

Inspection of a good school: Kilburn Junior School

The Flat, Kilburn, Belper, Derbyshire DE56 0LA

Inspection dates:

20 and 21 June 2023

Outcome

Kilburn Junior School continues to be a good school.

What is it like to attend this school?

Kilburn Junior School provides many rich experiences for pupils. Pupils say that everyone is encouraged to take part in something. They get special badges when they join in musical performances or represent the school at sport. Leaders check that everyone gets a turn to be involved. Clubs, such as computing and dodgeball, are very popular. Pupils say that if they do not get the chance to join in one term, then they get their turn next time.

Pupils are keen to come to school. They enjoy their 'breakfast bagels'. Pupils play with energy and enthusiasm in the school's extensive grounds. Pupils appreciate their teachers' high expectations of them, saying, 'You don't know what you can do until you try it!' Pupils learn how to make thoughtful choices. They are well prepared for life in modern Britain.

Mini leaders relish their responsibility to organise games at lunchtime. Younger pupils say that the oldest pupils quickly become their friends. Pupils feel that they all get along well together. Teachers help them to sort out occasional squabbles. Pupils think that their school is great. When asked how it could improve, pupils typically responded that they 'wouldn't change a thing!'

What does the school do well and what does it need to do better?

Staff want pupils to 'love and care about reading'. They check that all pupils have the phonic knowledge that they need when they arrive. Those who need it get help straight away. Staff focus on the sounds that pupils do not know. They make sure that the books that pupils have give them the chance to practise these sounds.

Pupils find out more about the topics that they are studying through the books that they read together. They think carefully about the language the author used. For example, pupils explain how the word 'landlord' helps them work out what a tavern was. They answer more complex questions over time. Leaders have begun to introduce a new

curriculum to encourage pupils to read with more expression. This does not yet identify precisely what pupils should learn and when as well as it might.

The mathematics curriculum is organised well. Teachers make sure that all pupils gain the key knowledge that the lesson is about. Staff know exactly how to help pupils with special education needs and/or disabilities (SEND) get better at maths. Teachers weave in extra questions and subtle changes to help pupils to keep up. Staff anticipate misconceptions. Pupils know that if they are unsure about something, they will revisit it the following day. They use the most efficient ways to calculate with confidence. Teachers check what pupils know during lessons. However, some assessments do not check precisely what pupils have been taught or remembered over time.

Pupils attain well in English and mathematics. However, this is not at the expense of the wider curriculum. Leaders want pupils to see themselves as 'global citizens'. Staff have improved the teaching of modern foreign languages recently. Pupils enjoy their French lessons. Some older pupils use the French that they know to explain which fruits they like and dislike. They recall the words for different numbers when they tell the time. This curriculum is still quite new. Sometimes, the order in which pupils learn grammar concepts, such as using adjectives, is not yet as clear as it might be.

All pupils take part in a programme of learning outdoors known as 'Trailblazers'. Pupils identify, count and categorise the animals that they find in the school pond. They discover how pondweed oxygenates the water and connect this with what they know about photosynthesis. Parents value this, saying that 'it wouldn't be the same school without it'. Pupils explain that this helps them to become resilient and inquisitive learners.

Staff are proud of their work to make the school even better. The school receives effective support as part of Embark Federation multi-academy trust. Most parents speak highly of the school. They value the broad range of opportunities available and say that staff are approachable and caring. However, there are some parents who do not feel that their concerns are dealt with well enough.

Safeguarding

The arrangements for safeguarding are effective.

Teachers ensure that pupils learn about the risks around them. They check what computer games and programmes pupils have access to and help them to understand the risks associated with these. Pupils feel safe in school. They say that they learn about appropriate relationships, privacy and the need to respect each other's personal boundaries.

The school keeps careful records of pupils' well-being. Leaders act swiftly when concerns are raised. They communicate effectively with external agencies. Where pupils and their families need help, they get it. There is a culture of vigilance and support.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the curriculum is not precisely sequenced as well as it could be. Leaders have not always identified the key knowledge that pupils should learn and build on, term by term. Leaders should continue to clarify the sequence of the curriculum and make sure that all teachers understand exactly what pupils should learn and why.
- Teachers do not always check what pupils recall over time. Some assessments do not exactly match what pupils have been taught. Leaders should ensure that assessments check how pupils' knowledge grows. They should make sure that these assessments match the curriculum.
- Some parents do not feel that the concerns that they raise are addressed well enough. They do not always understand what the school is doing and why. Leaders should continue to use a range of ways to communicate with parents so that they fully understand the effective work that the school is doing to support pupils.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Kilburn Junior School, to be good in June 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	146471
Local authority	Derbyshire
Inspection number	10269167
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	147
Appropriate authority	Board of trustees
Chair of trust	Sarah Armitage
Headteacher	Robert Hull
Website	www.kilburnjunior.school
Date of previous inspection	Not previously inspected

Information about this school

- Kilburn Junior School converted to become an academy school in January 2019. When its predecessor school, Kilburn Junior School, was last inspected by Ofsted, it was judged to be good.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector carried out three deep dives during this inspection. These were in: reading, mathematics and modern foreign languages. This involved meeting subject leaders; visiting lessons; speaking with pupils and scrutinising work. The inspector listened to pupils read to a familiar adult.
- During the inspection, the inspector met with the headteacher and other members of the school leadership team. She met with representatives of the trust and members of the governing body. The inspector met with the coordinator for SEND and curriculum leaders.

- The inspector met with leaders responsible for safeguarding. She reviewed records and documentation, including the single central register. She spoke with pupils and staff.
- The inspector spoke with parents at the end of the day. She took account of the opinions expressed through the Ofsted Parent View survey.
- Groups of staff met the inspector. She took account of the pupil and staff surveys.
- The inspector visited playtimes and lunchtimes. She spoke with groups of pupils, both formally and informally, during the inspection. The inspector visited a 'Trailblazers' session in the school grounds.

Inspection team

Hazel Henson, lead inspector

His Majesty's Inspector

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