

# Killisick Junior School

## Inspection report

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<b>Unique reference number</b>	122519
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	395574
<b>Inspection dates</b>	18–19 June 2012
<b>Lead inspector</b>	David Speakman

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>	158
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Lyon
<b>Headteacher</b>	Sarah Page
<b>Date of previous school inspection</b>	18 June 2009
<b>School address</b>	Killisick Road Arnold Nottingham NG5 8BY
<b>Telephone number</b>	0115 953 5585
<b>Fax number</b>	0115 953 0622
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<b>Age group</b>	7–11
<b>Inspection date(s)</b>	18–19 June 2012
<b>Inspection number</b>	395574



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## Introduction

Inspection team

David Speakman

Additional Inspector

Christopher Crouch

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 10 complete lessons taught by six teachers, spending nine and a half hours directly observing pupils' learning in class. Both inspectors observed some lessons jointly with the headteacher. They heard pupils reading and scrutinised pupils' work in workbooks and on display. Meetings were held with members of the governing body, staff and pupils. Inspectors scrutinised the school's arrangements for safeguarding pupils. They observed the school's work, and looked at a wide range of documentation including improvement plans and self-evaluation, as well as assessment data from monitoring pupils' progress. Questionnaire responses from 57 parents and carers, 43 pupils and 26 members of staff were analysed.

## Information about the school

This is a smaller-than-average junior school. Pupils are currently taught in two mixed Year 3/4 classes, one Year 4 class and two Year 5/6 classes. Class organisation is flexible from year to year and depends upon the number of pupils in each year group. The proportion of pupils known to be eligible for free school meals is above the national average. A few pupils come from minority ethnic backgrounds. The very large majority are White British. Very few speak English as an additional language and none are at the early stages of learning English. The proportion of pupils who are supported by 'school action plus' or have a statement of special educational needs is about average, but more pupils than usual are identified as having special educational needs and supported at 'school action' level. A very high proportion of pupils join the school partway through the year. The school has attained Gold Healthy School status, Sports Activemark, Investors in Pupils, ICT Mark, ECO 'Green Flag' status, leading SEAL (Social and Emotional Aspects of Learning) status and Quality Lead Mark for Achievement for All.

The school runs a breakfast club each morning from 7:45 to 8:45 for about 15 pupils. The privately-run after-school club was not included in the 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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. Good teaching leads to pupils achieving well and developing some outstanding personal qualities. The school is not outstanding because pupils' attainment in writing and mathematics has not yet been sustained at consistently high levels.
- All groups of pupils make good or better progress in their learning, and disabled pupils and those with special educational needs make excellent progress thanks to highly personalised support. Attainment at the end of Year 6 has been broadly average but variable in the past, particularly in writing, but has improved significantly this year and is currently above average. Regular and systematic teaching of reading ensures that pupils make good progress in developing their skills. Pupils are articulate speakers. A small but significant minority, especially younger pupils, often lack confidence in their own ability to take the next steps in learning independently, and sometimes rely too much on teachers and other adults for encouragement and support.
- Teachers have excellent relationships with pupils, and convey high expectations for their behaviour and standards of work. They all use assessment information rigorously to ensure work matches the range of pupils' needs and provides good challenge in order to ensure good achievement for all. Productive links with parents and carers further support this process.
- Behaviour in lessons and around the school is outstanding. Pupils tackle activities with enthusiasm and consistently show positive attitudes towards learning. They feel safe, and show an excellent awareness of how to keep safe.
- Leadership at all levels, including governance, is good. Some aspects, such as teamwork, are outstanding. Leaders have created a very positive ethos for learning through effective involvement of the whole staff team in monitoring, evaluation of performance and school improvement. Rigorous performance management of all staff has resulted in consistently good or better teaching.

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

- Establish levels of attainment in writing and mathematics in Year 6 that are above average year on year, by:
  - taking every opportunity to encourage pupils' independent learning skills
  - making sure that pupils are confident in their use of basic numeracy and literacy skills so they are able to focus more closely on method
  - giving pupils the opportunity to assess their own work and that of others, so they become familiar with intended outcomes.

## Main report

### Achievement of pupils

Pupils who join the school in Year 3 start with broadly average levels of attainment. However a small but significant minority joins each year group during the school year. For example, 14% of the current Year 4 pupils, 29% of Year 5 and 20% of Year 6 joined the school late. On entry, the large majority of these pupils are working at levels below those expected for their age, have special educational needs or speak English as an additional language. Progress for all groups of pupils is good and the attainment levels seen in pupils' books and in lessons were above average. Standards in writing dipped to below average in 2011. Due to the implementation of a number of effective initiatives to improve writing, they are now above average.

Attainment in reading consistently exceeds the national average in Year 6. Pupils make good progress in consolidating the letter-sound knowledge they need to read and write. They know how to read unfamiliar words, reading fluently and accurately, with secure understanding. They speak enthusiastically about the books they have read. Parents and carers effectively support this good progress, with most regularly hearing their children read at home.

Attainment in mathematics is above average. Pupils capable of higher attainment have a very secure command of numeracy and can calculate mentally. When working out areas of complex shapes, Year 4 pupils devised their own strategies and were able to calculate mentally the products of large numbers and some with decimal points. Some other pupils lacked confidence in their own ability and ideas, and were reluctant to take the next steps or to offer ideas on how to proceed with solving problems.

Pupils enjoy a challenge. Year 3 and 4 were excited to find out what happened to the man they spotted walking on a tight-rope between the twin towers of the World Trade Centre. Their written diary accounts reflected the high level of interest and their imaginative diary entries were vivid in their recounting of the events. Pupils had a good understanding of the grammar style, and knew they had to write in past

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tense and first person. High levels of interest were shown by Year 5 and 6 pupils when the community police officer came to talk to them about his religion, Sikhism. The attention they paid to the presentation and the quality of the questions they asked demonstrated the depth to which pupils think about what they learn.

Disabled pupils and those who have special educational needs make excellent progress. Their needs are exceptionally well met and through regular, in-depth conversations with the teachers, parents and carers become fully involved in supporting their education at home. This drive to engage parents and carers in the learning process is a very influential factor in these pupils' excellent progress. This is effectively closing the gap in the attainment levels reached by the least-able pupils and the national average. Pupils who speak English as an additional language benefit from additional literacy support that is well focused on their particular needs. They are quickly included and make the same good progress as other pupils.

The overwhelming majority of parents and carers are pleased with their children's progress. Typical of many comments are, 'My son has made great progress since joining in Sept '11 and continues to grow as a very confident individual,' and, 'I have found this school to have an excellent, enthusiastic approach to learning and the teaching my son has experienced both this year and last has been fantastic. My son has achieved the level he should be at in numeracy, literacy etc well in advance of his current year and they continue to develop and push his achievement!'

### **Quality of teaching**

The good quality of teaching confirms the positive views of pupils and their parents and carers. Discussions with pupils confirmed that they enjoy school. Teachers make sure that pupils are fully engaged in learning through activities that are matched well to individual needs, and which pupils find interesting. Many lessons are linked across subjects, such as finding areas of air raid shelters in mathematics with the Second World War topic. Teachers' skills in questioning pupils are very good, and this is a strong feature in many lessons. Teachers ask leading questions which make pupils think and work out answers for themselves. A daily programme to teach phonics and reading for pleasure is effective in promoting reading and writing skills.

Consistent behaviour management across the school ensures that lessons are very rarely interrupted. Relationships between adults and pupils are exceptionally strong and based on mutual respect. Teaching is effective in promoting pupils' spiritual, moral, social and cultural development. Good achievement is rewarded and praised so pupils place a high value on doing well. Pupils' work is celebrated through eye-catching displays and through the school's initiatives in rewarding excellence.

Teachers use a range of techniques to interest and involve pupils. Investigation, discussion, problem-solving and role-play are all used as appropriate. In a Year 4 English lesson where teaching was outstanding, the classroom was set up as an evacuee's bedroom so pupils were immediately able to take on the role of a child away from home and write a letter to their parents. As a result, pupils were fully

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engaged in using higher-order writing skills. However, teachers provide limited opportunities to encourage independent learning, or for pupils to assess their own work and that of their classmates. Teachers' detailed joint planning ensures that pupils of the same age in different classes experience the same learning opportunities. Teaching assistants are skilled and make a significant contribution to the good and sometimes outstanding progress of the pupils in their focus groups, particularly in supporting the strong teaching of disabled pupils and those who have special educational needs.

### **Behaviour and safety of pupils**

Observations and school records show that pupils behave exceptionally well at all times. Almost all pupils and parents and carers who responded in questionnaires think behaviour is good in lessons and around school. School records also confirm that there are very few incidents of concern. Bullying or racial harassment are extremely rare and pupils respect others, whatever their background or ability. Pupils are aware of the different forms bullying can take, but confirm that incidents of bullying 'hardly ever happen'.

Pupils are very considerate and cooperate exceptionally well in lessons. They are respectful of others' views and listen carefully. During the religious education presentation on Sikhism, it was clear that everyone's diverse views were respected and valued. The overwhelming majority of questionnaire responses from parents and carers and pupils confirm their confidence in pupils' safety. Pupils with a concern turn confidently to a 'playground peace maker' or an adult, knowing that it will be quickly resolved. Excellent levels of pastoral support ensure that there is sensitive support for pupils and families whose circumstances may make them vulnerable. Many pupils who had behavioural difficulties in the past now demonstrate excellent behaviour in and around school. Attendance has improved significantly and is now above average. The school is rigorous in tracking attendance and punctuality. Those who attend the breakfast club are relaxed and at ease with the adult carers. The club provides a good service that enables a smooth transition from home to school each day through opportunities to begin learning using computers, reading and socialising with other pupils.

### **Leadership and management**

Leadership and management are good at all levels. Highly-focused leadership from the senior leadership team has brought about ongoing improvement in key areas of the school's work. Standards are rising and pupils' progress is improving, as illustrated by the improving attainment in writing. Very effective professional development means that staff, including all support staff, have the expertise to provide well-targeted support to ensure pupils make good progress. Performance management is rigorous. The senior leadership team monitors very carefully the progress of each pupil and, through regular reviews, hold teachers accountable. Additionally, robust monitoring of teaching and effective follow-up of identified areas for improvement have increased the proportion of good and outstanding teaching.

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The governing body has addressed the weaknesses identified in their work by the previous inspection. It now provides good levels of challenge and support, and no longer relies on the headteacher to form its views on the school. Governors have close links with the school and know it well. They ensure that procedures and practices for safeguarding and protecting pupils, including vulnerable pupils, meet current national requirements.

The broad and balanced curriculum provides pupils with rich opportunities to develop their communication, language, literacy and numeracy skills by applying them in meaningful contexts. The topic-based approach, combined with the strong personal development programme, is highly effective in promoting pupils' spiritual, moral, social and cultural development. The school operates as a highly cohesive community, based on understanding and respecting diversity. Equality is promoted well and discrimination of any kind is not tolerated. All pupils, regardless of background or ability, have equality of opportunity to succeed.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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](http://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.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.**



20 June 2012

Dear Pupils

### **Inspection of Killisick Junior School, Nottingham, NG5 8BY**

Thank you for making us welcome when we came to visit your school recently. We found you to be friendly, polite and very easy to talk to. We appreciated the way in which you were willing to share your work and thoughts about the school with us. We really enjoyed visiting your classrooms and were particularly impressed by the way in which you showed you were ready and keen to learn. We enjoyed listening to some of you read, and finding out how much you enjoy reading and the impressive number of you who read with your families at home.

Yours is a good school. You told us that you enjoy school and learning and this was also clear from the responses in the questionnaires some of you completed. Your parents and carers told us that you are happy and feel safe. Your behaviour is excellent and you have very positive attitudes that help you in your learning. The teachers make lessons interesting for you and we noticed how well most of you apply your basic skills to help you learn in a number of different subjects.

We have asked your headteacher and staff to take some action to try to make your learning even more effective. We have asked them to:

- make sure that standards in reading, writing and mathematics stay consistently above the national average and do not dip as writing did last year
- help those of you who lack confidence in taking the next steps in learning by making sure you are competent in using basic skills so you can focus more on how to solve problems, for example
- give you more opportunities to assess your own and each other's work.

We wish you all well for your future lives. Just keep on working as you are to help things move from good to even better.

Yours sincerely

David Speakman  
Lead inspector

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