

Kilburn Junior School

The Flat, Kilburn, Belper, DE56 0LA

Inspection dates 13–14 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not achieve well enough in English or mathematics.
- Teachers often spend too long talking to the whole class. They do not move pupils onto new work as soon as they are ready.
- Teachers' marking does not always tell pupils how to improve.
- Teachers do not ask enough questions that challenge pupils' thinking. They do not give pupils enough opportunities to learn for themselves. These points have most impact on the progress of more-able pupils.
- When school leaders and governors review how well teachers are doing their job, they do not hold them to account for the progress that each pupil makes.
- Teachers with responsibility for subjects or groups of pupils do not use information about pupil progress well enough. They do not pinpoint what teachers need to do to accelerate individual pupils' progress.
- Teachers with additional responsibilities are too slow at adopting effective ideas for their own areas. Methods that have brought strong progress in mathematics in Years 5 and 6, or writing in Year 6, have not had the same impact elsewhere.

The school has the following strengths

- In literacy lessons, older pupils are very aware of how well they are doing and what they must do to get to the next level.
- Pupils feel safe at the school. It has a calm and supportive atmosphere. This view is shared by parents.
- Pupils' behaviour is well managed and good. Pupils are ready to learn and lessons are rarely disrupted.
- Teachers often teach several subjects based around a single topic. Teachers refer to local people and places in their lessons, and so pupils find lessons interesting and relevant.
- Pupils' spiritual, moral, social and cultural development is good.
- New ideas and methods are helping older pupils make much better progress, especially in mathematics.

Information about this inspection

- Eleven lessons were observed.
- The inspector met pupils, staff, governors and a representative of the local authority.
- A range of documents were seen, including the school's self-evaluation, minutes of governors' meetings, school policies and safeguarding documents.
- The inspector took account of the 19 responses to the online questionnaire (Parent View).
- The inspector looked at information about how well the pupils achieve. He looked at pupils' books and listened to children read.

Inspection team

John Hucker, Lead inspector

Additional Inspector

Full report

Information about this school

- Kilburn Junior is smaller than the average-sized primary school.
- Nearly all pupils are White British. None are learning English as an additional language.
- A quarter of pupils are eligible for the pupil premium. This is about the same as the national average. The pupil premium is funding provided to support pupils known to be eligible for free school meals, those in local authority care and those with a parent in the armed services.
- The proportion of pupils with special educational needs at school action is slightly higher than the national average. This is also true for those at school action plus or with a statement of educational need.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.
- All pupils are educated on site. The school does not use alternative provision to support any of its pupils.

What does the school need to do to improve further?

- Improve the quality of teaching by ensuring that:
 - teachers' marking always shows pupils how to improve
 - pupils are routinely given the opportunity to respond to the advice teachers give them when they mark their work.
- Raise standards in English and mathematics throughout the school by:
 - ensuring that the work given to pupils challenges them at the right level so that it is neither too easy nor too hard
 - moving individual pupils on to new or more difficult work as soon as they are ready
 - using questioning consistently to probe deeper and so extend pupils' learning
 - giving pupils more opportunities to find out for themselves.
- Improving the quality of leadership and management by ensuring that:
 - teachers with extra responsibilities all access and understand the school's data in order to target improvements in teaching
 - the rewards for leadership and teaching reflect more directly the progress pupils make.

Inspection judgements

The achievement of pupils

requires improvement

- The proportion of pupils who made progress at the rate expected nationally by the end of Year 6 in reading and mathematics is low. It is better in writing, where most pupils made the progress they should. This reflects the school's focus on writing.
- Between 2011 and 2012, results at the end of Year 6 improved in writing and mathematics. In 2012, results at the end of Year 6 in writing were broadly average, but they were below average in reading and mathematics.
- The school's own information shows that pupils currently in Years 5 and 6 are making much better progress than the rate expected nationally in mathematics. This is because of more frequent attention to mental arithmetic and tables that include decimals and that start from random numbers. Reading in Year 5 and writing in Year 6 also show better than nationally expected progress.
- Progress in Years 3 and 4 is about average. This needs to improve if the school is to become good. Resources and support have been focused on older pupils so that they can catch up to the standards the school has set as a target.
- Pupils enjoy reading and get lots of opportunities for this. They also have a good grasp of how to work out new words. Guided reading throughout the school does not build sufficiently on this solid foundation.
- The school's data shows that pupils entitled to support through the pupil premium are now making the same or better progress than other pupils. Funding provides for very specific adult support to ensure this. However, by the end of Year 6, these pupils were two terms behind their classmates.
- The school's data shows that disabled pupils and those who have special educational needs are now making progress in line with other pupils. Previously, these pupils underachieved, but recent efforts have made sure that the work pupils are given is now more closely matched to their individual needs.

The quality of teaching

requires improvement

- In mathematics, the marking of pupils' books is not consistent. It does not always show pupils how they can improve. When it does, the teacher does not always check that the advice has been acted upon.
- When practical examples are used in mathematics, they are sometimes taught just as number problems. Pupils do not see them as practical tasks. They find them difficult to solve and do not see the link between mathematics and the world around them.
- Teachers do not ask enough questions that make pupils think hard. They do not routinely guide pupils to use resources to find out for themselves. Pupils are not inspired to further their own understanding knowledge or skills. These are important for all pupils and necessary if they are to do the best they can.

- Some teachers miss the opportunity to strengthen pupils' understanding of how different subjects are added together in topic work. For example, when describing how music makes us feel or what pictures it brings to mind, the teacher does not use the language of literacy or of music. This means that pupils miss the opportunity to increase their understanding of either subject.
- In literacy in Years 5 and 6, pupils have a clear understanding of how well they are doing and what they must do to get to the next level. They have simple cards with pupil-friendly statements that are checked and dated as they achieve something new.
- Work is always set for different pupils according to their needs. Most able pupils often find that they can complete the task easily. Pupils do not progress to new or more difficult work as soon as they are ready. Too much of the teaching is directed at the whole class. Short, frequent work on mental arithmetic and common mathematical problems are helping pupils to improve in mathematics at a faster rate than they did before.
- Teaching assistants are carefully placed and prepared to support learning. They work with pupils of all abilities so all pupils get small group time with the teaching assistant and with the teacher.

The behaviour and safety of pupils are good

- Pupils are courteous and respectful of each other and adults. They are calm in the corridors and manage their own behaviour very well outside. Because of this, there are few accidents in the playground, despite several lively games happening at the same time. At lunchtime, the school employs a play leader and pupils report enjoying the activities.
- Behaviour is managed well. The new system of rewards for work, effort and behaviour are highly thought of by the pupils. Parents agree that their children are safe, happy and cared for.
- Pupils say that they enjoy school and feel safe. There is no longer any bullying. When it had happened, the school dealt with the incidents effectively and sensitively. This is reflected in the school's incident log. There have been no exclusions this year. Pupils are aware of different kinds of bullying and know what to do if it happens.
- Pupils attend school regularly and there are no persistent absentees.
- Pupils are encouraged to take on responsibilities. There is an active school council and pupils are encouraged to represent the school in a range of activities. The school is very successful at supporting several charities. Pupils are encouraged to plan their contribution. This may be raising money or helping to put together aid packages. They work with local organisations like the Rotary Club.

The leadership and management requires improvement

- School leaders regularly monitor the quality of teaching. They also have detailed conversations with teachers about the progress each pupil is making. They do not link these effectively. They do not judge the overall quality of teaching by relating this to how well the pupils are doing in each class.
- School leaders do not give sufficient support to teachers with extra responsibilities. These

teachers do not analyse information independently. They do not use such information to help individual teachers improve their work with specific pupils in their area of responsibility.

- Teachers with extra responsibilities are too slow to identify good practice and adapt it to improve teaching in their own areas. For example, the excellent use of pupil-friendly cards in literacy that tell pupils how well they are doing and what they must do to progress are not used in numeracy or other subjects.
- Where school leaders have put new ideas in place, like the regular mental arithmetic, they are starting to improve the progress that pupils make, particularly older pupils.
- The school provides well for pupils' spiritual, moral, social and cultural development. Pupils are encouraged to look after themselves and others. This is underpinned in assemblies and help for charities. Pupils are keen to talk about the trips they go on and the clubs they join. Pupils work on local ventures like the nature reserve. Lessons draw on this range of experiences to make the pupils' learning relevant.
- The local authority has recognised the school as making improvement and is providing well-targeted support to help this happen.
- Most parents agree with the positive statements about the school in Parent View, especially about the care their children get. The school involves parents in consultation evenings, trips and in running clubs. There is an active Parents, Teachers and Friends Association.
- **The governance of the school:**
 - The governors have a good understanding of the school's strengths and weaknesses. They know how well their school is performing compared to other schools nationally. They question senior leaders about the pupils' achievement, but they do not yet fully hold them to account. The performance management of all teachers does not focus clearly on the pupils' achievement. Failure to meet challenging targets is not dealt with effectively. They have not established a system that links pay to performance. Governors know how the pupil premium is spent and check the impact it is having. They regularly attend training and meet all their other statutory duties. They have ensured that all requirements for pupils' safeguarding are fully met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112576
Local authority	Derbyshire
Inspection number	405401

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	120
Appropriate authority	The governing body
Chair	Julie Knight
Headteacher	Nigel Pratley
Date of previous school inspection	10 February 2011
Telephone number	01332 880540
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