

Kilburn Junior School

The Flat, Kilburn, Belper, DE56 0LA

Inspection dates 4–5 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	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.

- As a result of good teaching pupils' achievement in reading, writing and mathematics is good.
- Pupils' attitudes to learning are good. They listen very carefully in lessons to their teachers and to each other. They want to succeed with their work.
- Attendance is consistently above average confirming pupils' enjoyment of school.
- Pupils behave well and know how to keep safe in a wide variety of circumstances. They thrive in the safe environment provided by the school.
- Successful teamwork among leaders and staff at all levels has contributed well to the improvements in achievement and the quality of teaching since the last inspection.
- Governance has improved strongly. Governors are very well informed and therefore in a position to carry out their duties effectively. They hold the senior leadership thoroughly to account for the running of the school.
- Outstanding use is made of the additional funding to enhance sporting opportunities for pupils.

It is not yet an outstanding school because

- There is too little outstanding teaching evident and at times some pupils do not move on quickly enough to harder work.
- Pupils do not have enough opportunity to use and apply their literacy and numeracy skills in subjects such as science, history and geography.
- Although there are examples of helpful marking, teachers do not consistently give pupils clear advice about how to improve their work, especially in subjects other than writing.
- The checking of pupils' written work does not as yet extend to all subjects, and consequently work in subjects other than English and mathematics is not always of high quality.

Information about this inspection

- The inspector visited seven lessons, three of which were with the headteacher. The written work of pupils in all year groups was scrutinised in order to evaluate teaching over time.
- Meetings were held with the headteacher, subject leaders and members of staff. In addition, the inspector met with five governors and a representative of the local authority.
- The inspector spoke to pupils during lessons and held meetings with groups of pupils in Years 5 and 6 to find out their views on behaviour, safety and bullying. The inspector spoke to pupils in Year 6 about their reading habits.
- Information from the scrutiny of a range of documentation was used to help form inspection judgments. These documents included the school's own evaluation of its strengths and weaknesses and the resulting improvement plans, a record of the management of teachers' performance, monitoring documentation, assessment information, minutes of meetings and information relating to safeguarding and attendance.
- The inspector looked at the local authority's and Her Majesty's Inspector's reports of the school's progress towards improvement since the previous inspection.
- The 38 responses to the online questionnaire (Parent View) and the school's own questionnaire were considered to evaluate parents' views of the school's work.
- An analysis of the 13 responses to the staff questionnaire, along with discussions with staff during the inspection, gave the inspector an insight into their views.

Inspection team

Lois Furness, Lead inspector

Additional Inspector

Full report

Information about this school

- In this much smaller-than-average primary school, almost all pupils are White British and all pupils speak English as their first language.
- The proportion of pupils known to be eligible for pupil-premium funding is above average. This funding is additional government funding provided for pupils in local authority care and those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is above average as is the proportion supported at school action plus or who have a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - moving pupils on to new or more challenging work as soon as they are ready
 - providing pupils with regular opportunities to use and apply their literacy and numeracy skills in meaningful ways
 - using marking comments to effectively help pupils to improve the quality of their work in all subjects.
- Extend the good monitoring and evaluation practices to other subjects.

Inspection judgements

The achievement of pupils is good

- The achievement of pupils has improved from the previous inspection and pupils make good progress from their starting points in reading, writing and mathematics. Current assessment information shows that progress is accelerating in all year groups and the work in pupils' books, in English and mathematics, confirms this good progress. Pupils are well prepared for the next stage of their education.
- Although attainment overall over the last three years has been broadly average, the proportion of pupils attaining Level 4 and Level 5 markedly improved in reading, writing and mathematics in 2013. Progress from their starting points in Year 3 was good in reading and mathematics. In writing, although the proportion of pupils making expected progress was similar to the national average, too few pupils made better than expected progress.
- This year the school has focused on writing. The positive impact of this work is evident in the good quality of writing seen in pupils' writing books and displayed around the school. Pupils are motivated and engaged in writing and enjoy opportunities to discuss their ideas with each other. Their grammar, punctuation and spelling skills are also improving. However, although pupils write regularly in their writing books, they do not have enough opportunities to use and apply these skills in other subjects.
- Pupils are enthusiastic readers. This was exemplified by one pupil who said, 'When I read a book I just get lost in the adventure.' They can name different authors and explain why they like certain books such as 'The Diary of a Wimpy Kid' or 'The Hunger Games.' They say they read regularly at home and at school, but do not often go to a library. This was explained by them saying, they use a Kindle to download the books they want to read, and use the internet to find out information.
- In mathematics the improved attainment of 2013 continues and pupils are developing a good understanding of number and of a range of calculation methods. Problem-solving activities are evident but too often the problems are not set in a context that is meaningful to pupils. This means pupils are missing opportunities to deepen their understanding of mathematics by using their skills to further learning, for example, in science or geography.
- In 2013, only a very small number of pupils in Year 6 were eligible for the pupil premium. As a group, their attainment was about eight months behind their classmates in writing, ten months in mathematics and twelve months in reading. However, they all made the expected progress from their starting points in reading, writing and mathematics. Currently, eligible pupils are making similar good progress to others in all year groups.
- Disabled pupils and those who have special educational needs make progress in line with others in the school. This is because of well-targeted support that is designed to meet the specific needs of each child.
- Higher expectations and improved teaching are now making more demands on the most-able pupils and, as a result, more are reaching the higher levels, particularly in reading. However, occasionally these pupils spend time unnecessarily repeating work instead of moving on to more challenging activities. At these times the pace of learning slows.

The quality of teaching is good

- The quality of teaching has improved and teachers make sure classrooms are happy and safe places for learning. Classrooms are attractive and good quality displays are evident. Lessons start punctually and positive relationships between pupils and staff are evident. Pupils behave well and try hard to succeed with their activities. They know what is expected of them and respond well to their teacher's instructions and consequently little learning time is wasted.
- Teachers have good subject knowledge which they use well to plan interesting activities, ask probing questions and provide clear explanations to pupils about their tasks. Resources are used well to engage pupils' interest, as was seen in the use of an extremely funny video clip which illustrated most effectively the power of persuasion. This clip not only encouraged the Year 3 pupils to think about the ways of encouraging people to buy a product, but inspired them to want to produce an advert of the same quality.
- Teachers are now using the information they have on the progress of every pupil more effectively to ensure that all pupils can make good progress from their starting points. Work is usually pitched at a suitable level for pupils including the more able. However, at times, the work in books show that occasionally more-able pupils spend time repeating things they know rather than moving on to new or more difficult pieces of work.
- Marking and feedback to pupils has been an area that staff have worked on to improve since the previous inspection. However, this still requires further work because the best practice in marking, often seen in writing, is not yet regularly seen across all subjects.
- Disabled pupils and those who have special educational needs are included well in lessons. Teaching assistants provide valuable support, helping these pupils make good progress by supporting the learning that is taking place in and out of the classroom. They are particularly effective in one-to-one and small group work activities.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Clear expectations of behaviour are set, which most pupils willingly follow. Pupils say lessons are very rarely disrupted by silly behaviour.
- Pupils are keen to get on in lessons so that very little learning time is lost. Relationships between pupils and adults are good and pupils work well together. They listen carefully to each other's ideas. For instance, during the inspection, younger pupils were keen to share their ideas about how to write a blog about a book while older pupils supported each other solving number problems in mathematics.
- There are good opportunities provided to promote pupils' spiritual, moral, social and cultural development. Pupils have positive views on the importance of helping those less fortunate than themselves.
- The school's work to keep pupils safe and secure is good. Most parents who completed the online questionnaire agree that their children are safe in school and well cared for. Pupils also say they feel safe in school. They know how they can help to keep themselves safe. For instance, they understand why they must take care when they use the internet and know of the dangers of speaking to strangers.
- Pupils are friendly and get on well with each other in the playground and in the dining hall. They

are proud of their school. Pupils take their responsibilities very seriously and are proud to take part in the many sporting activities offered. One pupil commented on how taking part in competitions has helped her to respect others. Pupils' enthusiasm for school is reflected in their above-average attendance.

- Pupils know about different forms of bullying such as physical and cyber-bullying. They understand how saying hurtful words can upset people. They say there is very little bullying in this school. Discrimination in any form is not tolerated and incidents of bullying are dealt with effectively.

The leadership and management are good

- All leaders, including governors, have a clear understanding of how to continue to improve. They have successfully improved the quality of teaching and pupils' achievement since the previous inspection.
- Senior leaders, leaders of subjects and those with whole school responsibility check the quality of teaching and pupils' progress regularly. Pupils who are at risk of falling behind are quickly identified and offered additional support. English and mathematics books are scrutinised regularly and teachers' planning is checked to ensure work is sufficiently challenging for all abilities. However the same thoroughness of monitoring does not yet extend to other subjects where work is not always of the same quality as that seen in writing and mathematics books.
- Effective monitoring of classroom practice, planning and marking supports the management of the performance of teachers. Staff have clear annual performance objectives which are supported by good opportunities for professional development. Teachers know that future pay awards will be dependent on their good performance.
- All staff who returned questionnaires agreed that they are proud of the school. They expressed confidence in the head teacher, the changes which are being made and the successes being won. Discussions with staff show they have a good understanding of what is necessary to move the school from good to being outstanding and show the commitment to achieve this.
- The school's plan for improvement is based on an accurate understanding of areas of what the school does well and where it could do better. The actions within it are clear and appropriate. Planning sets out a clear direction for further improvement.
- A good range of subjects is taught and pupils say they enjoy the opportunities for mathematics and physical education. They speak highly of the extensive provision for clubs, games and competitive sport. The opportunities pupils have to work together and the visits and visitor programmes contributes well to pupils' spiritual, moral, social and cultural development. However there are too few opportunities for pupils to practise and apply systematically their literacy and numeracy skills in other subjects.
- The primary school sports funding is being used extremely effectively to extend the range of sporting activities available to pupils, to improve staff expertise and to encourage all pupils to participate in some type of sporting activity. It is helping pupils to develop healthier lifestyles and participate competitively in sports such as orienteering, soccer, netball and athletics. Pupils are very proud to say that by July every Year 6 pupil will have taken part in a competitive event.
- Leaders ensure that no pupils, regardless of background or need, are denied access to anything the school has to offer. This is clearly demonstrated in the way that additional funding is used

effectively, resulting in eligible pupils achieving well.

- Parents have positive opinions of the work of the school. Most parents who completed the online questionnaire said they would recommend this school to other parents.
- The leadership team has been supported extremely well by the local authority. It has provided leaders with helpful guidance and strong support on the journey of improvement. It has also been involved in the training of the governing body, helping it to become much more effective.
- **The governance of the school:**
 - Governance has improved rapidly under the leadership of an experienced chairperson. The minutes of meetings show that challenging questions are asked regularly about how the leadership is improving pupils' achievement. Governors have a good grasp of data and understand how this school is performing in relation to others nationally. They have accurate information about the quality of teaching and can explain how targets are set for teachers to improve their performance and the impact of this on teachers receiving additional pay.
 - Governors are well informed about the school's strengths and areas for development and are responsive to parents' views. For example, they are exploring ways of how they can communicate better with parents, following a few concerns expressed in the school's recent questionnaire returns.
 - The school's finances are managed effectively, and governors know the pupil premium is helping eligible pupils to achieve well. They understand how the new primary school sports funding is used to extend physical education opportunities and improve pupils' well-being.
 - Governors carry out their statutory duties competently and make sure they meet all legal requirements with regard to keeping everyone safe.

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	441869

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	123
Appropriate authority	The governing body
Chair	Louise Rowland
Headteacher	Nigel Pratley
Date of previous school inspection	13 February 2013
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