assessing their own progress, but this is not consistent. The marking of pupils' work does not always give them sufficient guidance on how to improve their work and reach their targets. Pupils are not always clear at which level they are working and how to get to the next. The good curriculum supports all aspects of pupils' learning. The role of teaching assistants is planned well so that they can support pupils in focussed sessions either in the classroom or through individual support.

The headteacher's vision for the school is shared by all leaders. Senior and middle leaders provide strong support across the school. Leaders' self-evaluation is accurate and identifies the strengths and areas for development in the school. Actions taken following the previous inspection have been satisfactory. Improved attainment of the most-able pupils is seen in the increased number of higher levels obtained last year and predicted for this year. The monitoring of teaching is more rigorous. The effectiveness with which the school promotes community cohesion is now good. The progress made by pupils is still satisfactory, although variations between groups have been reduced. All of this demonstrates the satisfactory capacity the school has for sustained improvement.

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.

What does the school need to do to improve further?

- Raise attainment in English and mathematics by:
 - providing activities for pupils which match their abilities more closely

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

- ensuring consistent use of current systems for involving teachers and pupils in monitoring the progress pupils make
- sharing best practice to ensure that pupils, consistently, get good written advice on how to improve their work and what they need to do to get to the next level in their learning.

Outcomes for individuals and groups of pupils**3**

Achievement is satisfactory. Pupils' attainment on entry to Year 3 is broadly average and they make satisfactory progress throughout the school. By the end of Year 6, attainment is average in English and mathematics. Boys are being helped to attain as well as girls in English through a range of activities and resources such as topics and books that are interesting to both boys and girls. The monitoring systems confirm that both attainment and progress are continuing to improve. Pupils say they enjoy their learning and this was abundantly evident in a Year 5 English lesson about Greek myths. They were fascinated and excited about the Minotaur and used information and communication technology to design their own monsters. In all lessons, pupils benefit from a range of activities which ensure they do not lose concentration by spending too long on one aspect of learning. The needs of all pupils are met with appropriate support. Pupils with special educational needs and/or disabilities, as well as those who are struggling with a particular piece of work, enjoy learning because they are set appropriate work. This enables them to progress at similar rates to their peers. An example was seen in a Year 3-4 mathematics lesson, when a small group of pupils were taken to a side room by the teaching assistant for a short focused activity which was closely linked to the main activity being taught. High attendance reflects how much the pupils enjoy coming to school. A parent commented, 'My child has enjoyed his time at school and has progressed well in a supportive and disciplined environment.'

Pupils are prepared well for their future well-being because of their secure knowledge in English, mathematics and information and communication technology, supported by good personal skills. They gain additional awareness for later life through such opportunities as planning, organising and running activities for the summer fair and, for example, working on short projects with a local shopkeeper to reduce the use of plastic bags. Most pupils eat healthy food, but some packed lunches contain unhealthy options. Pupils enjoy activities and sport and make good use of the school's excellent facilities and expert guidance. These outcomes have contributed to the school being awarded Healthy Schools status and obtaining a local Champion School Silver award for sport. Pupils make a good contribution to the school community including holding positions of responsibility, such as being mini-leaders and playground buddies, and by helping with general organisational aspects. They interact well with the local community through sport and musical activities. They have also supported the Rotary organisation with fund raising and visited the centre where the 'Aqua-boxes' were being prepared to be sent to Haiti. Pupils' spiritual, moral, social and cultural development is good. The limited range of cultural diversity in the school is compensated for by pupils' learning about different faiths and cultures and by the links the school has developed with schools where pupils come from different backgrounds. The work around the school celebrates the positive responses of the pupils to the direct contact they have had with pupils from different backgrounds at the linked school in another part of Derbyshire.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Pupils benefit from satisfactory but improving teaching supported by a good curriculum within a safe and caring environment. Teachers are very enthusiastic and have excellent relationships with the pupils. There is a good mix of male and female staff who all set good role models for pupils. The use of assessment data to match work to pupils' abilities is satisfactory overall because it does not always ensure that pupils are challenged sufficiently to make good progress. Teachers have good subject knowledge and provide a good variety of activities to engage pupils. In a Year 3-4 science lesson, pupils enjoyed the practical activities of making different tones from milk bottles with varying levels of water in them. Teachers make the lessons meaningful to pupils. This was exemplified by a Year 6 English lesson where pupils had to write an article about a crime in Kilburn. The deployment of teaching assistants is effective throughout the whole lesson to ensure all pupils are able to make at least satisfactory progress.

The curriculum is broad and balanced. It provides pupils with many varied and interesting learning experiences while developing their personal skills, including behaviour and cultural awareness. Pupils' views are taken into account and the curriculum is adjusted well to meet the needs of different groups and the range of pupils in the school. The topic work is planned well to link subjects and provide meaningful experiences for the pupils. There are further good enrichment opportunities, including well-attended clubs.

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

Pastoral care in the school is good. Effective procedures encourage good behaviour. Procedures to encourage attendance have been very effective. Transition arrangements with the adjacent infant school and the nearby secondary school are good. All requirements of health and safety are met. First aid provision is good and a comprehensive system of recording and reporting all accidents is in place. The support and provision for potentially vulnerable pupils and their families are good. One parent commented, 'My child receives help from various people and I am very impressed with how the teachers incorporate any advice given into lesson time and school life.' The school is diligent in following up any concerns to ensure the safety and well-being of its pupils.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders and managers at all levels share the same vision. The school improvement plan is focused on the areas of the school self-evaluation and priorities are appropriate. The impact of actions leaders have taken is not yet fully evident in outcomes. They have ensured that teaching has improved, but there are still variations as systems become more established. The school's work in creating an inclusive community promotes equal opportunities and avoids discrimination. It provides support to those who need additional help, ensuring that, overall, there is no underachievement by any group of pupils. Nevertheless, because achievement is still satisfactory, the equality of opportunity is satisfactory rather than good. Safeguarding procedures meet requirements, including the vetting of staff. There are good partnerships with support agencies. The governing body provides satisfactory support to the school and staff recognise the contribution it makes. It understands what needs to be done in the school and carries out its duties diligently to ensure all requirements are met.

The approach to community cohesion is based on a secure initial analysis followed by regular monitoring and evaluation. The priority given to community cohesion is demonstrated by a teacher being given the responsibility to co-ordinate activities and by his recommendations and the monitoring process now being an integral part of the school improvement plan.

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

These are the grades for leadership and management

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

Views of parents and carers

The vast majority of parents and carers are satisfied with the school. The level of agreement for all questions was higher than in most schools. There was exceptionally high agreement that children are being helped to live a healthy lifestyle and that the school keeps them safe. The general feeling from written comments is that the children love school and that staff are very helpful in this well-led school. A small minority had individual concerns which were considered as part of the inspection process, but were not echoed by other parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kilburn 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 91 completed questionnaires by the end of the on-site inspection. In total, there are 146 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	56	34	37	4	4	2	2
The school keeps my child safe	59	65	30	33	1	1	1	1
My school informs me about my child's progress	40	44	47	52	4	4	0	0
My child is making enough progress at this school	40	44	45	49	5	5	1	1
The teaching is good at this school	46	51	41	45	4	4	0	0
The school helps me to support my child's learning	44	48	42	46	5	5	0	0
The school helps my child to have a healthy lifestyle	42	46	48	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)	44	48	36	40	2	2	1	1
The school meets my child's particular needs	44	48	41	45	4	4	1	1
The school deals effectively with unacceptable behaviour	33	36	47	52	6	7	3	3
The school takes account of my suggestions and concerns	34	37	50	55	3	3	2	2
The school is led and managed effectively	44	48	38	42	4	4	1	1
Overall, I am happy with my child's experience at this school	52	57	33	36	3	3	1	1

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



14 February 2011

Dear Pupils

Inspection of Kilburn Junior School, Belper, DE56 0LA

Thank you for making us so welcome when we came to your school. We enjoyed our visit and seeing you learning and playing so well together. Your school is giving you a satisfactory education.

There are many things we admire about your school and these are a few of them.

Your school community is a happy one where you all get on well together.

You make a good contribution to the school community by taking on responsibilities such as being mini-leaders and helping around the school.

You get many good opportunities beyond the normal curriculum and it was good to see you all enjoying playing the drums and dancing.

You gain a good understanding of how other people live in different parts of the world.

You enjoy your learning through interesting topics.

Your behaviour is good and ensures you all feel safe.

Your high attendance shows how much you enjoy being at school.

These are things we have asked the school to do to make it even better:

- ensure teachers always use information they have about your progress to set you work that helps you make good progress
- give you the opportunity always to assess your own progress during lessons
- ensure that when your work is marked you get good written advice on how to improve and what you need to do to get to the next level in your learning.

You can all help by carrying on working hard.

Yours sincerely

John Horwood

Lead Inspector

(on behalf of the inspection team)

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.