

Inspection of a good school: Killigrew Primary and Nursery School

West Avenue, St Albans, Hertfordshire AL2 3HD

Inspection dates:

17 and 18 July 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

This is a vibrant, happy school where pupils thrive and flourish. The school has high aspirations for its pupils. Staff work tirelessly to ensure all pupils can meet the school's high expectations. As a result, pupils across the school achieve exceptionally well across the curriculum.

Pupils behave well and follow the school rules. They understand that these are in place to keep them safe. Pupils listen carefully to adults and each other in class. Lessons are calm and productive. As a result, learning is rarely disrupted. Pupils produce work to a very high standard across subjects.

The school places a strong emphasis on ensuring that disadvantaged pupils participate in a variety of clubs that enrich their experiences. This enables all pupils to achieve notable success in a wide range of sporting and musical events.

The school offers opportunities for pupils to develop as responsible citizens. Roles such as school councillors, sports ambassadors and play leaders help pupils recognise the value and impact of their contributions towards improving the school community.

Pupils take pleasure in sharing and celebrating their diverse faiths and cultures. They demonstrate a strong sense of ethics, recognising the significance of fairness and equality for everyone. This fosters an inclusive and caring school community.

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

The school's curriculum is ambitious. All staff understand the knowledge and skills pupils

are expected to acquire. Teachers have strong subject knowledge. They address gaps in pupils' learning and pre-empt pupils' misconceptions. This helps pupils to build secure foundations for learning. Teachers place a strong focus on improving pupils' spelling. Pupils practise spelling and writing for a range of purposes. They become highly proficient in applying these skills across the curriculum. Teachers emphasise precise curriculum vocabulary. This enables pupils to use the correct terminology to explain their learning in subjects such as science and history.

Teachers help pupils make connections across subjects, deepening their understanding over time. In science, for instance, younger pupils talk about the benefits of exercise and how physical activity increases heart rate. By Year 6, they can explain the more complex functions of the heart to sustain life. In history, young pupils use artefacts to explore the evolution of toys and places. Older pupils draw on evidence from various sources to explain historians' discoveries about ancient civilisations.

The school prioritises learning to read. In early years, children enjoy a wide range of stories, books and rhymes. Adults ensure they learn and practise sounds through purposeful activities. As a result, children quickly learn to read and write. Further up the school, pupils are keen readers. They develop the skills to analyse texts and articulate their understanding effectively. Across the school, pupils gain confidence in performing poetry to peers and parents.

Teachers precisely adapt learning so that all pupils can be successful and keep up. They routinely review pupils' work and offer precise guidance for improvement. As a result, pupils complete work to a high standard. The school swiftly identifies pupils with special educational needs and/or disabilities (SEND). This allows for timely interventions. These help pupils to access the curriculum and participate fully in school life. Staff build strong and effective relationships with parents, specialists and pupils, ensuring that the support provided is tailored and precise. As a result, pupils with SEND are well supported in achieving, both academically and socially.

The curriculum empowers pupils to challenge stereotypes and prejudice by engaging deeply with the subjects presented to them. Teachers provide time for discussion and reflection, allowing pupils to thoroughly explore a range of fiction and non-fiction texts. They learn to respect different perspectives. This helps them to develop as critical thinkers and effective communicators. The school provides many varied clubs and trips. These allow opportunities for all pupils to build confidence and learn new skills.

Most pupils attend school when they should. The school works in collaboration with parents to improve their children's attendance. This approach has successfully improved attendance for some pupils. The many leadership roles provide pupils with purposeful responsibilities. Travel ambassadors, for example, explore ways to reduce traffic speed and minimise idle engines near the school gate. Pupils take pride in this role. They feel that they are making a difference.

Governors bring a wealth of knowledge and experience to the school. They collaborate with the school to drive improvement. The school places a strong emphasis on staff well-being. Staff feel very supported. The school encourages many staff members to complete

a wide range of professional development. This enables them to contribute purposefully to actions for improvement.

Safeguarding

The arrangements for safeguarding are effective.

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 school to be good in November 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	135528
Local authority	Hertfordshire
Inspection number	10323697
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	412
Appropriate authority	The governing body
Chair of governing body	Giles Fry
Headteacher	Tracy Mylotte
Website	www.killigrew.herts.sch.uk
Date of previous inspection	3 July 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and other senior leaders. The inspector met members of the governing body and held a telephone conversation with a representative from the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and science. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also discussed the curriculum in some other subjects.

- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the views of parents through the responses to Ofsted's online survey for parents, Ofsted Parent View. The inspector also considered emails from parents and spoke with several parents at the end of day one.
- The inspector considered the views of staff and pupils through meetings and informal discussions. The inspector also considered the views of staff and pupils through their responses to Ofsted's online survey.

Inspection team

Cindy Impey, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024