

Kensington Junior School

St John's Road, Ilkeston, DE7 5PA

Inspection dates 16–17 July 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. The attainment of pupils across the school, especially in Years 3 to 5, has risen in the last two years.
- Teachers require pupils to work diligently and mostly match work expertly to meet their needs.
- Teachers assess closely how well pupils are learning in lessons. They make any necessary adjustments to redirect teaching assistants to support any pupils who need extra help. When pupils are ready, teachers move them on quickly to harder work.
- Pupils' involvement in their learning has improved since the previous inspection. They know how well they are doing and what they need to do next to improve further.
- Pupils' very positive attitudes contribute well to their successful learning. Pupils enjoy school, feel very safe and behave maturely. They often demonstrate excellent teamwork skills, for example, in fund-raising activities.
- Leaders, including governors, have tackled conscientiously the weaknesses identified at the previous inspection. Actions taken as a result of close checks on pupils' progress have improved teaching and pupils' achievement, especially that of pupils eligible for pupil premium funding.
- Parents are supportive of the school's work and commend especially staff's efforts to identify and to support pupils who need extra help with their learning.

It is not yet an outstanding school because

- Leaders have not yet secured teaching of a consistently outstanding quality.
- There are too few planned opportunities for pupils to apply their writing skills and to extend their range of vocabulary in subjects other than English.
- Targets for pupils' attainment at the higher Level 5 in Year 6 are not challenging enough. More-able pupils are less sharply identified than other groups and some opportunities are missed to promote their achievement.

Information about this inspection

- Inspectors observed teaching in 13 lessons taught by eight teachers. Four of these lessons were observed together with the headteacher and/or senior teachers.
- Samples of pupils' work in writing were analysed. An inspector listened to some pupils in Year 6 reading.
- Meetings were held with school staff, a group of pupils, governors and a representative from the local authority.
- Inspectors took account of the 25 questionnaires completed by staff and the 17 responses by parents to the online questionnaire (Parent View). Responses to the school's own recent surveys of parents' and pupils' views were also analysed. An inspector spoke informally to a few parents at the beginning of the school day.
- Inspectors looked at a range of evidence including: the work in pupils' books; monitoring records; school improvement plans; the school's own data on pupils' attainment and progress; and policies, procedures and records relating to safeguarding, behaviour and attendance.

Inspection team

Derek Aitken, Lead inspector

Additional Inspector

Pauline MacMillan

Additional Inspector

Full report

Information about this school

- The school is slightly smaller than the average-sized primary school.
- The very large majority of pupils are from White British backgrounds.
- The proportion of pupils supported by the pupil premium is broadly average. In this school, this extra government funding currently applies only to pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported through school action plus or a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Make more teaching outstanding and help pupils to make faster progress, particularly in writing, by:
 - making sure teachers always explore fully the features and structures of texts to help pupils develop their ideas before they start to work independently
 - providing pupils with better-planned opportunities to apply their writing skills and to extend their range of vocabulary in subjects other than English
- Improve the performance of more-able pupils by:
 - setting higher targets for this group of pupils to achieve by the end of Year 6
 - identifying these pupils more precisely at an early stage and providing them with a wide range of well-planned opportunities in the curriculum to extend their learning.

Inspection judgements

The achievement of pupils is good

- Pupils' attainment when they join Year 3 varies from year to year, but is broadly average in reading, writing and mathematics. By the end of Year 6, their attainment is slightly above average, but a little better in mathematics than in English. Attainment in Year 6 has risen over the last three years and nearly all pupils reach the nationally expected Level 4 in both subjects.
- The proportion of pupils in Year 6 making expected progress was above the national average in 2012. The proportion who exceeded the progress expected of them was a little below average. The school's data show that this picture has now improved slightly. Nearly one half of the pupils currently in Year 6 have made better than expected progress over Key Stage 2 in mathematics.
- Useful initiatives, including a 'Boys into Books' group, have been implemented to encourage boys to read more often. Boys' progress in reading improved markedly last year.
- Across the school, most pupils make good progress, especially in Years 3 to 5, although progress is not quite so strong in writing. Staff have successfully raised the standard of pupils' writing in English lessons, but opportunities for pupils to apply their writing skills and to increase their range of vocabulary are not consistently developed in other subjects.
- Disabled pupils and those pupils who have special educational needs achieve well. Barriers to learning are identified early. Teaching assistants make a strong contribution to pupils' well-being and learning in lessons. As a result, these pupils make good progress towards their targets.
- Last year, in Year 6, the attainment of pupils known to be eligible for the pupil premium was lower than that of other pupils in the year group, about two terms behind in English and three terms in mathematics. However, from their starting points, these pupils made similar progress to other pupils in both subjects. This gap in attainment is closing rapidly for pupils in nearly all year groups, including Year 6. This is because good use has been made of the specific funding for these pupils to provide extra support to raise their attainment, especially in reading.

The quality of teaching is good

- The teaching is good in most lessons, and in a few it is outstanding. Teachers mostly cater well for the range of abilities in each class and the work builds systematically on pupils' previous learning.
- Teachers keep a close eye on how well pupils are coping when they work on their own. They manage teaching assistants expertly, and re-direct them quickly to support pupils who are unsure or need extra help. They are adept, particularly in mathematics lessons, in recognising when pupils have mastered an idea, and in moving them on to harder work.
- Teachers explain tasks clearly and make good use of on-going assessment in lessons to help pupils clarify how well they are learning, how they can improve further and which aspects of their work require extra practice.
- These strengths in teaching ensure that nearly all lessons proceed at a brisk pace. Lessons run smoothly and interruptions are extremely rare. Pupils are expected to concentrate and to work hard. They collaborate well with each other to discuss new ideas and to assess each other's

progress in lessons.

- Well-thought-out support ensures that pupils who have difficulty learning are given the help they require to succeed. Pupils with a statement of special educational needs are provided with one-to-one help. Teaching assistants are flexibly deployed. They relate very well to pupils and question them skilfully to enable them to formulate their ideas.
- In the best lessons, teachers practise new ideas with pupils expertly to enable them to tackle their independent work confidently. In some cases, particularly in English lessons, teachers concentrate a little too much on reinforcing pupils' technical skills, for example in punctuation and grammar, and neglect to explore fully the features and structures of texts to help pupils develop their thinking and use of vocabulary. When this happens, pupils sometimes run out of ideas quickly and the pace of learning slows.
- The teachers are conscientious in marking pupils' work and give pupils clear information about what they have done well or less well. Pupils do not always follow up this advice.

The behaviour and safety of pupils are good

- Pupils report that they enjoy school. Attendance levels have risen in the last three years and are a little above average.
- Pupils' behaviour is nearly always good in lessons and is, on a few occasions, exemplary in assemblies and around school. Pupils rarely disappoint their teachers' strong expectations for them to work hard in lessons, by taking responsibility for their learning and actions. Pupils have very positive attitudes to learning.
- Pupils have few concerns about behaviour. They report that bullying rarely occurs and say that squabbles which sometimes occur are quickly resolved. They are well aware of the different forms that bullying can take, including cyber-bullying, and know the difference between acts of bullying and petty fallouts.
- Within and outside of lessons relationships are positive. Pupils mix very well with each other at break-times and pay careful regard to each other's safety. They appreciate the way staff keep them safe.
- Pupils are well aware of how to stay safe in different situations. They use the internet responsibly and ensure they do not expose themselves to avoidable dangers, such as sunstroke during very hot weather, through seeking out shaded areas or wearing caps.
- Most of the parents who completed the online questionnaire and nearly all of the 60 parents who responded to the school's own recent questionnaire agree that staff manage pupils' behaviour well and ensure they are safe.
- The school places considerable emphasis on promoting pupils' sense of responsibility, teamwork and independence. Pupils are proud of the contributions they make to school life, for example as councillors, team captains, play buddies and mini-leaders. Pupils are trusted to act on their own initiative. This was eloquently demonstrated during the 'Summer Fun' afternoon which pupils organised. They set up stalls and games to entertain and to challenge their classmates and, in so doing, raised a substantial sum of money for charity and playground improvements.

The leadership and management are good

- Pupils' improved achievement is underpinned by the close, regular checks the headteacher keeps on the information collected about pupils' progress. Data are shared very effectively with staff, who have a clear awareness of the levels at which pupils are working and the next steps for their learning.
- Interventions are clearly planned and modified to meet pupils' needs. In this way, potential discrimination and underachievement are identified quickly and tackled successfully. Information about pupils' progress has been used particularly well this year to allocate resources to close the gap in attainment between those pupils eligible for pupil premium funding and other pupils. Daily reading with an adult, one-to-one tuition and small-group teaching have been particularly effective in this respect.
- Leaders have methodically tackled and resolved the key issues identified at the previous inspection. Although leaders have not yet secured teaching of a consistently outstanding quality, they have used training very effectively to develop staff's expertise in using assessment to improve the quality of pupils' learning and, in so doing, raised staff's expectations and accountability for pupils' rates of progress.
- School self-evaluation has been enhanced through termly reviews. Arrangements for monitoring the quality of teaching are robust and focused appropriately on improving teaching and outcomes for pupils. Other leaders, in addition to the headteacher, are now playing a prominent role in checking up on teachers' performance, enabling senior staff to acquire an informed perspective on whole-school issues.
- The school fosters pupils' spiritual, moral, social and cultural development well. Key cultural events are celebrated, pupils support eco-projects well and regularly raise considerable sums for charity.
- While most groups of pupils have demanding targets to achieve by the end of Year 6, more-able pupils are less sharply identified, and targets for them to achieve by the same point in time are modest. This results in some opportunities being missed in the curriculum to plan systematically to extend their learning and to quicken their progress.
- Parents appreciate the ways in which the school works with them to promote pupils' well-being. They value especially the staff's efforts to support pupils who need extra help with their learning. Outside agencies are used well to provide expertise and help with the assessment of pupils' needs.
- The local authority has recognised the school's improving performance and has provided 'light touch' support in the last year.
- **The governance of the school:**
 - Governors have improved their effectiveness since the previous inspection. They are well informed, for example through the school improvement committee, about key aspects of the school's work, including pupils' progress.
 - Governors have a good understanding of the quality of teaching and follow up action points to hold senior leaders effectively to account. They make clear links between the performance of teachers and the impact this has on pupils' achievement, and ensure that salary progression is used appropriately to recognise good teaching and staff's extra responsibilities.
 - Governors have evaluated accurately how well pupil premium funding has been used to enable these pupils to raise their attainment.

- Governors check regularly to ensure that systems for safeguarding pupils meet national requirements. Staff training in child protection and first-aid is kept up to date.

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	112573
Local authority	Derbyshire
Inspection number	405399

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	Philip Hood
Headteacher	Lindsey Partridge
Date of previous school inspection	19 October 2010
Telephone number	0115 9322920
Fax number	0115 9443115
Email address	info@kensington.derbyshire.sch.uk

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