

Killigrew Primary and Nursery School

West Avenue, St Albans, AL2 3HD

Inspection dates 19–20 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders have a very clear view of how well the school is performing and what could be better. They work well together to improve the quality of teaching and to make sure that pupils behave well and attend regularly.
- Governors bring expertise and experience to the school. With the headteacher, they share a drive and ambition to improve the school further and aspire to make all aspects of its work outstanding.
- Pupils of all abilities, including disadvantaged pupils, disabled pupils and those with special educational needs, make good and sometimes rapid progress from their starting points.
- Standards in reading, writing and mathematics at the end of Year 6 are usually above average and are sometimes significantly so.
- Children make a good start in the early years. They are inquisitive and engage enthusiastically in a wide range of activities. As a result, they are well prepared for entry into Year 1.
- Teaching is good and increasingly outstanding. Teachers plan well to make learning exciting. This helps to ensure that all pupils make good progress.
- Teaching assistants are well deployed to support pupils needing additional help.
- The quality of feedback to pupils on how to improve their work is exemplary. As a result, pupils learn from their mistakes quickly.
- Pupils behave well and are keen to learn. The school's procedures to keep pupils safe are effective. Consequently, pupils feel safe and know how to look after themselves in different situations.
- Attendance has risen and is now above the national average.
- Pupils' spiritual, moral, social and cultural development is good. They participate in a wide range of exciting enrichment activities and many pupils have opportunities to take on a variety of responsibilities.
- Pupils leave the school well prepared for secondary education and for life in modern Britain.

It is not yet an outstanding school because

- Not all pupils, especially some of the most-able, are given work that is hard enough to enable them to make outstanding progress, particularly in writing.
- Some of the new subject leaders do not make sure that the quality of teaching and pupils' achievement in their subjects are improving fast enough.

Information about this inspection

- Inspectors observed teaching and learning in 24 lessons. They also observed groups of pupils being taught early reading skills and others receiving small group support. Some of these were seen jointly with the headteacher. Inspectors also spoke to pupils during lessons, looked closely at their books and listened to younger pupils reading.
- Inspectors met three groups of pupils and also spoke informally to other pupils in lessons and during breaks and lunchtimes.
- Meetings were held with school leaders, including the Chair of the Governing Body and two other governors. The lead inspector had a telephone conversation with a representative of the local authority.
- Inspectors observed the work of the school. They examined several documents concerning pupils' achievement and progress, development plans and information about teachers' performance. They also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body meetings were also considered.
- Inspectors spoke to parents at the beginning and end of the school day. They considered the 175 responses to Ofsted's online questionnaire, Parent View, and the three e-mails sent to the team. Inspectors also considered the 28 responses to the staff questionnaire.

Inspection team

David Radomsky, Lead inspector	Additional Inspector
Janet Watson	Additional Inspector
Victoria Turner	Additional Inspector

Full report

Information about this school

- This school is much larger than an average-sized primary school. Most pupils are White British.
- The proportion of pupils who are supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals and those in the care of the local authority) is below the national average, at about one in ten pupils.
- The proportion of disabled pupils and those who have special educational needs is about one in twenty. This is well-below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The Early Years Foundation Stage comprises a Nursery class for three-year-old children who attend part-time, either in the morning or the afternoon, and two Reception classes for four-year-olds who all attend full time.
- Since the previous inspection there have been many changes to the leadership team, some of whom took up their posts in September 2014.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding and all pupils make rapid progress by:
 - ensuring that all pupils, especially the most-able, have work that challenges them to reach the highest levels that they are capable of, particularly in writing.
- Continue to develop the effectiveness of the new subject leaders by:
 - giving them additional leadership training so that they can check that the quality of teaching in their areas and the rates of progress that pupils make in all subjects is increasing at a fast rate.

Inspection judgements

The leadership and management are good

- The headteacher leads the school with confidence and determination. With the effective support of other leaders, including governors, she has created a calm industrious atmosphere where staff and pupils flourish. As a result, the quality of teaching is improving and pupils behave and achieve well. Attendance has risen and is now above the national average.
- Senior leaders work well to check all aspects of the school's work. They correctly pinpoint areas for improvement and take astute action to raise performance. Evidence in books shows that, as a result of these improvement plans, coupled with effective training, the quality of teaching and pupils' achievement is improving.
- Leaders tackle occasional issues of discrimination effectively. This contributes well to pupils' successful learning and the harmonious atmosphere in the school and ensures equality of opportunity.
- Some subject leaders check the quality of teaching frequently, coach and develop their teams and hold them to account for the progress that their pupils make. As a result, the quality of teaching in these areas is improving at a rapid rate. New subject leaders are at an earlier stage of development, and are not as effective, although they have introduced the new curriculum well.
- Resources such as the pupil premium funding are used well. Spending is well targeted to meet individual needs. The positive impact is clear in improved attainment and attendance rates.
- The school makes good use of the new primary school sport funding to improve pupils' health and fitness. Specialist coaches run sports clubs and train staff. As a result, more pupils are participating in the wider range of activities on offer, such as newly introduced tennis, dance, basketball and inter-school sporting tournaments.
- The well-planned curriculum ensures that pupils are engaged in a range of exciting learning opportunities. It also promotes good behaviour and attitudes and encourages pupils to develop tolerance and empathy. Pupils' experiences are enhanced by a wide range of activities such as sports and cultural clubs, and visits to theatres and places of worship. Pupils particularly enjoy the residential team building activities. These experiences make a good contribution to pupils' spiritual, moral, social and cultural development and prepare them well for life in modern Britain.
- Procedures for safeguarding meet requirements and they are effective. All members of staff know what to do if they have any concerns.
- The local authority provides appropriate support for this good school.
- The school engages parents well through a range of workshops, by providing them with detailed information and monthly invitations to check their children's books. The vast majority of parents who responded to the survey and who spoke to inspectors were happy about all aspects of the school's work. Just occasionally, the school does not respond as quickly as it could to a few parents' individual concerns.

■ The governance of the school:

- Since the previous inspection governance has improved. A range of expertise enables governors to support and challenge the school effectively. Governors are fully involved in the school's processes of self-evaluation and improvement planning. They have a firm grasp on pupils' achievement and, subsequently, challenge school leaders to improve any areas of identified underperformance. Through the headteacher's reports and their own visits to the school, governors are fully aware of the quality of teaching.
- Governors make sure that pupils' performance is considered when making decisions about teachers' pay. Governors manage the school's finances well. They know about the spending of additional funding such as the pupil premium and the primary sports funding and their impact on pupils' achievement and health. They make sure that the school meets all its statutory duties, including those related to safeguarding.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. This is a happy and harmonious school where pupils get on well with each other and show respect to adults.
- Pupils are keen to learn. They arrive punctually to school and to lessons and they try their best. They work diligently independently, or when working in groups, and happily help each other. These positive attitudes make a good contribution to their successful learning.
- Pupils are proud of their school and ensure that the environment is well looked after. They do not drop litter, for instance.
- Pupils welcome the many opportunities to take on responsibilities and contribute to the community. Older pupils support younger ones through a buddy system; pupils have a school council and there are house captains. In addition, pupils organise fund raising events to support a range of charities.
- Pupils are fully aware of the reward and sanctions systems in the school. All staff implement behaviour policies consistently across the school. Just occasionally, when teaching is less engaging, a few pupils disrupt learning in their lessons. Teachers usually deal with this appropriately so that learning can continue uninterrupted.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say that if they have any concerns they can approach any adult in the school; they are confident that all staff will listen to them and help solve any difficulties they may be experiencing.
- Pupils are aware of the different types of bullying, including homophobia, racism and on-line bullying. School records show that bullying is rare and pupils confirm that, when it does occur, it is dealt with efficiently.
- Pupils know how to keep themselves safe in different situations, including when using the internet.
- Attendance over the last two years has improved and is now above average. Exclusions are extremely rare.

The quality of teaching is good

- The quality of teaching is good. Increasingly, more teaching is outstanding as teachers respond enthusiastically to the frequent training opportunities and peer support that they receive.
- Teachers and other adults have high expectations of the pupils. As a result, pupils arrive punctually to

lessons, readily engage in the range of learning activities planned by their teachers and try their best.

- Teachers and teaching assistants create stimulating learning environments where pupils' work is displayed and celebrated. Classroom displays have marked points of reference to help pupils with their work such as vocabulary banks and 'working walls'. Pupils are encouraged to use the range of mathematical resources available in each class, as well as the reading books available in the class libraries. These promote and support pupils' learning in reading, writing and mathematics.
- The school's work to improve the quality of marking and feedback has led to excellent practice this year. Across the subjects, teachers mark work frequently, informing pupils how well they have done and what they need to do to improve. There is a particularly strong focus on helping pupils to improve their spelling and grammar, no matter what the purpose of their writing. Pupils regularly act on their teacher's advice during 'DIRT' (Direct Independent Reflectivity Time). Teachers' feedback and pupils' responses help them make good gains in their learning.
- Teaching assistants and teachers work closely together. They ensure that those needing additional help, such as those who are disabled or who have special educational needs, are well and appropriately supported to make good progress.
- Regular well-planned homework is helping to improve pupils' skills in reading, writing, spelling and mathematics.
- Teachers assess pupils' work frequently and use the information to plan activities that are usually well suited to their needs. In some cases, however, the work set is too easy, especially for the most-able pupils. It does not give them the required level of challenge to enable them to make rapid progress and reach the highest levels they are capable of, particularly in writing.

Achievement

is good

- From their starting points and throughout the school, all groups of pupils make good progress and some make outstanding progress. This is because the quality of teaching and support is consistently good.
- In 2014, attainment at the end of Year 2 in reading, writing and mathematics was above average, particularly at the higher levels in mathematics.
- Standards reached at the end of Year 6 are above average. In 2014, the standard reached in the English grammar, punctuation and spelling tests was well above the national average. The proportion of pupils who achieved the expected level in reading, writing and mathematics combined was also well above average.
- Progress in reading is good. Staff are well trained to teach phonics (the sounds letters make) well. As a result, children become confident readers from a young age. Reading is actively promoted throughout the school in a number of ways, including through year group competitions, an after-school reading club and a well-resourced school library. School leaders now have a focus on improving pupils' comprehension and inference skills so that more can make rapid progress.
- Pupils make good progress in writing because of the many opportunities they have to write for a wide variety of purposes and in a range of styles. Teachers are helping pupils better apply their understanding of grammatical rules to their writing so that more are making faster progress.
- As a result of good teaching and access to high quality resources, pupils consistently learn well in mathematics. This year, pupils have been given increased opportunities to solve more difficult problems by applying their reasoning and mathematical skills to a wider range of real-life situations. This is helping more pupils to make faster progress.
- The most-able pupils do not always make the rapid progress of which they are capable. This is because they are not always given work that is challenging enough. In 2014, not enough of the most-able pupils

made rapid progress from their starting points to reach the higher Level 5.

- As a result of good support from skilled teachers and teaching assistants, disabled pupils and those with special educational needs achieve well and make good progress.
- Attainment gaps between disadvantaged pupils supported by the pupil premium funding and others in the school and nationally are narrowing. In the 2014 national tests at the end of Year 6, disadvantaged pupils reached the same standards as their classmates in reading and were about two months ahead of other pupils, nationally. In writing, they were four months behind their peers and two months behind other pupils, nationally. In mathematics, they were about nine months behind their classmates and four months behind other pupils, nationally.

The early years provision

is good

- The Early Years Foundation Stage is well led. There are strong systems in place to check on how well children are learning. Good processes of self-evaluation ensure leaders know what they need to do to improve further. As a result, standards are rising.
- Children join the early years with a range of skills that are typical for their age. As a result of good teaching and well-targeted support, all groups of children make good progress in all areas of learning. The proportion of children leaving Reception with a good level of development and is above average. Pupils are very well prepared for entry into Year 1.
- Children behave well as staff have consistently high expectations of them. Staff ensure that all children are able to work in a safe, harmonious environment. Routines are well established and children quickly learn to listen to and follow instructions. Children develop the confidence to make their own choices, such as selecting the right tools and equipment for an activity, and they willingly share and collaborate with others. Children's spiritual, moral, social and cultural development is good.
- The quality of teaching is good. Assessments of children's skills and needs are frequent. The information is used effectively to plan well-targeted activities that motivate and challenge children to learn quickly. Good teaching combined with good quality resources and a stimulating environment helps children to become curious and determined learners. They are always keen to express their opinions and to talk to staff, their parents and visitors about what they are doing.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135528
Local authority	Hertfordshire
Inspection number	448699

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

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	478
Appropriate authority	The governing body
Chair	Philip Beasley
Headteacher	Tracy Mylotte
Date of previous school inspection	23 June 2010
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