

# Killigrew Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	135528
<b>Local Authority</b>	Hertfordshire
<b>Inspection number</b>	341662
<b>Inspection dates</b>	23–24 June 2010
<b>Reporting inspector</b>	Nasim Butt

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	451
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Dawn Gamble
<b>Headteacher</b>	Ms Tracy Mylotte
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	West Avenue St Albans Hertfordshire
<b>Telephone number</b>	01727 774200
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<b>Email address</b>	admin@killigrew.herts.sch.uk

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## Introduction

This inspection was carried out by four additional inspectors. Inspectors observed 19 lessons and all 16 teachers were seen. Inspectors also met with governors, staff, the school improvement partner and groups of pupils including members of the school council. They observed the school's work, and scrutinised the school improvement plan, governing body minutes, the school's tracking data and self-evaluation documentation. Inspectors also analysed questionnaires completed by 141 parents, 94 pupils and 36 staff.

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

- the effectiveness of school leaders at all levels in raising the attainment of less able pupils
- how well teachers and leaders use tracking and assessment systems to set personal targets for pupils in English and mathematics and involve them in the process
- the extent to which outcomes for children support the school's assertion that overall effectiveness of the Early Years Foundation Stage is good
- the extent to which community cohesion and pupils' cultural development are a strength of the school.

## Information about the school

The school was established in September 2008 through the amalgamation of an infant and a junior school on the existing site. It is a larger than average primary school. The vast majority of pupils are White British. The proportion of pupils with special educational needs and/or disabilities is below average. The number of pupils for whom English is an additional language is very low. The school is part of the St Albans South consortium, comprising nine primary schools and including a special school. The school gained healthy school status earlier this year.

**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

This is a good school led effectively by a motivational leader. Rapid progress has been made on several fronts since the school was established just under two years ago. As one pupil commented, 'Learning is really fun in this school'. Pupils' achievement is good and improving. Children start school with skills and experiences which are in line with those expected for their age. Good provision in the Early Years Foundation Stage enables children to make good progress. Progress in Years 1 to 6 is also good. Attainment is above average and rising across the school. Pupils with special educational needs and/or disabilities and the few who speak English as an additional language make good progress in their learning because of the very well targeted care and support they receive. A notable strength is the way adults plan to meet the different needs of pupils. Additionally, the good behaviour of pupils contributes much to their successful learning. Since last year, pupils' attainment in English and mathematics at the end of Year 6 has improved. Many pupils have a clear understanding about what they need to do to improve their work because of effective marking and the use of targets in lessons. However, this good practice does not extend to other areas of learning beyond the key subjects of English and mathematics. Though teachers set effective group targets in lessons, they do not often refine this further to the level of individual learning targets for pupils. As a result, most pupils make good rather than outstanding progress. The exciting curriculum is contributing strongly to pupils' good progress. During the inspection, Year 3 pupils really enjoyed their 'Egyptian Day' in which the history of ancient Egypt came to life through stimulating role play, artefacts and culinary experiences.

Attendance is above average and improving. Good care, guidance and support are strong features of the school's work. As one parent remarked, 'Teachers are always willing to provide feedback; our son loves school and is always happy to attend Killigrew'. The school is a very friendly and cohesive community where the pupils value each other regardless of their backgrounds. However, the school has not yet extended the good links with the local community to ensure that pupils benefit from wider national and international links.

Rigorous monitoring of teaching by the headteacher and other leaders is helping to improve the quality of teaching and raise pupils' achievement. The inspection confirms the accuracy of their judgements. However, leaders do not always evaluate sharply enough the impact of teaching on the progress of different groups. The quality of teaching is consistently good and sometimes outstanding. Features of all lessons are the very positive relationships between staff and pupils, and a good range of different approaches and links between subjects capture the pupils' imagination and hold their

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interest. These improvements, arising from accurate self-evaluation and concerted action, demonstrate the school's good capacity for sustained improvement.

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

- Improve the quality of teaching and learning from good to outstanding by:
  - ensuring all teachers further sharpen and refine their use of assessment data to set, monitor and review individual pupils' learning targets
  - extending the good practice of feedback marking seen in the key subjects of English and mathematics to all other areas of the curriculum
  - ensuring that lesson observations by all leaders make secure judgements on the learning and progress of pupils.
- Build on the good work in community cohesion at the school and local level by developing strong national and global links.

## Outcomes for individuals and groups of pupils

**2**

Inspectors saw good learning in all of the lessons they visited. Year 2 pupils made good progress in applying their basic mathematics skills to solve word problems. Good provision in Year 1 to improve pupils' understanding about letters and sounds encouraged them to try hard. Year 5 pupils enjoyed the opportunity to apply their knowledge about persuasive writing to write a letter of complaint to the manager of a match manufacturing factory employing women working in appalling conditions in Victorian Britain. Across the school, learning is developed well through good questioning and modelling. The school's tracking information shows that all groups of pupils, including those with special educational needs and/or disabilities and the less able, are making good progress. For example, many less able pupils in Year 5 were seen working well independently and in groups as a result of well targeted provision in English and mathematics. Well developed basic skills in literacy and numeracy and information and communication technology, coupled with very positive attitudes to learning, equip pupils very well for the next stage of their education.

Pupils say that they really enjoy school and feel safe. For example, pupils have a good understanding of internet and road safety and many are able to assess the risks associated with various dangers. Pupils have adopted very healthy attitudes to life, reflecting their Healthy School status. They choose healthy food items during lunch, and are active at playtimes. Pupils spoke excitedly to inspectors of the range of opportunities they get to take on responsibility, for example as house captains, monitors and playground buddies. Involvement in the active school council gives pupils a voice and enables them to gain the wider social and life skills they will need as they get older. Pupils show respect for different cultures and beliefs and enjoy learning about them. Though their spiritual, moral and social development is strong, pupils have insufficient opportunities to learn about the range of cultures represented in Great Britain through first hand experience.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers are skilled at making learning interesting for pupils, who understand and accept their high expectations for work and behaviour. Teachers use resources and new technology creatively to make learning more interesting. Assessment information is used well to match methods and tasks closely to the needs of all pupils. This ensures that the more able are challenged and that additional support is provided where needed by a skilled team of teaching assistants. While group targets are used to help pupils to improve their work, target setting at an individual level is less well developed.

The good curriculum has been under review and used well as a vehicle to support the renewed school aims. Having read a book by the children's author Jack Trelawny, Year 4 and 5 pupils were really excited about the opportunity to meet and question him on his anticipated visit to the school next week. Creative links identifying key skills are made between subjects in the school's long term and thematic planning. Literacy skills are developed through all subjects and this is having a good impact on pupils' improving progress. Provision for less able pupils is well established and is a strong factor in their improved attainment in English and mathematics.

<sup>1</sup> 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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The school recognises that creative links identifying key skills between subjects, is an area for further development. The school has a clear understanding of the circumstances of pupils and their families. This, together with the improved use of assessment data, is particularly valuable in enabling leaders to identify the precise difficulties faced by vulnerable pupils and to carefully tailor programmes for withdrawal and other intervention groups. The support of external agencies is sought where needed. Pupils and families are offered sound individual advice and guidance to help them make informed decisions about secondary school options in Year 6.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher has been successful in communicating a clear vision and galvanising the school community towards raising achievement for all pupils. She and her senior team provide clear direction based around the school's aims. Their concerted effort is driving improvements in teaching, assessment and the curriculum which, in turn, are leading to improvements in pupils' progress. As one teacher remarked, 'I feel privileged to have started my career at Killigrew.' The governing body is well led, has a clear understanding of the school's qualities and is fully involved in planning for the school's future. It provides support and challenge for the school in equal measure.

The school has put in place secure arrangements for safeguarding the welfare of its pupils and for making sure that those working with them are properly vetted. Responsibilities are clear, so that the school provides a safe environment for all. Staff and governors take their duties to promote equal opportunities seriously, and leaders successfully ensure that discrimination of any sort is not tolerated. As a result of concerted action at senior and middle management level, the small gap between the attainment of boys and girls is closing fast. Parents are very supportive and value the workshops equipping them with the skills to support their child's learning at home. Partnerships with other providers are strong. For example, the school's membership of the St Alban's South consortium has resulted in better provision and outcomes for pupils with additional needs. The School Sports Partnership has increased choice and opportunity through access to activities like street dancing for example, enhancing pupil's confidence and self esteem. The school has a clear understanding of the local community and the context within which it works. However, staff and governors recognise that promoting community cohesion at a national and global level is an area

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for further development.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Carefully planned induction arrangements, built on strong links with home, help children to settle quickly into Nursery. Children are happy and secure because of the emphasis placed by all staff on their welfare and safety. By the time they leave Reception, most have reached standards above those expected nationally. Given that children start school with skills and experiences which are in line with those expected for their age, this demonstrates good progress. Standards in writing have been slightly lower than other areas, but are benefitting from the focus placed on them. Support for vulnerable children is particularly good, and a strong factor in helping break down barriers to learning. As a result, these children make good progress in their social and emotional development. The good progress children make is also the result of carefully planned and stimulating activities on a daily basis. In addition, assessment information is used well to guide planning and check on every child's progress. However, sometimes opportunities are missed to use this information more sharply to help children identify the next steps they need to take to improve. Adults work well as a team, and the key worker system is particularly effective in building trusting relationships with children. The indoor environment is bright and stimulating and there is good provision for outdoor learning, facilitating free-flow activities. Resources are efficiently deployed to ensure that children have the best opportunities to learn and develop. Leaders know the setting well, set appropriate priorities for development and have effective systems for self-evaluation.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

The vast majority of parents who responded are happy with the quality of education the school provides. They are of the view that the school keeps their children safe and promotes healthy lifestyles. The vast majority are also supportive of the school's leadership. A very small minority are of the view that they are not kept well informed about the progress of their child. Inspectors checked the effectiveness of the school's work in this area and found it to be sound.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Killigrew Primary 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 141 completed questionnaires by the end of the on-site inspection. In total, there are 451 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	96	68	42	30	3	2	0	0
The school keeps my child safe	87	62	51	36	2	1	0	0
The school informs me about my child's progress	51	36	73	52	15	11	0	0
My child is making enough progress at this school	56	40	63	45	14	10	3	2
The teaching is good at this school	63	45	62	44	7	5	2	1
The school helps me to support my child's learning	56	40	69	49	12	9	4	3
The school helps my child to have a healthy lifestyle	73	52	58	41	5	4	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)	49	35	73	52	4	3	0	0
The school meets my child's particular needs	45	32	78	55	10	7	1	1
The school deals effectively with unacceptable behaviour	54	38	71	50	3	2	1	1
The school takes account of my suggestions and concerns	46	33	77	55	8	6	1	1
The school is led and managed effectively	65	46	64	45	9	6	0	0
Overall, I am happy with my child's experience at this school	81	58	49	35	6	4	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



25 June 2010

Dear Pupils

Inspection of Killigrew Primary and Nursery School, Hertfordshire, AL2 3HD

Thank you for welcoming us to your school. I particularly want to thank the pupils who gave up part of their lunchtime to talk to us. We think your school is good and has achieved a lot in the last two years.

Here are some of the good things in your school.

The care and support the school gives you are impressive. You and your parents know that you are very well looked after.

You behave well and have good attitudes to learning: as a result you are making good progress.

You are well taught because teachers organise their lessons well and give you interesting activities to do. Those of you who find learning difficult get very good support.

Your headteacher is leading the school well and staff and governors are good at helping her to make your school even better.

Here are the main things we have asked the school to improve.

Ensure that all your teachers use assessment even more sharply to set you individual learning targets and monitor your progress against them.

Give consistently good feedback when marking your work in subjects other than English and mathematics (where you already get good feedback to help you improve further).

Give you more opportunities to establish links with other organisations, both in the United Kingdom and abroad.

You can help by continuing to work hard and aiming to achieve even higher standards in relation to your learning targets.

Yours sincerely

Nasim Butt

Lead inspector

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