

# Killamarsh Infant School

Sheffield Road, Killamarsh, Sheffield, South Yorkshire S21 2DX

## Inspection dates

31 January–2 February 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Senior leaders and governors have not monitored pupils' progress closely enough in the past. Consequently, pupils' attainment has declined and their progress slows in key stage 1.
- Senior leaders and governors have not used the additional funding provided through the pupil premium effectively. The outcomes for disadvantaged pupils are not good enough.
- Teachers do not set work that meets the different needs of pupils well enough. Work is often either too hard or too easy for many pupils.
- Teachers are not sharp enough at identifying the next steps in pupils' learning. Pupils' understanding is not secured or deepened and mistakes reappear over time.
- Teachers and teaching assistants are not consistent in their teaching of phonics.
- Pupils' attitudes to learning decline when lessons are not well matched to their abilities. Too many drift or become fidgety as they become disengaged in their learning.
- Rates of persistent absence are above the national average. Rates for disadvantaged pupils and those who have special educational needs and/or disabilities are particularly high.
- The proportion of Year 1 pupils achieving the standard expected in phonics is below the national average.
- In the early years, teachers do not plan activities well enough to meet the wide range of children's abilities. Mechanisms for ensuring that children's learning is challenging are not well enough developed.

### The school has the following strengths

- Senior leaders and governors have an accurate view of the school and plans are in place to secure improvements.
- The pupils are eager to learn and to do their best. They are confident and prepared to take on new challenges.
- The staff care deeply about the well-being of each pupil. Pupils and adults respect each other and are happy to work and learn together.
- Children quickly adopt routines that make the school a harmonious and calm place to learn.

## Full report

### What does the school need to do to improve further?

- Ensure that leaders and governors use and monitor the impact of the additional funds provided by the pupil premium grant more effectively to:
  - accelerate the progress of disadvantaged pupils in the early years and key stage 1
  - diminish the difference between the attainment of disadvantaged pupils and non-disadvantaged pupils nationally, by the time they leave key stage 1.
- Increase the impact of governors on school improvement by ensuring that they challenge school leaders about the progress and attainment of all pupils, and particularly disadvantaged pupils, insisting that there is good evidence to support the answers provided.
- Improve the quality and consistency of teaching, learning and assessment by:
  - raising teachers' and teaching assistants' expectations of what pupils of all abilities and backgrounds can and should achieve
  - ensuring that teachers match work more closely to pupils' abilities
  - improving teachers' accuracy in identifying the next steps in pupils' learning, particularly in writing
  - making sure that teachers and teaching assistants model and apply their phonics skills and knowledge consistently, while addressing any inaccuracies in pupils' use of phonics immediately.
- Reduce the rates of persistent absenteeism, particularly for disadvantaged pupils and pupils who have special educational needs and/or disabilities, ensuring that the systems for monitoring are effective in securing sustained, improved attendance.
- Increase the rates of pupils' progress in key stage 1 to ensure that the proportions of pupils meeting and exceeding the expected levels of attainment in reading, writing and mathematics match the national average or go even higher.
- Ensure that the areas of provision in the early years are planned, and the assessment procedures in place, to ensure that learning needs of children are met, regardless of their stage of development, and that children make good or better progress as a result.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Senior leaders have not been focused enough on the progress pupils make. As a result, they have not been sharp enough in identifying and addressing the need to improve outcomes for some pupils, especially those who are disadvantaged. Leaders have not used the additional funds provided through the pupil premium to improve the outcomes for disadvantaged pupils as well as they should.
- The leadership arrangements for the school have been inconsistent as a result of a number of unforeseen circumstances during the past twelve months and immediately prior to the inspection. Despite this, senior leaders have a good understanding of the strengths and weaknesses of the school and the actions required to bring about necessary improvements.
- The deputy headteacher is an influential role model for staff and pupils. Her periods of interim leadership have ensured that policies and practices have been developed and maintained throughout the school. The impact of this can be seen, for example, in pupils' books, where leaders' expectations of teachers' marking and feedback to pupils, and pupils' handwriting, are consistent between classes.
- Subject leaders are an emerging strength of the school, having increased their impact over the last year. They are eager and enthusiastic, working effectively as a team to share ideas and experiences in order to develop their skills further. They have a good knowledge of the strengths and weaknesses of their subjects. This enables them to create relevant and meaningful action plans for improvement that have an impact on raising standards.
- The special educational needs coordinator is effective because she has a good knowledge and awareness of the statutory requirements attached to her role. Regular reviews of pupils who have special educational needs and/or disabilities ensure that she knows each child and the progress they are making towards their personal targets. The parents of pupils with special educational needs and/or disabilities that inspectors spoke with were very positive about the impact of the work of the school on developing their children academically and socially.
- The school's curriculum is rich and varied. Enrichment activities, such as visits to local places of worship and visitors from other cultures and countries, help to make the pupils' learning more relevant and begin to equip them for life in modern Britain. Pupils' spiritual, moral, social and cultural education is effective. Leaders and teachers provide opportunities to experience the arts, for example through musical and theatrical performances, while also challenging pupils to extend their thinking and viewpoints. During a class assembly, based on the story of the Three Little Pigs, the teacher posed a question about whether it was only the wolf that was mean in the story, and if they thought animals could be mean to each other.
- Leaders and teachers actively promote fundamental British values from the time pupils enter the early years. Lessons promoting respect are built into each class's weekly timetable, with the impact of this being seen in pupils' positive attitudes towards adults and each other. The views of pupils, through the school council and pupil voice

interviews, help leaders and teachers to shape their decisions, for example by reviewing the design and effectiveness of classroom areas for the promotion of reading.

- Leaders have used the additional funding provided by the sports and physical education grant effectively. The employment of a sports apprentice until the start of this year ensured that teachers received additional skills training. It was also acting as a positive role model for many girls, some of whom went on to join external football teams.
- The local authority has provided timely and effective support to the school during the last year. The senior adviser and link adviser have ensured that they know the needs of the school well. They have provided a range of support for leaders and teachers to improve pupils' outcomes and to secure the leadership of the school.
- A significant number of parents expressed concern to inspectors about the quality and timeliness of communication from the school. The inspectors found that leaders and governors have not always found it possible to provide parents with advance information as a result of some decisions having to be made at short notice. In other cases, it has not been possible to share information until particular arrangements have been confirmed.

### **Governance of the school**

- The governors' understanding of pupils' progress and attainment is not as good as it needs to be to hold school leaders fully to account. Governors have not expected nor received enough information from the school's leaders about aspects of the school's performance, such as details of the outcomes for disadvantaged pupils. This has reduced their capacity to challenge senior leaders as effectively as they should about pupils' underperformance.
- The governors have not ensured that the additional funding provided through the pupil premium has been wholly directed at improving outcomes for disadvantaged pupils. Governors have not been forensic enough in assessing how effectively this funding has been spent. However, an external review of pupil premium spending is not recommended as the governing body has taken appropriate steps to address this situation, for example through the introduction of the role of governor pupil premium champion and improvements in the analysis of the performance information of disadvantaged pupils.
- The governors are very effective at addressing many of the important strategic matters faced by the school. They take their responsibilities very seriously and do not shy away from difficult and challenging decisions where these are in the best interests of the school and the pupils. Governors have taken significant steps to improve aspects of their leadership, such as the management of leaders' and teachers' performance. These targets are now closely linked to the school's plans for improvement to ensure that raising pupils' outcomes are a priority.
- The governors are ambitious for the school and understand the importance of the school to the local community. They are taking increasingly effective steps to address the areas in need of improvement. Consequently, an external review of governance is not recommended.

## Safeguarding

- The arrangements for safeguarding are effective. Statutory requirements are met, with governors and staff, including those who work in the before-school club, undertaking regular training to ensure that their practice is current. The adults in school are aware of, and vigilant for, the signs of different forms of abuse.
- The culture of care towards pupils' physical and emotional safety and well-being is evidenced throughout the school. Leaders respond quickly to the recommendations of regular health and safety audits and are watchful of the security of pupils during the school day. Pupils and their parents feel that the school is a safe place to be, with the majority believing that any concerns will be dealt with quickly and effectively.
- Leaders' procedures for recording and analysing information on matters such as accidents and pupils' behaviour are improving. Leaders understand the importance of attention to detail in ensuring that the potential risks posed to pupils are minimised.

## Quality of teaching, learning and assessment

## Requires improvement

- Teachers do not match work consistently well to the abilities of different pupils. Too often, pupils work at tasks at the same level, regardless of their starting points or abilities. Some of the work set is too easy because teachers' and teaching assistants' expectations of what pupils can achieve are not high enough. As a result, the progress of pupils in lessons is not as good as it could be.
- Teachers often fail to assess pupils' understanding well so as to identify the next steps in their learning. Pupils' work, particularly in their writing books, shows that new skills are not consolidated. Consequently, errors recur over time because pupils' understanding has not been secured before they move on to something new.
- Not all teachers and teaching assistants are consistent in their use and teaching of pure phonic sounds. On too many occasions, adults are slow to address pupils' incorrect pronunciation of sounds. This results in pupils not achieving as well in phonics as they should do.
- The pupils are keen, enthusiastic learners, regardless of their ability or background. Teachers and teaching assistants are adept at encouraging pupils and nurturing their confidence as learners. The outcome is pupils who are resilient and not afraid of having a go at new tasks.
- Work in pupils' books is well presented, particularly in their writing books. There is evidence of their handwriting developing, along with the quantity and quality of the content of their work. Teachers encourage pupils to write for increasingly extended periods and this is helping to develop their confidence and resilience as writers.
- Teachers provide pupils with regular opportunities to use and apply their developing mathematics skills. Problems and investigations often require pupils to use a range of skills and techniques, and this supports them in deepening their mathematical understanding.
- Pupils read regularly in school and are expected to read regularly at home. They use their phonics skills effectively to help them with new or tricky words. Reading scheme

books are generally well matched to pupils' abilities, although some of the most able readers do not find the books available in classrooms to be challenging enough.

- Pupils enjoy the wide range of subjects they are taught. Work in pupils' topic books shows that teachers set tasks that enable pupils to use their developing skills across the curriculum. For example, Year 1 pupils have used their skills in writing lists during a science lesson, where they listed the materials they would need to build a dream house.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. Pupils' self-discipline as learners is not yet well enough developed. Their attitudes to learning wane when the work set by teachers is not well matched to their abilities, or the pace of learning is slow because adults' expectations of what pupils can achieve is too low.
- Leaders place a high priority on the emotional well-being of the pupils. Leaders and teachers monitor the impact of weekly outdoor learning activities on the physical and emotional well-being of pupils, particularly those who are disadvantaged. Evidence suggests that these pupils' concentration levels in class rise as a result.
- Pupils take pride in their work and are eager to share what they have done with their classmates and adults. By the time they reach Year 2, they are confident and self-assured individuals that show respect for each other and their school. They cooperate and collaborate willingly, clearly enjoying working together whenever possible, with one pupil commenting to an inspector during a Year 1/2 lesson that 'We are good at helping each other'.
- Personal, social and health education is interwoven into the daily life of the school. Displays show the range of activities pupils undertake, such as charitable collections and theme days. Pupils learn about how to stay safe on the internet and when they are cycling on roads. They are involved in the planning and promotion of anti-bullying weeks. Teachers develop pupils' understanding and tolerance for people with different backgrounds, cultures and lifestyles.

### Behaviour

- The behaviour of pupils requires improvement. Rates of persistent absence are higher than the national average, particularly for disadvantaged pupils and those pupils who have special educational needs and/or disabilities.
- The overall attendance of pupils has shown recent improvements after a number of years where it was below the national average for primary schools. Procedures for checking and challenging pupils' absences are increasingly robust and leaders now monitor and analyse absence information in more detail. Pupils are punctual and this minimises any disruptions to learning at the start of each day.
- Pupils conduct themselves well around the school and at different times of the day. Transitions between lessons and activities are generally calm and orderly. Pupils are

polite, well-mannered and respond quickly to adult instructions.

### Outcomes for pupils

### Requires improvement

- Pupils' progress in key stage 1 is not consistently good. The good rates of progress seen in the early years in 2015 and 2016 have not been maintained by the time pupils leave key stage 1. In particular, disadvantaged pupils do not make the accelerated progress needed to diminish the differences between their attainment and that of other pupils nationally in reading, writing and mathematics.
- Pupils in Year 1 do not achieve as well as they should in the national phonics screening check. After improvements in 2015, the percentage achieving the national standard dropped in 2016. This reflects the inconsistent teaching of phonics.
- The proportion of pupils entering key stage 1 at a good level of development is broadly in line with that seen nationally. By the time they leave Year 2, the proportion of pupils attaining at the expected level or above is slightly below average in reading, writing and mathematics.
- The proportion of pupils attaining at the higher level exceeds the national average in mathematics, reflecting more consistent teaching and learning in this subject. This is particularly true for the most able pupils, who achieve better in mathematics than reading or writing. The proportion attaining at the higher level in reading is slightly above the national average, while in writing it is in line.
- From their starting points, lower-ability pupils and pupils who have special educational needs and/or disabilities make progress in their reading, writing and mathematics. This is the result of interventions and support that is closely monitored and usually effective. However, few reach the expected levels in these subjects by the time they leave Year 2.
- Leaders meet with teachers every half term to review the progress of each pupil against challenging targets set at the start of the year. These meetings are increasingly effective in identifying pupils at risk of underperformance and leaders monitor any additional learning support for impact. The most recent information on pupils' progress shows some significant acceleration for pupils receiving additional reading and mathematics input.
- Current pupils' performance information, along with work in pupils' books, suggests that the majority of pupils are making progress from their starting points in reading, writing and mathematics. While differences still exist in the attainment of disadvantaged pupils, they are now making accelerated progress in reading, and this is reducing the gap with non-disadvantaged pupils nationally in this subject.

### Early years provision

### Requires improvement

- Having changed the organisation of this stage very recently, leaders are not yet effectively planning for the full range of developmental needs within the early years. Consequently, the stretch and challenge of activities for children at different stages of their development are not yet well enough planned for, or assessed. Teachers cannot

be sure that the developmental needs of all groups of children are being met fully, and supported by clear plans to move their learning on. This is particularly relevant with the accommodation challenges relating to the housing of the school's Nursery and Reception classes.

- Although relatively new in post, the early years leader is increasingly effective in her role. She is enthusiastic, ambitious, and has a good understanding of the needs of young children. She has a clear vision about the developments needed to improve the early years provision.
- The early years leader deploys staff effectively and children's learning benefits as a result. The introduction of key workers has been welcomed by staff who feel they know the developmental needs of the children in their care very well. Regular key worker sessions are timetabled for each child and this is beginning to address any gaps in children's learning and development quickly and effectively. Parents know who their child's key worker is and this promotes the sharing of information and developmental progress between school and home.
- The provision, indoors and outdoors, supports the physical, emotional, social and behavioural development of the children. They are encouraged to gain independence and make decisions for themselves. In the writing area, they select the equipment they need and refer to their targets before starting, showing pride and joy in their finished work.
- Teachers and teaching assistants ensure that good routines are established at an early stage. This has resulted in a calm working environment where children cooperate and collaborate with each other very well, often without direct supervision. At snack time, they serve themselves, sitting and chatting with others before tidying up their space and moving on to their next task.
- The adults support the children well through effective role modelling and questioning. The children are eager and enthusiastic learners who respond well and enjoy the tasks set for them. One excited group built a channel along the outdoor slope, using drain pipes, and were challenged to talk about why they thought a ball travelled down the channel more successfully than a lemon.
- Children typically enter the early years at levels of development that are below that seen nationally. By the time they leave, they are increasingly well prepared for the next stage of their education as the proportion reaching a good level of development is broadly in line with the national figure. However, disadvantaged children do not achieve as well as others. Current tracking information shows that children have made good progress, particularly in their writing, although gaps still exist between the achievement of disadvantaged children and that of their peers.
- Safeguarding in the early years is effective and statutory requirements are met.



## School details

Unique reference number	112579
Local authority	Derbyshire
Inspection number	10023240

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Infant
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	145
Appropriate authority	The governing body
Chair	Philip Horton
Headteacher	Julia Daine
Telephone number	01142 485852
Website	<a href="http://www.killamarshinfants.org.uk/">www.killamarshinfants.org.uk/</a>
Email address	<a href="mailto:info@killamarsh-inf.derbyshire.sch.uk">info@killamarsh-inf.derbyshire.sch.uk</a>
Date of previous inspection	11–12 December 2012

## Information about this school

- Killamarsh Infant and Nursery School is smaller than the average-sized primary school.
- Key stage 1 pupils are taught in three classes, one of which is mixed-age. Children in the Reception class attend full time and are taught alongside Nursery children in the same classrooms, which have been designated as a foundation stage unit. Nursery children attend part time.
- The majority of pupils are of White British heritage and there are few pupils who speak English as an additional language.
- The proportion of pupils eligible for the pupil premium is just below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average.

- During the inspection, the school was led by its experienced deputy headteacher as the substantive headteacher has been absent from the school for some months and the current acting headteacher was unavailable during the period of the inspection.
- The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- The inspectors observed learning in a number of lessons, some of which were observed jointly with the deputy headteacher. They observed the teaching of early reading skills and pupils were heard to read. The inspectors also talked to pupils about their school and looked at examples of pupils' work in all year groups to gain a view of the impact of teaching over time. The inspectors also visited the school's before-school club.
- Meetings were held with the school's senior leaders and representatives of the governing body. The inspectors also spoke to the school's local authority link adviser and a senior adviser.
- The inspectors spoke to parents informally at the start of the school day. They also received a letter addressed to Ofsted. They considered the 20 responses to the online parent questionnaire, Parent View.
- The inspectors looked at a range of documents, including: the school's own self-evaluation; the school's most recent information on the achievement and progress of pupils; information relating to the safeguarding of pupils and the school's most recent data relating to the attendance and punctuality of pupils.
- The inspectors considered the range and quality of information provided on the school's website.

## Inspection team

Stephen McMullan, lead inspector	Her Majesty's Inspector
Tracey Ydlibi	Ofsted Inspector
Sharon Bray, lead inspector	Ofsted Inspector

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