



Kingmoor Junior School

Inspection Report

Unique Reference Number 112229
LEA Cumbria
Inspection number 278880
Inspection dates 23 November 2005 to 24 November 2005
Reporting inspector Pat Kime

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

Type of school	Junior	School address	Liddle Close
School category	Community		Lowry Hill
Age range of pupils	7 to 11		Carlisle, Cumbria
Gender of pupils	Mixed	Telephone number	01228 607561
Number on roll	234	Fax number	01228 607561
Appropriate authority	The governing body	Chair of governors	Mrs Elaine Bell
Date of previous inspection	1 May 2000	Headteacher	Mrs Christine Boucetla

Age group 7 to 11	Inspection dates 23 November 2005 - 24 November 2005	Inspection number 278880
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors, an additional inspector and a Children's Services inspector.

Description of the school

Kingmoor Junior School is an average sized school. Most of the pupils come from an advantaged residential area to the north of Carlisle but around a third travel from further afield. Pupils normally transfer from the adjoining infant school. The proportion of pupils known to be eligible for free school meals is much lower than the national average. The school identifies a broadly average proportion of pupils as having learning difficulties and/or disabilities. A high proportion of these pupils have specific learning difficulty (dyslexia). Very few pupils are from minority ethnic groups and none are learning English as an additional language. In September 2003 a new headteacher took over the school. In the last two years there have been several changes on the governing body. The school has held a Healthy Schools Award since 2002.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Kingmoor Junior School provides a satisfactory education and gives satisfactory value for money. Pupils' previously good progress had slipped since the previous inspection in 2000 and the pupils who left in 2003 and 2004 had not made enough progress from their test results at the end of Key Stage 1. This decline has been checked and, for last year's leavers, progress was satisfactory. Standards in English rose considerably in 2005 but pupils could be doing better in mathematics. Pupils with learning difficulties and/or disabilities make the best progress but there is some underachievement amongst the more able. Teaching is good overall, though less effective earlier in the school. The curriculum is satisfactory, with some significant strengths, but in some subjects planning is not rigorous enough and this inhibits the effectiveness of the teaching. Pupils' personal development is good. Taken overall, the leadership and management of the school are good. Nonetheless, the senior staff need to keep a closer eye on the school's work.

Senior staff and governors have a largely accurate view of where the school's strengths and weaknesses lie, though their evaluation of the school's effectiveness was over positive. The school has the capacity to continue improving. This is evident from the improvement achieved in English, the use of new systems to track pupils' progress, and in the ability and vision in the management team. All the key issues from the previous inspection have been tackled at least satisfactorily.

What the school should do to improve further

- Raise standards in mathematics.
- Eliminate the underachievement amongst the more able pupils.
- Monitor its work more closely.
- Improve the planning of the curriculum to ensure progression and continuity in pupils' learning and suitably balanced coverage within subjects.

Achievement and standards

Grade: 3

Standards are above average in English and science and broadly average in mathematics.

Taken overall, pupils' standard of attainment, when they start the school in Year 3, is well above average. At the previous inspection pupils were making good progress but later progress slowed and pupils who left Kingmoor in the summers of 2003 and 2004 had not made enough progress over their four years at the school. Compared with five years ago, when the school was last inspected, standards are a little higher in English but lower in mathematics. Standards in science have risen but have not kept pace with the national rate of improvement.

Pupils are now making satisfactory progress. Last year's leavers did better than the previous two cohorts. Their test results show that they had made satisfactory progress. Standards in English rose significantly in 2005. This shows what the school can do

when it recognises a need for improvement and there is a concerted effort to tackle it. The targets set for the current Year 6 should be higher. Unless they are exceeded, these pupils will not reach high enough standards, given their attainment when they started school.

Not all groups of pupils make equally good progress. Pupils' progress is generally better in upper Key Stage 2 than earlier in the school, where expectations are sometimes not high enough. Pupils with learning difficulties and/or disabilities make better progress than the majority. This is because their particular needs are identified; they receive well-planned support of good quality, often in small groups; and a careful check is kept on how they are doing. Progress is least satisfactory for the more able pupils, some of whom are underachieving.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Pupils develop good attitudes and social skills that prepare them well for later life. They enjoy school life and learning. The vast majority are well behaved but a small number do not live up to the school's high expectations for behaviour. Some parents and pupils expressed concern about this. Pupils' spiritual, moral and social development is good. Cultural development is satisfactory. Pupils' knowledge and understanding of their own culture is promoted well, particularly through the arts and educational visits. But, outside of religious education, more could be done to prepare pupils for life in our multi-cultural society.

The school provides good personal, social and health education. Consequently, pupils know how to work and play safely and the importance of healthy eating and exercise, and they apply this knowledge to their lives. For example, many attend school clubs that promote physical activity. All pupils have some opportunity to contribute to the life of the school and the local community. However, some would like more chance to take responsibilities and undertake

enterprise projects, such as the tuck shop run by pupils in Year 3. The school's attendance rate is very high and has risen for the last three years.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good overall. Sometimes it is very good but it is not consistent across the school. Teachers' hard work does not achieve as much as it could, in terms of pupils' progress, largely because of shortcomings in the planning of the curriculum. Throughout the school relationships between teachers and pupils are positive.

In the most effective lessons teachers' extensive knowledge and understanding of the subject matter and of how the pupils learn underpins their rapid progress. Teachers know precisely what they want the pupils to learn and their explanations and questions

get to the heart of the subject, probing and extending pupils' understanding very skilfully. Such teaching was seen in English and mathematics lessons in Year 6.

Teachers' expectations of what pupils can achieve are sometimes not set as high as they should be. In the earlier years of the school, pupils of average and above average ability are sometimes set work that is too easy for them and there is too much reliance on commercially produced worksheets. In some lessons teaching time is lost to organising pupils or to managing the behaviour of a small minority.

The marking of pupils' work varies in quality and usefulness. The best is seen mainly in English where it is consistently of a very high quality across the school. It motivates pupils to evaluate their own achievement, tells them exactly how they could do better, and sets them targets frequently. This rigour and consistency of marking has been an important factor in raising standards in English but it has not extended to other subjects.

Curriculum and other activities

Grade: 3

The school provides an adequate curriculum which meets statutory requirements.

There are significant strengths in the curriculum. The topic-based approach enthuses pupils and motivates them to want to learn. The provision of activities beyond lessons is very good. The curriculum is enhanced by relevant educational visits, for instance to a water treatment plant. A wide range of extracurricular clubs are well attended and many pupils are learning to play musical instruments.

Nonetheless, the planning of work lacks rigour, particularly for subjects taught through topics. Consequently, continuity and progression of learning and balanced coverage are not assured in every subject. Insufficient attention to progression was also seen in part of the mathematics programme in Year 3.

The provision for religious education has improved considerably since the previous inspection.

Care, guidance and support

Grade: 3

The school provides satisfactory care, guidance and support for pupils. Staff have pupils' well-being at heart and there are strengths in pastoral care. The school works well in partnership with external agencies to support pupils who face particular difficulties. The arrangements to smooth pupils' transition into the school and on to secondary school are good. Child protection procedures are in place. Staff pay attention to health and safety matters but the assessment of potential risks lacks rigour and some shortcomings relating to risk assessment and health and safety procedures were reported to senior staff and a governor. Academic support and guidance, through target setting, marking and challenge for underachievement are satisfactory at present, though improving.

Leadership and management

Grade: 2

The school is moving in the right direction, following a two-year decline in standards. The senior management team has correctly identified the most pressing issues for improvement and is focused on raising standards. Some of these priorities have been tackled successfully and there is now greater consistency across the school.

A coherent programme of annual testing has been introduced, along with a clear, easily understood system of tracking pupils' progress each year towards their targets. These are powerful tools for moving the culture of the school forward to one of greater accountability and thereby raising standards. The management and class teachers can see at a glance whether pupils are making the progress they should in each year and teachers are more acutely aware of what their pupils should achieve. The analysis of the underlying causes of pockets of underachievement is less rigorous. For example, key staff have not monitored pupils' work and teachers' planning sufficiently closely to identify where pupils are given work that is too easy for them.

The senior teachers have long experience at the school and are able to provide support for the headteacher and a very good model for other staff. Staff with responsibility for leading development in English and mathematics have a good understanding of how to raise standards. However, for too long, mathematics has not been given the necessary priority. The provision for pupils with learning difficulties and/or disabilities is managed well.

The governors, many of whom are quite new, are well-informed about the school's performance and committed to improving it. They are benefiting from training.

The strength within the senior management team and the governing body gives the school good capacity to improve. The inspectors judge the school's leadership and management more positively than its own self-evaluation. The process of self-evaluation is being broadened to involve more of the school's stakeholders and the school is increasingly responsive to the views of parents and pupils and acts to resolve concerns.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	1	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Kingmoor Junior School
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25 November 2005

Dear Pupils

Thank you for making us so welcome in your school. We enjoyed our visit. We particularly liked talking to you and watching your lessons.

Your school gives you a satisfactory education and it is getting better. The Year 6 test results were better last year than in the two years before. Most of you are now making enough progress but you should be doing better at mathematics. Pupils with learning difficulties and/or disabilities do well. This is because they get good extra help and support. Some of the pupils who get Level 3 at the end of the infant school don't make enough progress.

Some things are particularly good at your school.

You really want to learn. You work hard in lessons and nearly all of you are well-behaved.

A lot of the teaching is good.

Standards have improved in English, especially in writing.

The school helps you to grow up well, for instance teaching you about teamwork and healthy lifestyles.

You have lots of opportunities for extra activities outside lessons, like all the clubs and the interesting visits.

Your attendance rate is much higher than most schools.

The senior staff and the governors know what to do to make your school even better. We have asked them to:

help you to reach higher standards in mathematics

make sure pupils who start the school at Level 3 do as well as they can

keep a closer eye on the work you are doing

plan work better, especially in topics, so that it gets harder and you don't miss anything as you move up the school.

Keep on working hard and enjoying school. We wish you all well in the future.

Pat Kime

Her Majesty's Inspector of Schools

(on behalf of all the inspectors)

Annex B