

Kilburn Junior School

Inspection report

Unique Reference Number	112576
Local Authority	DERBYSHIRE LA
Inspection number	310930
Inspection dates	2–3 October 2007
Reporting inspector	Robert Drew

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	165
Appropriate authority	The governing body
Chair	Mr Gary Wright
Headteacher	Mrs Pat Wongsam
Date of previous school inspection	2 February 2004
School address	The Flat Kilburn Belper Derbyshire DE56 0LA
Telephone number	01332880540
Fax number	01332881756

Age group	7–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is a smaller than average, serving the village of Kilburn in Derbyshire. The vast majority of pupils are White British. Social and economic backgrounds vary but broadly match the national profile. Pupils enter the school with above average standards. Slightly fewer pupils than average have learning difficulties and/or disabilities, though the proportion with a statement of special educational need is above average.

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. It has some good features, particularly regarding pupils' personal development. The school views its effectiveness as good overall, but this stems from it evaluating achievement and several other features higher than is justified. Assessing the quality of its own performance has proved mixed but is satisfactory. Strengths and weaknesses are usually identified, but an evaluation of their quality in relation to national benchmarks is sometimes over-estimated.

Leadership and management are satisfactory. The senior team promote pupils' positive attitudes and good personal development, but have a less consistent impact on pupils' academic progress. Monitoring, evaluation and support sometimes lack the thoroughness to bring teaching to a consistently good quality. Nevertheless, recent strategies leading to a recovery of standards indicate that a satisfactory capacity exist for further improvement.

Standards have been re-established to an above average position after dropping in 2006. Pupils' achievement is satisfactory overall. The targets the school currently promotes are less challenging than they might be. Pupils with learning difficulties and/or disabilities make good progress because of the strong support they receive. However, more able pupils tend to make satisfactory progress in lessons. Opportunities to extend their knowledge, skills and understanding, through more challenging activities, are sometimes missed. Arrangements for tracking the academic progress of pupils and of different groups in the school have only recently become satisfactorily used by staff. Academic support and monitoring is improving and is satisfactory.

Teaching is satisfactory with a significant proportion of good lessons and some exemplary practice. Staff have consistently high expectations of pupils' behaviour and provide the encouragement and correction to ensure this. In some outstanding lessons, the high pace, practical involvement of pupils and demanding academic standards leads to them making excellent progress. In most lessons, some of these elements are present but, where teaching is satisfactory overall, varied tasks for different abilities are not always set or fully effective.

Care, guidance and support are satisfactory overall. A real strength is in the day-to-day pastoral care by teachers and other staff which contributes to the positive personal qualities of pupils. The headteacher has been crucial in setting high expectations and making sure they are implemented consistently. Pupils know where they stand and they feel encouraged and supported by the school. Their spiritual, moral social and cultural development is good. Behaviour is good in general, though a minority of pupils are challenging. They show a marked freedom from the fear of bullying and an excellent level of enjoyment. Their awareness of how to live healthy lives is also excellent and they are keen to contribute to school and the wider community when opportunities arise. Preparation for the next stage of education is good.

The curriculum is good, with a range of subjects that more than meets requirements. While provision is being reshaped, it already provides sufficient scope for enjoyment, practical learning and work in different sized groups. The extra-curricular activities offered by the school, especially sport and educational visits, enhance this provision well.

Governors and subject leaders provide satisfactory leadership, with areas of good quality, for example, in English. Links with parents are very positive and there is good liaison with external agencies and the nearby high school. The school provides satisfactory value for money.

What the school should do to improve further

- Raise standards of pupils' work by setting more challenging targets for pupils as a whole, but especially for the most able ones.
- Make monitoring of teaching more rigorous so that a strong pace and the skilful matching of tasks to pupils' needs become features of all lessons, not just the best ones.
- Improve self-evaluation so it provides a more accurate basis for future planning.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Achievement and standards

Grade: 3

Standards in English, mathematics and science are above average. There has been marked variation from year to year but currently the trend is an improving one. Since pupils enter with above average attainment, this represents satisfactory achievement. It reflects teaching which is satisfactory with good features, a stimulating curriculum and a positive approach from pupils. While there was too little added-value in 2006 in terms of pupils' achievements, results and improved in 2007 and progress in lessons has been sustained at a satisfactory rate. Pupils with learning difficulties and/or disabilities benefit from good support and make good progress. The most able pupils progress satisfactorily on balance but receive variable levels of challenge in different lessons; scope for higher standards is evident. A greater proportion of pupils currently achieve higher levels in science than in English or mathematics. The standards reached in these subjects broadly match the school's targets, but these are lower than those generally considered challenging nationally.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. As a result, pupils feel secure at school. They thoroughly enjoy school, and list French, using the information and communication technology (ICT) suite and school plays amongst their favourite activities. Attendance is above average. Pupils grow in confidence because they benefit from the school's many clubs and visits, for example to a centre for outdoor and adventurous activities. Their spiritual, moral, social and cultural development is good. They are proud to take on extra responsibilities and to help others in the school and wider community. Behaviour is generally good, although a minority of pupils occasionally misbehave. Nevertheless, pupils say that bullying is rare and their good understanding of how to be safe helps them to deal with occasional incidents sensibly. Pupils' enthusiastic participation in a wealth of sporting activities is evidence that they are adopting exceptionally healthy lifestyles. Good standards of literacy and numeracy, along with positive attitudes to learning, prepare pupils well for their lives as young adults.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. Much teaching is lively and stimulating, with a good balance of discussion and individual or group work that challenges, interests and involves

pupils. Teachers have high expectations of pupils' response during lessons and successfully establish good work habits among pupils. Consequently, in the most effective lessons, pupils are active learners and readily rise to the challenge to do their best. In less effective lessons, there is insufficient attention to meeting the full range of needs and abilities in the class. Whilst those who have learning difficulties and/or disabilities are supported well, expectations of some average and higher attaining pupils are sometimes too low. Consequently, though few underachieve, progress for many is satisfactory rather than good.

Curriculum and other activities

Grade: 2

The school provides a well balanced range of subjects for pupils. This is effectively enhanced by support groups for pupils with learning difficulties or disabilities and for those needing to correct some underperformance. Personal and social education are well represented and there are recent valuable modifications, such as better scope for practical work and creative activity in all subjects. Pupils report real enjoyment in the newly introduced French provision and in general they respond positively to the range of activities. The school's extra curricular activities are also good, especially in terms of sport and fitness clubs and the wide range of educational visits offered. Some visits, such as the recent one to Chatsworth, are used very well to enrich subsequent teaching back at school. There is some additional material provided to challenge the most able pupils but less than that for those with learning difficulties and/or disabilities.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Sound procedures for keeping pupils safe underpin the school's caring approach and child protection procedures meet current requirements. Pastoral care is good. Pupils know that they can confide in an adult if problems arise and regard school as a safe place where learning is fun. Parents appreciate the school's inclusive approach and the good support for pupils with learning difficulties and/or disabilities or for those who are in any way vulnerable. However, arrangements for supporting the academic development of other pupils, though improving, require further attention. The school does not yet use information it gathers about pupils' performance effectively enough to guide pupils and set targets that are challenging enough to sufficiently accelerate their progress. Although pupils have a reasonable understanding of the small steps they need to make, they do not always know whether they are making enough progress towards the ultimate levels of which they are capable.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has worked hard over a long period to establish the school's good ethos. The senior leadership team has been less consistent in promoting strong added-value, with academic achievement satisfactory last year but weak the year before. Several important changes were introduced by the school following disappointing results in 2006 tests, and these had a good impact on performance in 2007. Some continue to benefit current pupils, such as the increased emphasis on helping them write for different purposes and more practical tasks to help them gain a secure grasp of numbers.

Monitoring is satisfactory and allows many strengths and weaknesses to be correctly identified and acted upon. However, the rigour is not always adequate in some elements. In teaching, for instance, it lacks sufficient thoroughness and formality to encourage consistency in some areas.

Despite some turnover of subject leaders, their overall impact is satisfactory and improving. Leadership of English is good. Governors also have less detailed knowledge than needed about performance, but show a good ability to support the school and initiate strategies for improvement.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	3

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

8 October 2007

Dear Pupils

Inspection of Kilburn Junior School, Kilburn, Derbyshire, DE56 OLA

Thank you for making us so welcome when we visited your school last week. I am especially grateful to those of you who gave up part of lunchtime to come and talk with me.

There are a lot of good things about your school:

- You behave well.
- We saw some good teaching and sometimes it was excellent.
- The headteacher and her staff help you grow up to be much more confident and mature than when you start at the school.
- You seem to enjoy school far more than pupils in other schools.
- You said how rare bullying is.
- Standards in English, mathematics and science are above average.
- Those of you who have learning difficulties are making good progress.
- You are able to do lots of good activities outside lessons, such as sport and school visits.

If the school is to become even better it needs to:

- set even more challenging targets for you, especially the most able amongst you
- look more closely at why some lessons are so good and make sure more are like this
- be more accurate when it looks to see how well it is doing compared with other schools

I hope you enjoy the rest of your time at Kilburn Junior School.

Yours sincerely

Robert Drew

Lead inspector