

Kilburn Infant and Nursery School

Inspection report

Unique Reference Number	112577
Local Authority	Derbyshire
Inspection number	337969
Inspection dates	2–3 February 2010
Reporting inspector	Lois Furness

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	133
Appropriate authority	The governing body
Chair	Tracey Patrick
Headteacher	Joanne Baillie
Date of previous school inspection	3 October 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors spent the vast majority of time looking at learning. They visited 12 lessons, observed five teachers, and held meetings with the chair of governors, staff, groups of pupils and parents and carers. They observed the school's work, and looked at a range of documentation including its improvement plan, records of pupils' progress, teachers' planning, pupils' books, information about pupils with special educational needs and/or disabilities, the school improvement partner's reports and safeguarding documentation. The returns from 35 parents' and carers' and nine staff questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well pupils are involved in knowing how to improve their work
- the effectiveness of leadership in improving the attainment of boys in literacy, in the Early Years Foundation Stage
- how well pupils are prepared for living in a multi-cultural society
- how rigorously the governing body finds out for themselves the effectiveness of the school's work.

Information about the school

In this smaller than average school of its type, almost all pupils are White British. The proportion of pupils having special educational needs and/or disabilities is below average, as is the proportion of pupils known to be eligible for free school meals. Early Years Foundation Stage provision is provided in a part-time Nursery class and a Reception class. In recognition of its work, the school has gained a number of awards including: Healthy School, Active Mark and the Financial Management Standard in Schools (FMSiS).

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Children get a good start to learning in the Early Years Foundation Stage. Staff are particularly successful in laying the foundation for the children's positive attitudes to learning. Parents and carers agree that induction procedures are good, and many comment on how quickly and happily their children settle in school. Good relationships are evident throughout, and a major strength is pupils' outstanding behaviour. In lessons and around the school, pupils are polite, welcoming and genuinely care for each other. As one pupil said, 'If you fall over, someone will rush to pick you up!' Pupils' spiritual, moral and social development is good, with strengths in the latter two areas. Pupils clearly know right from wrong, showing respect and care for one another. They are proud to have responsibility such as that of members of the school council. One group of pupils spoke knowledgeably about how they were 'educating' the local community in the importance of re-cycling. While they have a good awareness of their own locality, their understanding of the diversity of life in the United Kingdom and the wider world is underdeveloped.

Good teaching throughout the school ensures good progress. By the time pupils leave in Year 2, their attainment is above average in reading, writing and mathematics. Progress is tracked carefully and staff use this information to plan work that matches the range of pupils' needs. Pupils record their ideas in many different ways including orally, in books and on worksheets. However, the way work is organised, especially the worksheets which are filed in folders, leaves progression in learning unclear. Consequently, pupils are not able to look back quickly at their work and use the information to help them build on previous learning. All work is marked, but marking does not consistently provide pupils with clear advice about the good features of their work, and how they could make it better.

The leadership, including governance, has an accurate view of the strengths and weaknesses of the school, based on secure systems for monitoring and evaluation. Governors provide good support, but as yet they do not have systems for checking for themselves that agreed policies, such as safeguarding, are rigorously implemented. Also the school does not always communicate well enough with parents and carers. This is evidenced by a small minority of those who returned the Ofsted questionnaire raising concerns about the leadership and management. There have been a number of improvements since the previous inspection, including teaching and learning in the Reception class. Attainment has improved, and in 2009, attainment by the end of Year 2, in reading, writing and mathematics was the highest for the last three years. These factors, alongside good leadership and management and good staff morale, show there is good capacity to improve further.

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What does the school need to do to improve further?

- Develop strategies to ensure pupils are more involved in knowing how well they are learning by:
 - organising pupils' recording of their work, so they are able to look back at their previous work and use this to support their next steps in learning
 - marking which clearly shows pupils the good features of their work and how to improve.
- Improve pupils' understanding of the multi-ethnic world in which they live by:
 - pupils having more opportunities to interact with others from different ethnic, religious and socio-economic backgrounds that are representative of the range of groups within the United Kingdom
 - extending pupils' understanding of global communities.
- Extend the role of governors by:
 - governors checking that agreed policies, including those for safeguarding, are rigorously put into practice
 - improving communication between the leadership and parents and carers.

Outcomes for individuals and groups of pupils

2

In every class, pupils are enthusiastic learners and thoroughly enjoy what they are doing. They work hard, listen attentively to their teachers and to each other when their friends are answering questions. They successfully work in collaboration, as was seen in a good mathematics lesson for Year 2 pupils, as they eagerly worked together exploring different number patterns. Girls and boys show equal enthusiasm in answering questions. Observations and examination of work show more-able pupils are challenged well. In the past, fewer pupils have attained the higher level in mathematics than in reading and writing. It is evident that this situation is improving, and more pupils in Year 2 are on track to attain Level 3 in mathematics than in previous years. Pupils with special educational needs and/or disabilities receive good support and work is usually well tailored to their needs so they make good progress. Achievement is good for all groups of pupils.

Pupils know how to keep safe and say they feel safe in school. They say there is very little bullying and they know what to do if they are being treated unkindly by others. One boy told the inspector, 'You hold up your hand and say stop, tell a friend and then tell an adult if things don't get better.' They respond well to the school's initiatives to encourage them to adopt healthy lifestyles, by taking part in sport and eating a balanced diet. For example, the morning 'wake and shake' session is attended enthusiastically by pupils and by parents and carers. The Healthy School award and Active Mark confirm the school's commitment to this area of pupils' development. Pupils' above-average attainment and good social skills prepare them effectively for the future. Attendance is at average levels..

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers successfully make learning enjoyable for pupils to help them make good progress. The curriculum is planned carefully to meet pupils' needs and interests. The school recognises however, the need to move away from published schemes of work and develop a curriculum more relevant for the pupils of this school. Extra-curricular activities including sport, art and gardening help to make the curriculum more interesting. Visitors to the school such as the police, fire and traffic safety officers also enrich learning experiences. The teaching of key skills is strong, especially in literacy where the emphasis on teaching the names of letters and sounds impacts positively on pupils' progress in reading and writing. At times teachers do not pick up quickly enough on simple spelling mistakes for example, 'whent' instead of 'went'. Consequently, pupils continue to make the same mistake. Relationships at every level are harmonious and contribute to the good learning ethos in all classrooms. Subject knowledge is good in English and mathematics, and supports teachers' good questioning skills.

Almost all parents and carers feel that the school keeps their children safe. Pupils agree, and are confident they can confide their worries and problems in adults who care for

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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them, assured of helpful guidance and support. A particular strength is the way in which those pupils with special educational needs and/or disabilities are helped to build self-esteem and to progress well. The effective care provided by the school is extended through good links with a range of partners and external agencies, such as the hearing-impaired service, health visitors, as well as the local cluster of schools.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher's commitment to the school and ambitious drive to bring about continued improvement are shared by all staff and governors. Subject leadership is good and the school improvement plan is a useful document identifying correct priorities. Target setting is detailed and based on a thorough analysis of pupils' prior attainment. Targets are shared with parents and carers, enabling them to be involved in their child's learning and progress. Partnerships with other organisations are good and contribute positively towards pupils' good outcomes. Governors are supportive and challenging of the school's performance. They are aware that links within the school and local community are strong, but as yet they have not yet done enough to improve community cohesion beyond the school and the local area.

The school complies with statutory requirements for safeguarding pupils and ensures pupils have a good understanding of how to stay safe. Equality of opportunity is successfully promoted, with all pupils fully engaged in all aspects of the school's day-to-day life. There is no evidence of any discrimination, although the impact of strategies to ensure boys attain as highly as girls in the Early Years Foundation Stage in aspects of literacy still has to be realised. The financial management of the school is secure as confirmed by the acquisition of FMSiS.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3

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The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The large majority of children start in the Nursery with skills, knowledge and understanding that match those expected for their age. They quickly become happy, confident learners. Parents and carers are very appreciative of the way their children are welcomed into school. As a result of good teaching, children make good progress and attainment at the end of Reception is above average. Children care very much about each other and healthy lifestyles are promoted well, ensuring learners understand the importance of staying active and fit. Staff work effectively as a team, organising a well-balanced range of learning opportunities. Outdoor learning opportunities are good for Nursery children. Free access to outdoor play is not readily available in Reception, but staff ensure regular opportunities for outdoor learning for these children. Procedures to evaluate children's progress are good. Analysis of information is rigorous. For example, the school knew that boys in the past did not progress as well as girls in literacy. In response, teachers have maximized opportunities for boys to choose activities which will develop their literacy skills. This initiative was seen in action as two boys enthusiastically took orders and cooked meals in the cafe role-play area. Due to recent promotion, there is presently no leader and manager of the Early Years Foundation Stage and no action plan to further drive improvement. Even so there is a shared sense of commitment towards improvement by all staff and children are well prepared for the next stage of their education.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

The vast majority of parents and carers who responded to the Ofsted questionnaire have positive views about most aspects of the school's work. They are unanimous in saying their child enjoys school and almost all say their child is kept safe. Inspectors agree with these judgements. A small minority do not think the school is led and managed effectively. Comments explaining this evaluation are mainly related to the practice of pupils who are late for school not being allowed into the morning 'wake and shake' activity, and the fact that this activity sometimes extends into lesson time. Inspectors agree it is inappropriate to deny pupils access to the school. Although during the inspection lessons started promptly, the leadership agrees to monitor carefully that this happens every day.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kilburn Infant and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 35 completed questionnaires by the end of the on-site inspection. In total, there are 133 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	66	12	34	0	0	0	0
The school keeps my child safe	22	65	11	32	1	3	0	0
The school informs me about my child's progress	14	40	17	49	4	11	0	0
My child is making enough progress at this school	14	40	17	49	4	11	0	0
The teaching is good at this school	17	49	16	46	2	6	0	0
The school helps me to support my child's learning	17	49	14	40	3	9	0	0
The school helps my child to have a healthy lifestyle	16	46	16	46	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	40	17	49	1	3	0	0
The school meets my child's particular needs	15	43	18	51	1	3	0	0
The school deals effectively with unacceptable behaviour	12	34	16	46	4	11	0	0
The school takes account of my suggestions and concerns	8	23	16	46	3	9	1	3
The school is led and managed effectively	8	23	17	49	8	23	1	3
Overall, I am happy with my child's experience at this school	17	49	15	43	3	9	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 February 2010

Dear Pupils

Inspection of Kilburn Infant and Nursery School, Belper, DE56 0LA

Thank you for making us so welcome when we came to visit your school. It was lovely to see how much you enjoy school. Your outstanding behaviour and the way you all get on so well with each other help to make Kilburn a friendly, happy place to be. Thank you to those of you who took the time to share your views on your school. Your views were very helpful to us.

Here are some of the things we found out.

By the time you leave school in Year 2, most of you are attaining standards in your work that are above those reached by most pupils of your age.

You all try so hard to do your best in lessons and with good teaching you make good progress in your learning.

You know how to keep safe and it is good to know you think there is very little bullying in school. Very importantly, it is good that you know what to do if anyone is unkind to you.

You all have such energy, and the morning 'wake and shake' is a good way for you to start the school day.

You do lots of good work to help each other through the school council and in the local community. We think it was a really good idea to put up posters in the local shops to remind people about the importance of re-cycling.

We also found that there are some things your school could do better, and which would help you to learn even more. So to ensure that this happens, we are recommending that the school should do the following things:

- help you to become more involved in knowing how to improve your work
- give you more opportunities to work with others from the range of different cultures and faiths that are found in the United Kingdom, and in different countries of the world
- your governors finding out for themselves what is actually happening in school and working with the headteacher to make sure your parents and carers know why things happen.

Thank you again for being so helpful and try to make sure that your attendance is even higher, so you won't miss out on the great things that are going on in school.

Yours sincerely

Lois Furness

Lead inspector

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