

Killamarsh Junior School

Inspection report

Unique Reference Number	112578
Local Authority	Derbyshire
Inspection number	357135
Inspection dates	5–6 July 2011
Reporting inspector	Roy Bowers HMI

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	The governing body
Chair	Christopher Morrison
Headteacher	Stuart Turner
Date of previous school inspection	26 June 2009
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Seventeen lessons were observed and eight teachers were seen teaching. The inspectors held meetings with the headteacher and all other leaders, the Chair of the Governing Body, parents and carers and a group of pupils. The inspector observed the school's work and looked at its plans for improvement, assessment information, lesson plans, monitoring information, policies, questionnaires from staff and pupils and 36 questionnaires from parents and carers.

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

- Is there any variation between the achievement of boys and girls in all year groups?
- The effectiveness of the initiatives to address the previous gaps in pupils' learning, especially for boys in writing in Years 5 and 6.
- In lessons, how well teachers focus on pupils' learning and plan carefully the small steps which build on pupils' prior knowledge, skills and understanding.
- The extent of the involvement of the middle leaders in the school's self-evaluation.

Information about the school

This is an average sized school compared with other junior schools. The proportion of pupils known to be eligible for free school meals is below average. Nearly all pupils are of White British heritage. No pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average. Most of these pupils have moderate learning difficulties. The proportion of pupils with a statement of special educational needs is below average. The school has gained the Activemark and Healthy Schools status.

When the school was inspected in June 2009, it was judged to require special measures because it was not providing a satisfactory standard of education and was not demonstrating the capacity to improve.

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

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Since the inspection when the school was placed in special measures, strong and determined leadership has enabled the school to make several improvements. A relentless drive to raise pupils' achievement through improving the quality of teaching has been at the forefront of all major decisions and actions. All inadequate teaching has now been eradicated, and some teaching is now good and occasionally outstanding. Pupils behave well in lessons and around school, and show mature attitudes to their learning.

One of the strengths of the school is its care for all pupils, especially those potentially most vulnerable. Pupils feel safe and happy because they are nurtured in a welcoming and friendly atmosphere. Teachers and teaching assistants have a good understanding of the personal, social and emotional needs of individual pupils.

Previous gaps in pupils' learning, especially for boys in writing in Years 5 and 6, have largely been eradicated and the attainment of both boys and girls in reading, writing and mathematics is now close to average in all year groups. Although there is some variation in pupils' progress between classes, it is never less than satisfactory. Except for minor variations in some year groups, there is no significant difference in the progress made by boys and girls. Effective guidance in lessons from skilled teaching assistants and a range of additional support strategies help ensure that pupils with special educational needs and/or disabilities make progress that is equal to their peers. Although pupils' progress in writing is satisfactory, it is slower than in reading and mathematics and, by the end of Year 6, few pupils exceed the level expected for their age. This is because there are not enough opportunities for pupils to write freely and at length about exciting experiences which are relevant to their lives, and about topics and stories which captivate their imagination. In addition, the more-able pupils are not given enough opportunities to extend their skills in writing because the work they are given lacks sufficient challenge.

There have been significant improvements in all aspects of teaching, especially over the past year. However, the main reason why the proportion of good or better teaching is not higher is that teachers are not clear enough about what they want the pupils to learn and do not plan carefully the small steps which build on pupils' prior knowledge, skills and understanding. Although pupils are developing the skills of evaluating their own learning, they cannot do this effectively because teachers do not make it clear enough to them what they are required to learn during the lesson.

Middle leaders have improved their leadership skills and are more involved in monitoring and evaluating the work of the school through checking on pupils' work in books, scrutiny of teachers' planning, analysis of pupils' progress information and interviews with pupils.

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Senior leaders regularly monitor the quality of teaching through lesson observations and provide teachers with feedback on how to improve. However, they are not evaluating sharply enough how effectively teachers focus on pupils' learning in lessons and build upon pupils' prior knowledge, skills and understanding. Assessment information is used well by all leaders to track pupils' progress and ensure that extra support is provided for those pupils who are falling behind. Senior leaders, middle leaders and the governing body have an accurate picture of the school's strengths and weaknesses. The school has satisfactory capacity for further 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 pupils' achievement in writing by:
 - providing pupils with many opportunities to write freely and at length about exciting experiences which are relevant to their lives, and about topics or stories which captivate their imagination
 - ensuring that the more-able pupils are given work that extends their skills and provides sufficient challenge.
- Raise the proportion of good and outstanding teaching by ensuring that:
 - all teachers are clear about what they want the pupils to learn and plan carefully the small steps which build on pupils' prior knowledge, skills and understanding
 - all pupils understand what they are required to learn during the lesson and use this information to evaluate their own learning.
- In all lesson observations, ensure that leaders sharply evaluate how effectively teachers focus on pupils' learning in lessons and build upon pupils' prior knowledge, skills and understanding.

Outcomes for individuals and groups of pupils

3

Pupils mature into polite, thoughtful and considerate young people who enjoy learning. They are keen to learn and often show this by volunteering to answer questions and to share their work with others. They respond well when they are clear about what teachers want them to learn and the activities stimulate their imagination.

Pupils' achievement in all year groups has steadily improved over recent years as initiatives to raise the quality of teaching have become increasingly embedded. Satisfactory progress as pupils move through the school means that pupils' attainment at the end of Year 6 is close to average. The school has successfully implemented many initiatives to raise standards in writing across the school. However, pupils are not regularly motivated to express their thoughts, ideas and emotions through writing. Too often, in writing lessons, pupils are given tasks which fail to stimulate, excite or challenge, especially for the more-able pupils.

Parents and carers say that their children are safe in school and pupils agree. Pupils know that the adults in school take good care of them and have their best interests at heart. Pupils say that bullying does occasionally occur, but add that adults in the school deal with

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it effectively when necessary. Pupils feel confident to approach adults in the school if they feel threatened or have a problem, and know that the adults will listen to them.

Pupils have a good awareness of road safety and internet safety, and know about the dangers of drugs. Most pupils in the school are fully aware of how a balanced diet and plenty of exercise have a positive influence on maintaining health. Most eat healthily and the take-up of out-of-school sports activities is good. Older pupils show care for the younger ones if they are upset or anxious when playing at breaktime or lunchtime, and mini-play leaders set up and lead activities for other pupils on the playground. Pupils' spiritual, moral and social development is good, but their cultural development is not as strong because pupils have only a satisfactory understanding of the traditions, beliefs and lifestyles of a diversity of cultures.

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	3
Taking into account: Pupils' attendance ¹	3
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?

Lessons are calm and orderly and relationships between adults and pupils are strong. Some pupils comment that, over the past two years, lessons have become much calmer and more enjoyable. Since the school was placed in special measures, senior leaders have worked hard to ensure that teachers focus their planning more effectively on pupils' learning and provide challenge for all groups of pupils. In those lessons where this occurs, learning is at least good because all groups of pupils are challenged, pupils can assess

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their own learning and teachers can keep a careful check on pupils' understanding. However, this is not fully embedded.

Provision for literacy and numeracy has improved since the last inspection as the sequential development of key skills is now more securely established. A wide range of clubs and a good numbers of visitors enrich pupils' learning opportunities. Increasingly, visits to places of interest are used effectively as springboards for developing pupils' learning.

Pupils who are experiencing social and emotional difficulties are cared for well through additional support and effective links with external agencies. Good guidance, often through individual pupils' learning programmes, are provided for those pupils who have special educational needs and/or disabilities and those pupils who are identified as needing additional help. Effective links with the local infant and high schools help pupils quickly settle into their new communities.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Since the school was placed in special measures, the headteacher has successfully refocused all staff on raising pupils' achievement. Staff share the vision for improvement and work hard to implement it. Over the past two years, new initiatives have been introduced, staff have received training and all of the self-evaluation processes are now more detailed. Judgements about the quality of teaching stemming from leaders' lesson observations are generally accurate and provide teachers with useful information on how to improve. However, the observations are not focused enough on how teachers' planning sharply defines the learning intentions. They do not evaluate in lessons how effectively the teachers build upon pupils' prior knowledge, skills and understanding. The governing body is developing its role from being supportive to being more constructive in the strategic direction of the school and holding leaders to account for pupils' achievement. Safeguarding procedures are now checked by the governing body and meet current statutory requirements.

Most parents and carers who responded to the inspection questionnaire said that they felt that they were kept well informed about their child's progress. Parent and carer forums, coffee mornings and consultation evenings are used well to foster parent and carer involvement. In addition, many parents and carers take the opportunity to sit alongside their children in lessons to develop an insight into their learning. The school's commitment to equal opportunities and tackling discrimination is shown through working effectively with external organisations to support the potentially most vulnerable pupils.

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Although the school's links with the local communities are developed well, the plan for promoting community cohesion is not fully implemented. Consequently, pupils have only a satisfactory knowledge and understanding of the diverse range of communities in the United Kingdom and globally.

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	3
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	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Almost all parents and carers who responded to the inspection questionnaire or who spoke with the inspectors were happy with their child's experiences at school. All parents and carers agree that their children enjoy school and are kept safe. The areas of concern raised by parents and carers through the questionnaires were about the progress made by their children and the effectiveness of the way the school deals with unacceptable behaviour. The inspection found that the school has significantly improved the way it deals with unacceptable behaviour and, generally, pupils behave well. The progress pupils make has also improved significantly. Most pupils are now making at least satisfactory progress and some are achieving well. Responses from parents and carers to Ofsted's questionnaire Ofsted invited all the registered parents and carers of pupils registered at Killamarsh 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 36 completed questionnaires by the end of the on-site inspection. In total, there are 214 pupils registered at the school. Statements Strongly agree Agree Disagree Strongly disagree
 Total % Total % Total % Total % My child enjoys school 21 58 15 42 0 0 0 0 The school keeps my child safe 22 61 14 39 0 0 0 0 The school informs me about my child's progress 11 31 25 69 0 0 0 0 My child is making enough progress at this school 10 28 20 56 6 17 0 0 The teaching is good at this school 13 36 21 58 2 6 0 0 The school helps me to support

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my child's learning 13 36 21 58 2 6 0 0 The school helps my child to have a healthy lifestyle 9 25 24 67 2 6 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) 10 28 23 64 0 0 0 0 The school meets my child's particular needs 12 33 21 58 0 0 0 0 The school deals effectively with unacceptable behaviour 10 28 18 50 6 17 0 0 The school takes account of my suggestions and concerns 10 28 23 64 1 3 1 3 The school is led and managed effectively 10 28 24 67 1 3 0 0 Overall, I am happy with my child's experience at this school 17 47 18 50 1 3 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%.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	0	0	0	0	0	0	0	0
The school keeps my child safe	0	0	0	0	0	0	0	0
My school informs me about my child's progress	0	0	0	0	0	0	0	0
My child is making enough progress at this school	0	0	0	0	0	0	0	0
The teaching is good at this school	0	0	0	0	0	0	0	0
The school helps me to support my child's learning	0	0	0	0	0	0	0	0
The school helps my child to have a healthy lifestyle	0	0	0	0	0	0	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)	0	0	0	0	0	0	0	0
The school meets my child's particular needs	0	0	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	0	0	0	0	0	0	0	0
The school takes account of my suggestions and concerns	0	0	0	0	0	0	0	0
The school is led and managed effectively	0	0	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	0	0	0	0	0	0	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



7 July 2011

Dear Pupils

Inspection of Killamarsh Junior School, Sheffield S21 2EA

We very much enjoyed spending two days in your school, seeing your lessons and talking to you. You all made us feel very welcome by your friendly and polite manner.

We have decided that your school no longer requires special measures because it has improved so much. The standard of your work has risen higher and you are making better progress. We were very impressed with the way all the staff care for you, especially those of you who have had difficulties to overcome in your life. You have a good understanding of how to lead healthy lifestyles and how to keep yourselves safe. Your parents and carers told us that you enjoy coming to school and we saw that you try hard in lessons. Well done!

We have said that the school is now satisfactory. To help it become a good school, it needs to make sure that:

- you do longer pieces of writing about those things that interest you
- those of you who are already doing well with your writing are given even harder work to do
- the teachers make it even more clear to you what you are going to learn in your lessons so that you can check that you are learning well
- when the school's leaders visit your lessons, they keep an even more careful check on how well you are learning.

You all can help by continuing to work hard, especially in your writing.

Thank you again for being so helpful and friendly.

Yours sincerely

Roy Bowers

Her Majesty's Inspector

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