



# Killamarsh Junior School

## Inspection Report

**Unique Reference Number** 112578  
**LEA** DERBYSHIRE LEA  
**Inspection number** 278966  
**Inspection dates** 15 June 2006 to 16 June 2006  
**Reporting inspector** Mr. Glynn Storer AI

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

<b>Type of school</b>	Junior	<b>School address</b>	38 Sheffield Road
<b>School category</b>	Community		S21 2EA
<b>Age range of pupils</b>	7 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01142486277
<b>Number on roll</b>	305	<b>Fax number</b>	01142513564
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs. Jill Wormleighton
<b>Date of previous inspection</b>	3 July 2000	<b>Headteacher</b>	Mr. Stuart Turner

<b>Age group</b> 7 to 11	<b>Inspection dates</b> 15 June 2006 - 16 June 2006	<b>Inspection number</b> 278966
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This large junior school serves the village of Killamarsh and the surrounding area. The school's social and educational circumstances are stable and generally favourable. The proportion of pupils entitled to free school meals is below that in schools nationally. Pupils' attainment on entry to the school is broadly average. The vast majority are from White British backgrounds and all speak English as their first language. Whilst the proportion of pupils with learning difficulties or disabilities is about average, the proportion with statements of special educational need is quite low for a school of this size.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 3**

Killamarsh Junior School sees itself as a satisfactory but improving school and the inspectors agree. Most pupils make satisfactory progress and reach the nationally expected standards for their age in English, mathematics and science. Standards in information and communication technology (ICT) have improved since the last inspection and are now satisfactory. Pupils' personal development is satisfactory. Most pupils are well behaved and enjoy positive relationships with other pupils and with staff. They are keen to join in and apply themselves to their work. However, a small number of pupils persistently misbehave and disrupt the learning of others. Pupils' spiritual, moral, social and cultural development is satisfactory overall, although pupils do not learn enough about the richness and diversity of other cultures. Teaching and learning are satisfactory. However, teachers do not use assessment information effectively when planning for pupils with different capabilities. This particularly affects the most able, because teachers do not routinely set work that is challenging enough to take them to the higher levels of attainment. The curriculum matches the needs of pupils, and a good range of additional activities and special events is beginning to promote enjoyment and to encourage pupils to be confident learners. Standards of care are appropriate but there is scope to improve target setting and the guidance provided for pupils on how to improve their work. Since his appointment, the headteacher has introduced systematic procedures for checking the school's work. He receives sound support from the staff who work as a committed team. Governors provide satisfactory support and challenge for the school. However, they and other staff are not yet fully involved in monitoring and planning for school improvement. Nevertheless, improvement since the last inspection has been satisfactory. The school has the capacity for further improvement and provides adequate value for money.

### **What the school should do to improve further**

- Improve teachers' use of assessment in setting challenging targets and planning for pupils with different capabilities and especially for those with the potential for higher levels of attainment.
- Ensure that all staff have high expectations of pupils' behaviour and response and apply the school's procedures for behaviour management consistently.
- Give subject leaders and governors a more prominent role in monitoring the work of the school and planning for school improvement.
- Teach pupils more about cultures other than their own.

## **Achievement and standards**

### **Grade: 3**

Achievement and standards are satisfactory. Pupils enter school attaining broadly average standards. In recent years, standards have been at or marginally above the national average by the end of Year 6. In the 2005 national tests, the school's results were significantly above average in English, above average in mathematics and average in science. Pupils' progress in English was good, with almost a half of all pupils

exceeding the expected standard for their age. Most pupils made satisfactory progress in mathematics and science but there was a degree of underachievement on the part of average and higher attaining pupils who did not all attain the standards of which they were capable. The school's tracking of pupils' progress and the unpublished results of the 2006 tests indicate that most pupils currently in Year 6 have also made satisfactory progress from their starting points in Year 3. The majority are firmly on course to attain or exceed nationally expected standards in English, mathematics and science. Pupils with learning difficulties have made steady progress in relation to targets in their individual education plans. However, the school is unlikely to meet its targets for raising attainment because some of the school's more able pupils have not made the progress that they should.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development and well-being are satisfactory. Behaviour in and around school is appropriate overall and pupils eagerly point out that it has improved significantly since the appointment of the current headteacher. However, for a minority of pupils, behaviour remains stubbornly unsatisfactory and at times poor. Whilst pupils feel that bullying does occasionally occur they are adamant that it is now dealt with swiftly and sensitively. Many pupils show positive attitudes to school but for some there is an air of passivity, an absence of obvious enthusiasm and a reluctance to take responsibility for their own learning. Attendance rates are close to the national average. Pupils' spiritual, moral, social and cultural development is satisfactory. Many pupils are reflective, show good levels of social responsibility and establish good relationships with staff and classmates. However, a minority of pupils show little understanding of how their actions impact adversely on the learning and enjoyment of others. The school recognises the need to ensure that pupils gain a greater awareness of cultures other than their own. Pupils have a sound understanding of healthy lifestyles and of how to keep safe and they make a fitting contribution to the wider community. Pupils acquire sound literacy, numeracy and information and communication technology (ICT) skills and the school is now beginning to develop these in enterprise initiatives that add to their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory, with good practice in some classes. Teaching is most effective when lessons are active and staff have high expectations of pupils' behaviour, response and the quality and quantity of their work. Better teaching sets time deadlines and together with incisive questioning keeps pupils on their toes throughout the lesson. Throughout school, teaching assistants make a positive contribution to pupils' learning. When teaching is satisfactory it lacks a real sense of challenge, particularly for the more able pupils and not enough is expected of pupils

in terms of their behaviour or the role they should play in their own learning. At times teaching is inadequate because of poor behaviour management, which results in the learning of all the class being significantly impeded. The headteacher has recently introduced good procedures to enable challenging target setting to take place and to more rigorously track pupils' progress in English and mathematics. Good teaching ensures that this information is used effectively to guide planning. However, this stronger approach to assessment is not yet fully embedded throughout school and over time underachievement has gone unchecked. Furthermore, the marking of pupils' work is too variable, because it does not always indicate what pupils need to do to improve.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory overall and there have been steady improvements since the last inspection. The balance of the school day has been changed to make more effective use of time. The school has also improved provision for ICT and, in doing so, enabled the pupils to develop skills to a satisfactory standard. The curriculum is adapted suitably for those pupils with learning difficulties. However, although the school has now a much greater awareness of the pupils' progress in English and mathematics, the curriculum is not challenging enough to ensure that all higher attaining pupils reach their potential. There are some useful links between subjects, which give added purpose to pupils' work. The quality of cross subject planning varies, because the school has not yet established consistent practice. Pupils are pleased that their ideas for improving the playground have been adopted and appreciate the varied opportunities to develop their physical fitness through a range of out of school clubs. A good variety of enrichment opportunities adds to the overall quality of the curriculum. For example, the residential visit for pupils in Year 6 provides exciting outdoor challenges, whilst the school's support for the Killamarsh Festival gives pupils the chance to work on different film genres and to make colourful banners. However, other community links are limited and current provision for raising pupils' awareness of different cultures is inadequate.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory. The care and welfare of pupils is generally given a high priority, although at times the school's procedures for managing pupils' behaviour are not consistently followed. Staff know pupils well and have their interests at heart. They listen to and take account of pupils' views and the school council is rapidly re-establishing itself as a forum for pupils to take a genuine role in decision making. Staff encourage pupils to look out for one another and most do so willingly. The school is progressively raising the profile of safe and healthy lifestyles, although there is still work to be done, for example on healthy eating. Arrangements for the safety of pupils are robust. Child protection procedures are well known and followed by all staff. The strong links with outside agencies ensure that vulnerable pupils' needs

are catered for well and that pupils with learning difficulties make satisfactory progress. However, systems for guiding pupils' academic development are not yet embedded enough to have the best possible impact on how well pupils achieve.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The recently appointed headteacher is an effective leader. His committed and enthusiastic approach sets a good example for staff. This, along with sound support from governors and senior staff, has raised staff morale and added new impetus to the drive to improve standards and quality.

Arrangements for school self-evaluation are satisfactory. The headteacher has introduced effective procedures for checking on the school's work and has won the support of staff and governors for a more rigorous monitoring regime. The headteacher has quickly gained a thorough working knowledge of the school and of what needs to be done to bring about improvement. However, systems have not yet evolved to the point where all staff and governors are fully involved in school improvement planning. Nevertheless recent initiatives, such as that aimed at improving pupils' behaviour, have been successful because the headteacher has improved communication at all levels. He goes to considerable lengths to consult governors, staff, pupils and parents and to reflect their views in his planning. Governors discharge their duties satisfactorily, bringing a suitable balance between challenge and support that helps the school to improve. The school is committed to improving its performance and its track record is satisfactory. Staff have dealt with most issues arising from the previous inspection, although there is still work to be done on the outdoor environment. The strengthening of the senior leadership team puts the school in a sound position to improve further, even though the full impact of the work of recently appointed leaders is yet to be felt, for example in the raising of standards.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	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	3	NA

### Personal development and well-being

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

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

We enjoyed visiting your school. Thank you for being so helpful and for telling us all about the school. Your headteacher and the other adults in school are working very hard to improve the school and we would like you all to do everything that you can to help. There are many good things about the school but there is also room for improvement. Most of you make the progress that you should and are gaining skills in literacy, numeracy and ICT that will help you when you get older. We were pleased when you told us that you usually feel safe in school and that there is much less bullying than there used to be. We are also pleased that behaviour has improved. Most of you behave well but the small number of pupils who misbehave should try much harder to behave better, because they sometimes spoil lessons for others. We also think that you should learn more about the lives of people from communities where beliefs, values and traditions are different from those around you. We think that there are quite a few things that the school should do to help you to reach higher standards in your work. It would help if you all had clearer and sharper targets to aim for, so that you always know exactly what you have to do to improve your work. We have asked teachers to make sure the work that they give you really makes you think, so that all, but especially those of you who find the work easy, do the very best that you can. Finally we have asked your governors and staff to check more carefully on how well you are all doing, so that they know exactly how to make the school even better. We think that there are exciting times ahead and that the school will continue to improve. We wish you all every success in the future.