

Killamarsh Junior School

38 Sheffield Road, Killamarsh, Sheffield, South Yorkshire S21 2EA

Inspection dates

22–23 January 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Since the last inspection, leaders have not sustained a good quality of education. There has been a decline in standards in reading, writing and mathematics at the end of key stage 2.
- Leaders do not secure good-quality teaching in subjects other than English and mathematics. Pupils do not make the progress they should in these subjects.
- The governing body does not effectively hold leaders to account for the quality of the school's curriculum and pupils' outcomes.
- Provision for pupils' cultural development remains underdeveloped. Pupils do not have a deep enough understanding of the arts, other faiths and cultures.
- The quality of teaching, learning and assessment is not consistently good in all classes and subjects. Where teaching is weaker, teachers do not question pupils effectively.
- Teachers do not consistently match work to the abilities of the most able pupils. Because of this, some of these pupils are not suitably challenged and do not make the progress they should.
- There are few opportunities for pupils to work mathematically across the curriculum. Some pupils cannot apply the skills they learn in mathematics to real-life situations.
- The proportion of pupils leaving key stage 2 who reached the expected standards in reading, writing and mathematics has been below the national averages in recent years.

The school has the following strengths

- There is a renewed ambition to re-establish a culture of high expectations across the school.
- Pupils are well mannered and polite. They behave well. Because of this, there is little disruption to learning in lessons.
- Leaders prioritise the safety and well-being of all pupils. They act quickly to ensure that pupils receive the support they need.
- Current pupils' work in English and mathematics shows that pupils' progress is improving quickly.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
 - leaders, at all levels, closely monitor and evaluate the quality of teaching, learning and assessment in their areas of responsibility and act swiftly to address any weaknesses
 - governors receive further training, so they all have the necessary knowledge and skills to hold leaders to account
 - the provision for cultural development ensures that pupils have a rich knowledge and understanding of other faiths, cultures and the arts.
- Improve the effectiveness of teaching, learning and assessment and improve outcomes by ensuring that teachers:
 - use questioning more effectively to deepen and extend pupils' knowledge and skills in reading and mathematics
 - plan activities that are better matched to the abilities of the most able pupils, so that they make the progress they should in reading and mathematics
 - provide opportunities for pupils to apply and consolidate skills learned in mathematics across the wider curriculum
 - plan and teach subjects, other than English and mathematics, in sufficient depth so that pupils make good progress in these subjects.

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

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the last inspection there have been unavoidable and significant staff absences, including that of the headteacher. This has reduced the capacity of leadership and management to sustain a good quality of education at the school. Consequently, there has been a decline in standards during this time.
- The leadership of subjects other than English and mathematics is not securing good teaching and learning across the curriculum. As a result, pupils do not always make the progress they should in subjects other than English and mathematics.
- The curriculum is broad and balanced. However, the provision for pupils' cultural development remains underdeveloped. As a result, pupils do not have a deep enough understanding and appreciation of the arts, other faiths, cultures and traditions.
- Since the headteacher's return from absence, there is a renewed ambition to re-establish a culture of high expectations across the school. The headteacher has quickly identified weaknesses in the quality of teaching, learning and assessment. He has put effective plans and actions in place and these are leading to improvements in the quality of teaching, learning and assessment in English and mathematics.
- Leaders' self-evaluation is accurate. The headteacher and deputy headteacher carry out a wide range of purposeful monitoring activities to evaluate the quality of education pupils receive. Leaders use this information well to create 'teacher action plans' and provide staff with tailored support, training and development opportunities. This is ensuring that further improvements in teaching and learning are being made.
- Leaders have ensured that the school is inclusive and welcoming. Staff have positive relationships with pupils and their families. They value and care for each member of the school community. As one parent said, 'We feel we have a great relationship with staff.'
- Senior leaders ensure that pupil premium funding for disadvantaged pupils is used effectively. Leaders have a clear understanding of the barriers to disadvantaged pupils' learning and achievement. They provide precise intervention and support so that disadvantaged pupils can improve their academic and social skills. For example, an 'alternative curriculum' is used to engage disadvantaged pupils with poor attendance or behaviour. Funding is used to provide engaging activities such as cooking and computing, alongside therapeutic techniques such as 'positive play' and 'Lego therapy'.
- Leaders effectively use additional funding to provide individual support for pupils with special educational needs and/or disabilities (SEND). Funding is used to provide a wide range of additional interventions for pupils with SEND. It also funds additional staff to support pupils with complex SEND and ensures that these pupils can access the curriculum with their peers. Because of this, pupils with SEND make strong progress from their starting points.
- The physical education (PE) and sports funding is used very well. Pupils access a wide range of sports and competitive events such as gymnastics, tag rugby, football, indoor athletics and fencing. Funding is used innovatively to ensure that all pupils are confident to participate in sport and are equipped to lead healthy lifestyles. For

example, targeted pupils receive additional PE sessions in smaller groups. A specialist sports coach is deployed to teach these pupils the skills needed to be successful in whole class PE sessions. As a result, these pupils actively participate in lessons and develop skills quickly.

- Staff morale is positive. They value the support and training offered by leaders. Staff work as an effective team and share the desire of the headteacher for continued improvement throughout the school.
- Leaders promote fundamental British values through assemblies and class displays. Pupils enjoy earning 'respect' tokens for being kind and tolerant to everyone in school. They know about democracy and they value diversity. Pupils say that they are prepared for life in modern Britain and respect those who live in it. As one pupil said, 'We are all different, but all the same. We don't judge people's lifestyle choices at this school.'

Governance of the school

- The governing body does not effectively hold leaders to account. Some governors do not receive effective training. Consequently, the governing body lacks the knowledge and skills to ask the right questions and challenge leaders about the quality of education and outcomes for pupils.
- The governing body does not check how leaders ensure that the wider curriculum is well taught throughout the school. Governors do not know if subjects other than English and mathematics are well taught or if pupils make good progress in these subjects.
- The governing body does not monitor how leaders use additional funding to support pupils with SEND or disadvantaged pupils. As a result, governors do not know if these pupils make good progress or if the funding provides good value for money.
- Governors ensure that the PE and sports funding is used effectively. They receive detailed reports and updates at governing body meetings.
- The governing body fulfils its statutory safeguarding duties. It checks thoroughly the school's arrangements, including recruitment and vetting, and child protection procedures. The governing body receives regular updates about the work that leaders have undertaken to support families and to keep pupils safe.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders prioritise the safety and well-being of all pupils. They act quickly and decisively to ensure that pupils and their families receive the support they need, at the earliest possible opportunity. Leaders work exceptionally well with external agencies such as multi-agency teams and educational welfare officers, to source advice and early help.
- Staff receive regular safeguarding and first aid training and updates. Leaders effectively use the outcomes of serious case reviews to improve staff knowledge and understanding of safeguarding and child protection further. As a result, staff are vigilant and have a sharp understanding of the signs that pupils may be at risk of harm.

- Leaders closely monitor pupils' behaviour and attendance. They quickly spot changes in attendance patterns or in pupil behaviour. When this happens, leaders respond promptly to check that pupils are safe.
- Leaders ensure that detailed safeguarding records are maintained and regularly updated. They work alongside other professionals and external agencies to plan and implement many strategies and support systems for the most vulnerable pupils and families.
- The governor responsible for safeguarding has a good understanding of the issues linked to child protection. The governing body ensures that safeguarding procedures are audited annually and that any improvements needed are quickly actioned.
- Pupils are taught about how to stay safe. They have a growing knowledge of online safety, road safety and water safety. Pupils say they feel safe in school and that staff are quick to help them if they are worried or concerned about something.
- The vast majority of parents agree that their children are safe in school. As one parent said, 'Staff care about our children and keep them safe.'

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment is not consistently good in all classes and subjects. Where teaching is weaker, teachers do not use questioning effectively to encourage pupils to think or extend their knowledge and understanding. Consequently, some pupils do not develop a deep understanding of what is being taught.
- Teachers do not always match work to the abilities of the most able pupils. Sometimes, teachers miss opportunities to develop pupils' problem-solving and reasoning skills in mathematics or inference skills in reading. Because of this, some pupils are not sufficiently challenged and do not make the progress they should.
- While teachers plan opportunities for pupils to develop their writing skills across the curriculum, there are fewer opportunities in mathematics. Some pupils cannot apply the skills they learn in mathematics to real-life situations.
- The quality of teaching in subjects other than English and mathematics is too variable. Learning in subjects such as art and religious education (RE) is not consistently well planned or taught. Some pupils do not make good progress in these subjects.
- The quality of teaching, learning and assessment is improving in English and mathematics. Where teaching is strongest, teachers explain and model concepts clearly. They provide helpful feedback and pupils are increasingly skilled at checking and improving their work.
- The most effective teachers have good subject knowledge. They plan activities that build upon pupils' prior learning and that address their current needs. For example, in one mathematics lesson about 3D shapes, lower-attaining pupils were using physical apparatus to build 3D shapes and name their properties. Pupils who had already acquired this knowledge were investigating nets of shapes and discussing which shapes could and could not be made from each one.
- Pupils with SEND are well supported in lessons. Teachers precisely match activities to these pupils' needs. They ensure that, where needed, pupils with SEND access

additional resources or 'pre-teaching' of specific ideas or vocabulary so they can be successful in lessons. These pupils make good progress in reading, writing and mathematics.

- Teachers have excellent relationships with pupils. They know pupils well and work hard to instil positive attitudes to learning. Pupils appreciate the time staff give to them and the efforts they make to celebrate their learning. One pupil said, 'I love it when my learning is chosen to be the work of the week.'
- The teaching of reading is improving. Teachers ensure that texts are well matched to pupils' reading ability and their interests. Pupils read widely and often in school. They enjoy receiving rewards for the reading they do at home. Additional support and reading interventions are used well to support those pupils in Year 3 who did not meet the expected standard of the phonics screening check. As a result, most pupils can read fluently.
- Pupils enjoy the homework they receive. As one pupil said, 'It is just the right amount and I like that my teacher uses it to help plan other work that suits me.'

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders ensure that pupils' personal development and welfare are of paramount importance. Pupils enjoy coming to school and feel valued as individuals.
- Pupils are kind and tolerant. They play and work together harmoniously, both in lessons and at breaktimes. Pupils are respectful in school. For example, pupils often help adults at lunchtime to tidy the hall and support younger pupils by helping them to cut up their food.
- Pupils are proud of their work and their school. Pupils' books are neat and well presented. Pupils are especially proud of the work they do during 'enterprise' weeks to raise money for their community. For example, pupils have recently raised enough money to provide a school crossing patrol.
- Most pupils say that teachers work hard to make sure that lessons are exciting and challenging. As a result, most pupils have positive attitudes to learning and goals for the future. For example, in one personal, social, health and economic (PSHE) education lesson, pupils happily discussed their aspirations to be vets, teachers and future sportsmen and women.
- Pupils are taught how to stay safe. They know about online safety, road safety and 'stranger danger'. Pupils have a good understanding of relevant dangers and have sensible and appropriate strategies to keep themselves safe.
- Pupils know how to lead healthy lifestyles. They are taught about healthy and unhealthy foods and the importance of exercise. For example, some pupils use online applications to check the foods they eat and make sure that they receive their recommended daily allowance of vitamins and minerals each day.
- Pupils are aware of different forms of bullying. They say that bullying is rare and when

it does happen, staff deal with it quickly.

Behaviour

- The behaviour of pupils is good.
- The behaviour of pupils has improved. Staff apply the school's behaviour policy consistently. They have high expectations and pupils behave well.
- Pupils are well mannered and polite. They listen attentively to staff and show high levels of resilience when tackling their learning. There is little disruption to lessons.
- Leaders are quick to identify those pupils who are not attending school regularly. They work with external agencies to provide effective support for these pupils and their families. Consequently, pupils' attendance is rapidly improving and the number of pupils who are persistently absent is reducing.

Outcomes for pupils

Requires improvement

- Over the last three years, there has been a decline in the attainment and progress of pupils, including disadvantaged pupils and those with SEND, at the end of key stage 2. The proportion of pupils reaching the expected standards in reading, writing and mathematics has been below the national average during this time. In 2018, pupils' progress was well below the national averages in these subjects.
- Current pupils' work shows that the learning of the most able pupils in reading and mathematics is not consistently good. Some of the most able pupils do not make the progress of which they are capable.
- Pupils' work in subjects other than English and mathematics is not consistently good. Some pupils make stronger progress in history and geography. However, progress in religious education, science and modern foreign languages is weaker in some year groups.
- Current pupils' work in English and mathematics shows that pupils' progress is improving quickly. Leaders are taking decisive and effective action to improve the quality of teaching, learning and assessment in these subjects. As a result, pupils, with the exception of the most able, make the progress the school expects and their attainment in reading, writing and mathematics is improving.
- The use of targeted interventions and specialist support from teaching assistants, along with improved teaching, is effective in improving outcomes for disadvantaged pupils and pupils with SEND. These pupils now make good progress in reading, writing and mathematics.
- The quality of written work in most current Year 6 pupils' books shows that their reading, writing and mathematical skills are in line with those expected for their age. Pupils are better prepared for their next stage of education than has recently been the case.

School details

Unique reference number	112578
Local authority	Derbyshire
Inspection number	10057682

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

Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	153
Appropriate authority	The governing body
Chair	Mrs Elisa Chesterton
Headteacher	Mr Stuart Turner
Telephone number	01142 486277
Website	www.killamarshjunior.com
Email address	info@killamarsh-jun.derbyshire.sch.uk
Date of previous inspection	3–4 June 2015

Information about this school

- The headteacher returned to post in January 2018 following a period of absence. During this period, the school was led by interim headteachers appointed by the local authority.
- The chair of governors and safeguarding governor took up their responsibilities in September 2018.
- The school is a smaller-than-average-sized primary school.
- The proportion of pupils with SEND is above the national average.
- The proportion of disadvantaged pupils is above the national average.

Information about this inspection

- Inspectors observed learning in all classes. Some observations were carried out jointly with the headteacher and special educational needs coordinator (SENCo). Inspectors listened to pupils read in Year 3 and Year 5 and met with groups of pupils to talk about their learning and experiences in school. They scrutinised pupils' work in English, mathematics and from the wider curriculum. They observed pupils' behaviour at lunchtime and breaktime.
- Inspectors held meetings with the headteacher, deputy headteacher, SENCo, middle leaders and two members of the governing body, including the safeguarding governor. The lead inspector also held a meeting with a member of the local authority.
- A wide range of documents were scrutinised, including those relating to safeguarding, behaviour, pupils' performance, attendance, and records of the school's monitoring and evaluation of the quality of education. Inspectors also examined the school's plans for improvement, plans for the use of, and impact of, additional funding, minutes from governing body meetings and information available on the school's website.
- Inspectors spoke with groups of parents and individual parents during the inspection. They considered the 11 responses to Parent View, Ofsted's online questionnaire. No responses were received to Ofsted's online pupil or staff surveys.

Inspection team

Steve Varnam, lead inspector

Her Majesty's Inspector

Janis Warren

Ofsted Inspector

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