

Killamarsh Infant And Nursery School

Inspection report

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| Unique Reference Number | 112579 |
| Local Authority | Derbyshire |
| Inspection number | 357136 |
| Inspection dates | 14–15 September 2010 |
| Reporting inspector | John Horwood |

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

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|--|--|
| Type of school | Infant |
| School category | Community |
| Age range of pupils | 3–7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 150 |
| Appropriate authority | The governing body |
| Chair | Philip Horton |
| Headteacher | Julia Daine |
| Date of previous school inspection | 26 November 2007 |
| School address | Sheffield Road Killamarsh, Sheffield S21 2DX |
| Telephone number | 0114 2485852 |
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Introduction

This inspection was carried out by two additional inspectors. Inspectors observed 7 lessons and 5 teachers were seen. Meetings were held with groups of staff, governors and pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of staff and governors' meetings, the school development plan, progress monitoring records and school policies. The responses to 26 parental questionnaires were scrutinised.

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

- The attainment of boys, especially in writing.
- The effectiveness of systems used to monitor pupils' progress.
- The impact of systems to support those who need extra help with their learning.

Information about the school

This is a smaller-than-average size infant school where most pupils are from White British backgrounds. There are very few who have English as an additional language or are at an early stage of speaking English. The percentage of pupils eligible for free school meals is below average. The school has an average proportion of pupils who have special educational needs and/or disabilities. The Early Years Foundation Stage provision is provided in a Nursery and two Reception classes. Since the last inspection there have been many changes to both the organisation within the school and to the building which will shortly house a new children's centre. The leadership team has been revised and the headteacher has also taken on a part-time teaching role. Numbers of pupils have fallen significantly since the last inspection and apart from the Nursery all classes include pupils of mixed age groups. Among the awards obtained by the school are Health Promoting School Status and the Anti-Bullying Commitment Award at Intermediate Level. A breakfast club is organised each morning by a private provider and was not inspected as part of this inspection.

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?

3

The school's capacity for sustained improvement

3

Main findings

Killamarsh Infant and Nursery School provides its pupils with a satisfactory education. Whilst outcomes are satisfactory, good leadership and management ensure that the school is improving strongly. Children enter the Nursery with a range of attainment which, overall, is below that typical of their age. They make good progress in Nursery and Reception to enter Year 1 with average attainment. By the end of Year 2 attainment is average in writing and above average in reading and mathematics. This represents satisfactory progress in Key Stage 1. Within this picture, there is variation in attainment from year to year and within subjects. Boys tend to do less well than girls and writing is weaker than other subjects. Teaching is satisfactory, and the proportion of good lessons is increasing. Pupils greatly enjoy lessons as a result of good relationships with teachers and good use of interesting resources, such as computers. The curriculum is improving as a result of continuing review to match the needs of all pupils and is currently being revised to meet the needs of the mixed-age classes. More opportunities for writing are being introduced across the curriculum and more motivating opportunities for boys are being introduced to help them attain higher levels, but there is more still to do.

Pastoral care is good and this contributes to the pupils' view that they are safe in school. Safeguarding is good and procedures are all securely in place. Within this safe and caring environment pupils who have special educational needs and/or disabilities are well supported and make the same satisfactory progress as others. They make good progress during specific activities designed to give them extra help and this is partly due to good partnerships with external agencies and specialist support they provide. Pupils' spiritual, moral social and cultural development is good although they have limited direct experience of other faiths and cultures. The behaviour of pupils throughout the school is good. There are good procedures to encourage regular attendance and, overall, attendance levels are broadly average, but the proportion of persistent absentees due to parents and/or carers taking their children on holiday during term time is well-above average.

Leaders' self-evaluation accurately identifies the strengths and areas for development in the school. Although the actions taken are proving effective, there has been insufficient time for the impact to be seen in higher attainment levels. Parents are very supportive of the school and there are good relationships between parents/carers and staff, but there is more to do done to reduce the number of term-time holidays, which interrupt children's learning. The school and the immediate community are a cohesive society and the school operates as an extended family. Good systems are now in place to monitor progress as pupils move through the school, and teaching has improved even though there are additional challenges with the wider age range present in each class. Although there is clear evidence of improvement and the increasing impact of leaders and managers, there

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has been insufficient time for all systems to become fully embedded. As a result, the capacity for sustained improvement is satisfactory.

What does the school need to do to improve further?

- Raise the attainment of boys by ensuring the curriculum includes topics and activities that fully motivate boys.
 - Improve pupils' writing by giving them wider opportunities across the curriculum.
 - Work with parents to improve attendance levels by reducing the amount of holidays taken during term time.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Achievement is satisfactory. Pupils enjoy school and attain average levels by Year 2 which, from their starting points, represents satisfactory progress. In reading and mathematics they generally attain above-average levels and girls generally exceed average attainment. Although pupils make satisfactory progress over time, this varies because the pace of lessons is variable. This is particularly true in Key Stage 1, where there is a good pace during the teacher led session but sometimes a slower pace during individual task work. Pupils with special educational needs and/or disabilities make satisfactory progress as a result of appropriate additional support. All pupils are appropriately prepared for their move to junior school because of their secure key skills, including literacy, numeracy and information and communication technology, supported by their good personal skills. The few pupils who have significant periods of absence do make adequate progress, but their reduced attendance hampers better attainment and progress.

Pupils get on well together and their behaviour is good both in and out of lessons ensuring that all pupils feel safe and can learn and enjoy school. They say any poor behaviour is dealt with very quickly. This is reflected by the school achieving the Anti-Bullying Commitment Award. Pupils adopt healthy lifestyles by eating healthy food and participating regularly in sport, reflecting the school's Health Promoting School Status. They make a good contribution to the school community by helping in class and by taking on roles as mini-leaders supporting others around the school. They are very proud of the school and are welcoming to visitors into the school and the classroom. They interact with the local community through activities such as being members of the school choir, which takes part in the yearly community festival, and through links with the local church.

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These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| 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 | 3 |
| Taking into account: Pupils' attendance ¹ | 4 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

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

How effective is the provision?

The school provides a very caring environment and makes good use of space and resources to ensure all activities are well supervised and carried out safely. Although changing pupil numbers have resulted in the need for mixed-age classes, staff and space are used in flexible and imaginative ways to maximise learning opportunities for pupils. Staff work together as effective teams and much of the teaching involves small groups of pupils in specific age or ability groups. Pupils are actively involved in using the information and communication technology systems and in many lessons were seen confidently using the interactive white boards with the teacher. The younger Year 1 pupils benefit from having good access to the Reception outdoor area where they can continue their development of social and investigational skills using the good range of equipment available during free choice opportunities. Teaching assistants provide good support throughout the school especially for those who find the work hard. Monitoring of pupils' progress is now good and teachers are aware of pupils' abilities. Staff do not yet use this information effectively in their lesson planning for the mixed-age classes, so not all pupils are challenged sufficiently.

The curriculum caters satisfactorily for all pupils including those with special educational needs and/or disabilities. The development of a curriculum which focuses on the progression of skills is making learning interesting and enjoyable. Information and communication technology is now used widely across the curriculum and pupils enjoy and

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benefit from using the computers on a regular basis. There is a good focus on promoting pupils' personal, social, health education and citizenship, such as how to stay healthy. There is satisfactory coverage of other faiths and cultures ensuring that pupils are enabled to gain a basic understanding of the community. All pupils thoroughly enjoyed the assembly led by a visitor from a local church. There are some limited direct links with other communities.

Good procedures are in place to encourage high standards of behaviour. Transition arrangements with local junior schools are good. Transition between the Reception class and Year 1 is very good with the introduction of mixed age classes, including the older Reception children working with the younger Year 1 pupils. All aspects of care and health and safety are well addressed. There are effective arrangements to support vulnerable pupils.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher provides good leadership and is well supported by enthusiastic staff at all levels in her drive and vision for improving the school further. As a result, the school is improving, but the impact of actions taken is not yet fully reflected in outcomes across the school. Governance is satisfactory because many new members are still developing their skills and have had insufficient time to show their impact on raising standards.

Comprehensive monitoring systems are well organised and give an accurate view of the school's strengths and weaknesses. These are used well by all leaders who make full use of consultation with staff and pupils to stimulate improvement such as curriculum development. The improved use of progress monitoring systems in the classroom have had a good impact on teaching in the Nursery and Reception, which is good, and is now beginning to impact more in Key Stage 1. Whilst overall outcomes are satisfactory they are improving strongly and some are good. The school's good work to promote equal opportunities and avoid discrimination ensures variations between attainment by boys and girls have reduced, and that the curriculum is being adapted to stimulate improved writing.

Governors provide satisfactory governance by ensuring all statutory requirements are met and providing support and challenge to the leadership team. Leaders have developed the school as a cohesive community. Based on an initial audit they have a good understanding of the local community and are aware of what needs to be done to increase pupils' understanding of the world around them. Steps to evaluate the impact of community cohesion further afield are at an early stage of development. Safeguarding procedures are

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well developed and reviewed regularly. All aspects of risk assessment are very secure and the required checks on adults who work in school have been made.

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 |
| 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 | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

The Early Years Foundation Stage is a well-managed facility providing a good start for children. Standards on entry to the Early Years Foundation Stage are below nationally expected levels for this age. Children make good progress in both the Nursery and Reception classes and at the end of Reception have skills close to the goals expected of children at the end of the Reception year.

Staff work well together to ensure a secure and caring environment. Start-of-day procedures are good and ensure that children are happy and feel safe. Parents have good access to the Nursery and are very pleased with the induction arrangements even though they have been disrupted this year by the building work in the school. Children benefit from an exciting range of resources in good accommodation. The outdoor areas are safe and secure and link directly to the Nursery and Reception classrooms. Children are able to move freely between the indoor and outdoor areas under good supervision. Learning in the classroom is linked to that experienced outdoors to reinforce the children's understanding. Children enjoy the wide range of activities available to them which are designed to motivate them and stimulate their progress in all areas of learning. Systems to monitor children's progress are much improved since the last inspection and are used well to ensure that the next steps in their learning are clearly identified and included in the planning of lessons. There is a good balance of adult-directed activities and those that children choose for themselves.

Behaviour is good. All children play and learn well together. Staff know the children well, are aware of any specific needs and all procedures to support the welfare of children are

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fully in place. The key worker system is fully established and there is a good number of staff with appropriate first aid training. Children with special educational needs and/or disabilities are very well supported in all aspects of their learning.

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 |

Views of parents and carers

Only a small number of parents and carers responded to the questionnaire, with the overwhelming majority of these being very happy with all aspects of the school. Some parents and carers wrote individual supportive comments such as how well the school has shown them great support through the years and how helpful they have found the staff. A very few had individual concerns which were considered as part of the inspection process and were not consistent with the team's view.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Killamarsh 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 26 completed questionnaires by the end of the on-site inspection. In total, there are 150 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 19 | 73 | 7 | 27 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 20 | 77 | 6 | 23 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 9 | 35 | 16 | 62 | 1 | 4 | 0 | 0 |
| My child is making enough progress at this school | 11 | 42 | 14 | 54 | 1 | 4 | 0 | 0 |
| The teaching is good at this school | 12 | 46 | 13 | 50 | 1 | 4 | 0 | 0 |
| The school helps me to support my child's learning | 11 | 42 | 13 | 50 | 2 | 8 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 16 | 62 | 10 | 38 | 0 | 0 | 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) | 10 | 38 | 12 | 46 | 2 | 8 | 0 | 0 |
| The school meets my child's particular needs | 12 | 46 | 14 | 54 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 11 | 42 | 12 | 46 | 0 | 0 | 1 | 4 |
| The school takes account of my suggestions and concerns | 10 | 38 | 13 | 50 | 1 | 4 | 0 | 0 |
| The school is led and managed effectively | 9 | 35 | 15 | 58 | 1 | 4 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 15 | 58 | 10 | 38 | 0 | 0 | 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 all 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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 58 | 36 | 4 | 2 |
| Primary schools | 8 | 43 | 40 | 9 |
| Secondary schools | 10 | 35 | 42 | 13 |
| Sixth forms | 13 | 39 | 45 | 3 |
| Special schools | 33 | 42 | 20 | 4 |
| Pupil referral units | 18 | 40 | 29 | 12 |
| All schools | 11 | 42 | 38 | 9 |

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



16 September 2010

Dear Pupils

Inspection of Killamarsh Infant School, Sheffield, S21 2DX

Thank you for welcoming us and helping us when we came to your school. We really enjoyed visiting you and talking to you in lessons and around the school. Your school is giving you a satisfactory education. You are making satisfactory progress in your work and are able to do the things that we usually expect by the time you are in Year 2.

There are many things we admired about your school and these are a few of them.

You are happy and enjoy being at school where adults look after you well.

Your behaviour is good and you all get on well together.

Teaching is improving and more lessons are now good.

You enjoy being given responsibility such as being appointed mini-leaders.

The school is well led and managed.

There are a few things we have asked the school to do to make it better.

Improve the way you are helped to learn so that both boys and girls find the work interesting and make equally good progress.

Give you more opportunities to help you improve your writing in different subjects.

Work with parents and carers to make sure that some of you take less time out of school so that your learning is not interrupted as much.

You can help by carrying on working hard and all coming to school regularly.

Yours sincerely

John Horwood

Lead inspector

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