



Killisick Junior School

Inspection Report

Unique Reference Number 122519
LEA NOTTINGHAMSHIRE LEA
Inspection number 281287
Inspection dates 11 July 2006 to 12 July 2006
Reporting inspector Ms. Susan Aldridge AI

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

Type of school	Junior	School address	Killisick Road
School category	Community		NG5 8BY
Age range of pupils	7 to 11		
Gender of pupils	Mixed	Telephone number	0115 953 5585
Number on roll	174	Fax number	0115 953 0622
Appropriate authority	The governing body	Chair of governors	Mr. David Denton
Date of previous inspection	31 January 2000	Headteacher	Mrs. Sarah Page

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Killisick is a medium sized junior school. Most pupils are White British; few pupils are from minority ethnic groups. There is a larger number than average of pupils with learning difficulties and disabilities than is usual in schools of this type, and most pupils' socio-economic circumstances are unfavourable. There has been a period of turbulence in the last two years. The serving deputy headteacher was appointed as headteacher in autumn 2004, and a new deputy headteacher was appointed in autumn 2005. The school has been involved in the Intensive Support Programme (ISP) since September 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school's overall effectiveness is satisfactory, and this is how it sees itself. Pupils' personal development is good. Achievement and standards are satisfactory. Standards fell in 2005 when the school experienced great staffing difficulties; in that year pupils in Years 5 and 6 had several changes of teacher. The involvement of the school in the Intensive Support Programme (ISP) has been most influential in raising standards this year. Pupils now make satisfactory progress, although they do not all reach the standards of which they are capable, particularly in writing where girls do better than boys. Teaching ranges from satisfactory to very good. It is satisfactory overall. The features that separate good classroom practice from that which is satisfactory are teachers' skills in managing pupils' behaviour and the quality of marking. When monitoring pupils' work, subject leaders have not picked up weaknesses in marking. The curriculum is satisfactory; careful planning ensures that pupils in mixed-year classes do not miss out or repeat work unnecessarily. However, planning does not identify how all subjects should develop the key skills of literacy, numeracy, and information and communication technology (ICT). Staff provide good care and support for pupils. Target setting is a particular strength; all pupils are clear about what they need to do to progress. Leadership and management are satisfactory. The headteacher, acting deputy headteachers and members of the ISP team provide good leadership, as do subject leaders of English, mathematics and science. In these subjects, self-evaluation is well developed; in other subjects, self-evaluation is at an early stage. The school has held its own through difficult times, and improvement since the last inspection is satisfactory. Standards are rising again, and the school's capacity for improvement is satisfactory. It provides satisfactory value for money.

What the school should do to improve further

- Raise standards in writing, particularly for boys.
- Increase teachers' skills in managing pupils' behaviour and improve marking.
- Carry out rigorous monitoring of pupils' work.
- Ensure that planning for all subjects identifies opportunities for pupils to improve their skills in literacy, numeracy and ICT.

Achievement and standards

Grade: 3

Pupils enter Year 3 with average levels of attainment although this varies from year to year. In 2001, standards in Year 6 rose and remained average until 2005, when they dropped dramatically to a very low level, particularly in science. This was linked to a period of considerable turbulence in staffing during the year 2004-05. The school's targets were missed by a wide margin. As a result of suitable intervention and a period of stability of staffing, results in Year 6 this year are considerably better. However, they remain below average as a result of the legacy of underachievement. The school did not reach its targets, but these were ambitious under the circumstances. Pupils make satisfactory progress in English, mathematics and science. In 2006, pupils did

better in mathematics and science than in English at both the expected level and the higher level and no pupil reached the higher level in writing. In general, girls make better progress than boys, particularly in writing.

Personal development and well-being

Grade: 2

The personal development of pupils is good. Almost all pupils are well behaved; they enjoy learning, developing new skills and taking part in all that the school provides. Most pupils try their best in lessons, get on well with each other and work productively by themselves. A small number of pupils find it difficult to maintain concentration throughout lessons and show little enthusiasm for tasks. The school council makes a sound contribution to the school's work. Members helped choose new furniture for the library and suggested how to improve the range of equipment used by pupils at lunchtime. There is little bullying or harassment, but when these occur they are dealt with swiftly and effectively. Attendance is satisfactory and the school continues to work hard to promote it. Pupils' spiritual, moral, social and cultural development is good overall. However more could be done to promote understanding of different cultures. Pupils make a good contribution to the school and wider community. They develop self-esteem and confidence because their efforts and achievements are valued and rewarded, such as through the use of 'blue tickets' and the Gold Star book. They understand well how to keep safe and healthy. They learn, for instance, through 'Big Eat' days, about the importance of having a balanced diet, which includes fruit, vegetables and water. Pupils develop satisfactory skills to equip them later for the world of work.

Quality of provision

Teaching and learning

Grade: 3

Teaching, learning and assessment are satisfactory, with some good features. The greatest strength is teachers' consistent approach to involving pupils in the assessment of their learning. Accurate assessment means that teachers have the measure of each of their pupils and they plan tasks that are pitched at the right level. Pupils know what their targets are and what they need to do to improve; they are involved well in assessing how well they are doing. Teachers' skilful use of data projectors linked to laptops helps to engage pupils. Teaching is successful in promoting pupils' self-confidence and self-esteem. Teachers value pupils' contributions and they routinely praise and reward good work and behaviour in class. This keeps pupils' motivation high. Marking is not carried out consistently well though; occasionally work is left unmarked and too many incorrect spellings are ignored. Occasionally, weak management of pupils' behaviour contributes to a slow pace of learning in lessons.

Curriculum and other activities

Grade: 3

The school's curriculum is satisfactory. Pupils steadily develop knowledge, skills and understanding as they move through the school. Personal and social education is given a high profile and embedded in the school's work. Visits, such as to Wollaton Hall, the library and local churches, and visitors, such as theatre groups and the Life Education Centre, help to bring learning to life. Themed events, such as a French Day, help stimulate pupils' interest, break down barriers between subjects and promote learning. As a result, pupils' horizons are gradually broadened. Because cohorts vary in size, pupils are taught in classes of two year groups, and the planning of the curriculum takes good account of this. However, plans do not include opportunities for teachers to develop pupils' skills in literacy, numeracy and ICT in other subjects and this is a weakness. Pupils enjoy and benefit from the range of clubs, such as sports clubs, dance, cookery and choir. As well as adding to their enjoyment of learning, these rich experiences help to develop healthy and varied lifestyles.

Care, guidance and support

Grade: 2

The school takes good care of its pupils. All staff have a high concern for their welfare. Health and safety systems are good. Procedures for keeping pupils safe from harm are rigorous and embedded in the school's work. The school has effective arrangements for ensuring that all new staff are appropriately vetted. It does all it can to ensure a smooth transition when pupils move to and from school. The school provides good information for parents, who express confidence in the school. Pupils feel that they are listened to and respected. Systems for monitoring pupils' academic achievement are good, and pupils play an active role to enable them to contribute more to how well they achieve. Pupils with particular learning needs and disabilities are supported well in their learning. However, the school recognises that it could do more for those pupils who sometimes behave inappropriately, and plans are well advanced for the provision of a nurture group from September.

Leadership and management

Grade: 3

The headteacher has the confidence of pupils, staff and parents, who credit her with bringing about a change in the culture of the school and in pupils' behaviour. They find her approachable, caring and supportive; she goes the extra mile to support pupils and their families. Under her leadership, staff morale has risen and staff are working well together to raise standards. They work in teams to plan and review pupils' progress, and find this a supportive process. Improvement since the last inspection has been satisfactory despite a difficult period, and the more recent positive changes indicate that the school has the capacity to continue to improve. Self-evaluation is satisfactory; it involves parents, pupils, staff and governors, and enables those with management responsibilities to correctly identify most of what needs to be done to improve

provision. There are good arrangements to evaluate pupils' progress in English, mathematics and science, but in other subjects there is insufficient assessment information to do this. Governance is satisfactory. Governors are most supportive and have suitable ways of keeping the school's work under review. There are not enough governors at present, as there are too few parent representatives.

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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	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

How well do learners achieve?	3	NA
The standards ¹ 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

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	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	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?	2	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?	3	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	3	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

Thank you for making us welcome at your school. We enjoyed our visit. We came to see how well you are all getting on and whether there are any things that need to improve. We found that you are getting on well enough: having targets that you work towards is really helping you to make progress, as you and your teachers keep a close eye on how well you are doing. We are pleased to see how well you are developing as young people. Most of you behave well and this helps you to learn. You are learning how to keep healthy and safe, and you take responsibilities at school and contribute to the local community too. Most of you are happy at school and your parents think that the school is doing a good job too. We think that you could do even better in writing, particularly boys. We have also asked your teachers to give you more chances to write and use your maths and ICT skills in all subjects. Sometimes your work is not marked well enough. We also noticed that in a few lessons you were not busy all the time so you made slow progress, especially when moving from one activity to the next. You and your teachers can work together to improve these things. Since Mrs Page came to the school, there have been lots of improvements and you and your parents appreciate these changes. We hope that you will all continue to work together to make Killisick a really good school and we wish you well.