

Killisick Junior School

Killisick Road, Arnold, Nottingham, NG5 8BY

Inspection dates 10–11 February 2015

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

Summary of key findings for parents and pupils

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

- The governing body, headteacher and other leaders have not ensured improvements in teaching and pupils' achievement, especially in writing and mathematics.
- Leaders of subjects and other leaders have not contributed sufficiently to making sure all groups of pupils make good progress.
- Although pupils understand school rules and behave well in most lessons, a small number do not behave well during some break and lunchtime sessions. Their attitudes to learning are not consistently positive.
- Pupils' progress in writing and mathematics is not good. Disadvantaged pupils and the most able, in particular, have not made good progress in these subjects.
- Standards are not high enough at the end of Year 6 and some pupils leave the school without basic skills in mathematics and writing.
- Teaching is not good over time. Teachers do not consistently use the information that is available to them to plan challenging work for all groups of pupils.
- Although pupils' work is marked regularly, they do not consistently respond to teachers' guidance and, consequently, do not improve their work well enough.
- The school does not communicate well with some parents. A small group of parents say the school is not giving them the information they want about their children's progress.

The school has the following strengths

- Achievement in reading is good. Many pupils make good progress in this skill.
- Currently, more of the most-able pupils are reaching the higher levels of attainment than in 2014.
- The school's caring ethos nurtures pupils and ensures that they are very safe. Attendance is improving and punctuality is good.
- The school provides a good range of activities, trips and residential visits that help to develop pupils' spiritual, moral, social and cultural understanding and give them variety and enjoyment in learning.
- The school is making effective use of the support it receives from the Redhill Academy Alliance to improve leadership and management and the quality of teaching.

Information about this inspection

- The inspectors observed eight teachers and visited 13 lessons. Teaching and learning in two lessons were observed jointly with the headteacher.
- Discussions were held with the headteacher, the English and mathematics subject leaders, other leaders, pupils and governors. The lead inspector had a discussion with a representative of the local authority.
- The inspectors observed pupils' work, looked at their exercise books, listened to them read and observed them in two assemblies.
- A range of documentation was examined, including: the school's analysis of how well it is doing, information on pupils' progress, documents related to safeguarding, and key reports and policies. Documentation relating to the care of disabled pupils and those who have special educational needs was also reviewed.
- Inspectors reviewed the school's system to check teachers' performance.
- The inspectors talked with parents at the start of the school day and took account of the 33 responses to the online questionnaire (Parent View). They also analysed 15 questionnaires completed by staff.
- The school provides a breakfast club managed by the governing body and which formed part of this inspection.

Inspection team

Andrew Stafford, Lead inspector

Additional Inspector

Keith Wright

Additional Inspector

Full report

Information about this school

- Killisick Junior School is smaller than the average-sized primary school. There are three mixed-age classes in Years 3 and 4, two classes in Year 5 and two mixed-age classes in Years 5 and 6.
- Over three quarters of pupils are of White British heritage, lower than the proportion nationally. The remainder come from various minority ethnic heritages. Fewer pupils than average speak English as an additional language.
- More pupils join the school during term times than is usual in most schools. A quarter of the pupils in Year 6 and one third of the pupils in Year 5 are late arrivals.
- The proportion of disabled pupils and those who have special educational needs is above average. A small minority of pupils have an education, health and care plan.
- The proportion of pupils eligible for the pupil premium is well-above average. The pupil premium is additional funding allocated by the government, which is used to support pupils known to be eligible for free school meals and those looked after.
- The school does not meet the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in reading, writing and mathematics in Year 6.
- Since the previous inspection, there have been many staff changes. Five newly qualified teachers have been appointed. A deputy headteacher was appointed to lead literacy during the extended absence of the subject leader.
- There is a breakfast club managed by the governing body and which formed part of the inspection.
- The school works in partnership with other local schools. The partnership is called the Redhill Academy Alliance.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that progress and attainment in writing and mathematics improve further by ensuring that:
 - teachers use the information they hold on pupils' current progress to plan learning activities that are challenging for all pupils, including the most able
 - pupils apply and practise their basic skills in mathematics more frequently in all subjects and in solving problems
 - pupils' skills in writing are developed so they can write competently in different styles and for different purposes
 - all groups of pupils are interested and involved in their lessons and develop positive attitudes to learning
 - teachers mark work so that pupils know how to improve it and make sure that pupils always correct and improve their work as directed.
- Improve the effectiveness of leaders and managers, including governors, so that they have a greater impact on pupils' achievement by ensuring that:
 - leaders at all levels use the information they hold on how well pupils are achieving to check progress and intervene effectively where it is not good enough
 - the progress of disadvantaged pupils consistently matches that of their classmates
 - subject leaders check further on the quality of teaching and learning, and are given training to improve their skills
 - all pupils behave well at break and lunchtime
 - leaders develop better communication and more positive relationships with the small group of parents who think the school does not give them enough information about their children's progress
 - the governing body checks the impact of pupil premium funding, and rigorously holds the school to account on all aspects of its work.

An external review of governance should be undertaken to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management requires improvement

- Leaders and managers have not yet improved teaching so that all is, at least, consistently good, or ensured the good progress of all groups of pupils. In 2014, pupils did not make the progress necessary to enable them to reach average standards in the Year 6 national tests. Their achievement declined until the end of the last academic year.
- The headteacher is providing determined and focused leadership that is creating a culture in which teaching must be at least good and every pupil behaves well and wants to learn. She is supported in pursuing these priorities by an effective leadership team and governors, who are all determined to raise standards.
- Leaders' action to improve teaching is having positive effect. Consequently, there is some good teaching across the school. A redistribution of responsibilities to subject and other leaders in checking the quality of teaching and learning is supporting the improvements taking place. For example, the additional help subject and other leaders are giving directly to teachers and pupils is improving classroom practice. However, subject leaders' actions do not yet show the full impact intended and their skills are not fully developed in supporting colleagues.
- Newly qualified teachers and those in the early stages of their careers are, currently, well supported. This help is bringing about significant improvements in the quality of teaching across the school and reflects the school's high expectations for the quality of teaching overall.
- Good links with Redhill Academy Alliance enable teachers to learn from each another. Staff are further supported by regular training provided by the school directly. These actions are contributing to improving teaching.
- Pupil premium funding was not used effectively until September 2014 and so disadvantaged pupils did not achieve well enough. However, better management at all levels is ensuring additional support is more effectively directed at the pupils who qualify for it. Consequently, the progress and attainment of disadvantaged pupils are improving.
- The school's systems for tracking the progress of all groups of pupils are, currently, used effectively to confirm that all pupils are achieving more and that additional support has the impact intended. Underperformance is being overcome, and the school is providing more equality of opportunity for all pupils.
- The local authority is supporting the school in its drive to improve and is working closely with leaders to address weaknesses. The governing body has benefited from the training provided for them. The local authority's action is supporting the school's improvement well.
- School development planning is helpful to improvement because it is well focused on key weaknesses. Planning spells out clearly how improvements are to be achieved, and so can be readily applied by staff. For example, plans identify clearly and specifically what improvement is intended, who is to monitor the action taken and how the impact of that action is to be assessed. As a result, there is better direction and sense of purpose to make the necessary improvements that are taking place across the school.
- Leaders are improving the curriculum to ensure that pupils develop stronger skills in reading, writing and mathematics. Consequently, pupils are better engaged and motivated to learn. Pupils currently have many learning opportunities – for example, they learn French in all age groups.
- There is good provision for pupils' spiritual, moral, social and cultural development. Their personal development is reflected in their genuine delight when others' academic or sporting achievement is celebrated. The school uses the local and wider community to enrich pupils' awareness of cultures and faiths. As a result, pupils show understanding of fairness and tolerance of difference, which reinforce their understanding of being British and the rights and responsibilities of life in modern British society.

Discrimination is always tackled, and pupils are convinced there is none in the school.

- The school uses the sports premium well. It extends pupils' opportunities to take part in sporting competitions and develops staff expertise in gymnastics through use of the additional funding. Helpful links with a local school maximise use of the funding. Leaders have reviewed the impact of the funding and many more pupils are participating in sporting activities that contribute well to their health and well-being.
- The school uses newsletters to keep parents informed, and a recent survey of 72 parents and carers was positive in all areas. However, some parents who responded to Parent View say that they are not well informed about their children's progress. The school has not gained the confidence of this group of parents. Nevertheless, parents confirm that the school is very friendly, caring and supportive of their children.
- Safeguarding arrangements meet requirements. Leaders, including governors, ensure these arrangements are fully applied and include checks of all adults working with pupils and risk assessments covering key aspects of school life, such as educational visits. Consequently, safeguarding of pupils is well assured.
- **The governance of the school:**
 - The governing body is not effective enough. It has not addressed weaknesses in pupils' achievement well enough to sustain the school's good performance from its previous inspection. In the past, governors have not reviewed the information the school holds on pupils' attainment and progress closely enough and have not provided the necessary level of challenge to leaders to account for the school's performance. Recently, governors have received training from the local authority and have a better understanding of their roles. The governing body is currently supporting the headteacher in improving teaching and achievement. Governors have become more aware of the quality of teaching. They know how performance management is being used to improve teaching. They have begun to set targets for the headteacher and all teachers that link salary increases and promotions to the progress pupils make. Governors review carefully the financial position of the school and are more aware of the effectiveness of how resources are spent to help pupils eligible for pupil premium support. The governors are monitoring the resources deployed to support pupils' learning within the new curriculum but have not yet evaluated the impact of this support.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils requires improvement. Although the large majority behave well at break and lunchtime, a few are not considerate enough of each other. Pupils spoken to say that most behave well but a few do not always behave well enough. Some parents think that behaviour is not good enough.
- The school keeps thorough records of behaviour which confirm that a small number of pupils do not always behave well enough outside lessons. Action to improve this poor behaviour, through a policy of rewards and consequences to which pupils have contributed, is having a positive effect.
- In lessons, pupils behave according to the rules and expectations of the school. They listen to instructions and settle quickly to carry out work. They understand established routines, and many complete tasks to the best of their ability. On occasion, a few do not try as hard as they could and this acts as a hindrance to their progress.
- Pupils are happy to come to school. Attendance is improving and most parents say that they feel their children are happy at school. Pupils proudly wear the school uniform, are keen to take responsibility and understand the school's expectations for behaviour.
- Pupils are polite, friendly and welcoming as they move around school. They have good manners, and relationships with staff are positive.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and parents agree that

they are safe in school. Pupils are taught how to stay safe, including when using the internet, and they understand how to deal with situations where they might feel at risk.

- Bullying is rare. Pupils understand what it means to be unkind to someone and they are aware of different kinds of bullying, including name-calling. They feel confident that the school would deal with any concerns they might have.
- The school provides good opportunities for pupils, and particularly for disadvantaged pupils, to develop their social, sporting and other skills in a safe and stimulating environment. This situation applies in school and at the beginning and end of the school day in the breakfast club and after-school clubs.
- The school's safeguarding arrangements meet requirements. Staff have received appropriate training and know how to deal with any incidents if they arise. There are good systems to control access to the school and these are applied well.

The quality of teaching

requires improvement

- Teaching requires improvement because it has not ensured that pupils make good progress, particularly in writing and mathematics. The school has made these areas a priority, and younger pupils are making better progress. Some older pupils are catching up, and school data confirm that they made better progress in the last term. This improved performance was further confirmed by inspection findings, including scrutiny of pupils' work.
- There is some good teaching and, overall, it is improving. However, there is not yet enough good teaching to close gaps in pupils' skills, knowledge and understanding. Teachers do not consistently use information they have on pupils' progress and attainment to provide challenging work for all abilities, especially for the most able. Consequently, although the progress of many pupils is improving, it is not yet rapid enough.
- Some activities, especially in writing, are currently making pupils keen to learn and improve their work. In the past, work has sometimes been too easy. Pupils say that learning in lessons is becoming more interesting and holds their attention. Consequently, they are taking more pride in their work.
- Marking is regular. It often provides positive comments about pupils' work and what they have to do to improve, but this practice is not consistent across the school. Pupils are not regularly responding to teachers' comments in order to help them to improve their work and aspire to better achievement.
- Teachers are currently providing pupils with examples of how to write effectively and are making writing a strong feature across subjects. This action is leading to improvement, especially for younger pupils. However, some teaching does not expect enough of what pupils can achieve, particularly in mathematics. Pupils lack opportunities to practise mathematics and tackle problems using their mathematical skills in different subjects. As a result, some pupils, including some who are disadvantaged, are not always making the progress they should in this subject.
- Teaching assistants often lead small-group activities for disabled pupils and those who have special educational needs. These pupils often make good progress in those sessions.
- Reading is taught effectively throughout the school and many pupils make at least expected progress, with some achieving well in this skill. Opportunities are provided for pupils to read a range of books and they develop confidence in their reading capacity.
- Teaching makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils work well together, study a range of faiths, consider what is right and wrong, and take part in musical, sporting and technological activities in lessons and outside the classroom.

The achievement of pupils

requires improvement

- Year 6 pupils' attainment in 2014 in the national tests was below the government's minimum expectations in combined reading, writing and mathematics.

- Pupils' attainment at the end of Year 6 was broadly average in 2012 and 2013, but declined in 2014. In 2014, Year 6 pupils were roughly one and a half terms behind others nationally. This decline was because leaders did not track progress carefully enough, or take action to address underperformance to ensure the good progress of all groups of pupils.
- The school's data confirm that the progress pupils make in writing and mathematics is not as strong as in reading in most year groups. However, pupils' books show that they are getting more opportunities to practise applying their skills in writing, for example in different subjects and topics. This change is supporting progress and helping to raise standards for all pupils. Pupils are getting more practice in applying their skills in mathematics, for example, in situations they might find in real life. This practice is supporting better progress but is not yet sufficiently widespread across the school.
- The progress made by disabled pupils and those who have special educational needs is similar to that of other pupils. The school's data and observations of the extra sessions provided for them show that most of the younger pupils with special educational needs are making good progress. Recent improvements in the support provided by teachers and teaching assistants have yet to impact fully on some older pupils' achievement.
- Pupils who speak English as an additional language make similar progress to that of their classmates because the school focuses strongly on developing their vocabulary and on their correct use of English. Pupils from minority ethnic groups achieve at least as well as other pupils, and sometimes better, because the school is fully committed to ensuring equality of opportunity and is successful in tackling discrimination.
- Recent arrivals in the school are integrated quickly and teachers plan carefully to meet the needs of these pupils. Their starting points when they join the school are often below expected levels, but they achieve well enough to at least match the achievement of their classmates.
- The attainment of the most-able pupils in Year 6 in 2014 did not reach that of other pupils nationally in attainment of Level 5 or above. School data show that the progress most-able pupils are currently making has accelerated. The more challenging work that they are given is promoting their better progress.
- Those pupils who are eligible for pupil premium funding are receiving help to close the gaps between their skills compared with those of other pupils. In the 2014 National Curriculum tests at the end of Year 6, disadvantaged pupils were behind their classmates by about two and a half terms in reading, and approximately two terms in writing and mathematics.
- In comparison with all pupils nationally, disadvantaged pupils were three terms behind in mathematics, approximately one and a half terms behind in reading and four terms behind in writing. The school's own information, confirmed by inspection findings, indicates pupils eligible for additional funding are currently making better progress and gaps in attainment are closing across all year groups.

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	122519
Local authority	Nottinghamshire
Inspection number	456005

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	184
Appropriate authority	The governing body
Chair	Mike Lyon
Headteacher	Sarah Page
Date of previous school inspection	18 June 2012
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