

Inspection of Killamarsh Junior School

38 Sheffield Road, Killamarsh, Sheffield, South Yorkshire S21 2EA

Inspection dates:

4 and 5 October 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils say they feel safe in school. They enjoy being with their friends and they like their teachers. They accept that everyone is different. They understand that some of their peers may need additional support to regulate their feelings. In the words of one pupil: 'We are all one community.'

Pupils enjoy participating in lunchtime activities. They like the different games the staff provide. They said that this has reduced poor behaviour and has made their social times calmer and more purposeful. However, although pupils get along with each other, most said that some instances of poor behaviour remain. Some pupils use derogatory language towards different groups within wider society. Pupils told inspectors that bullying does happen, but there will always be adults in school who will sort it out.

Most parents felt that their children's development is well supported in school. However, a significant group of them remain anxious about poor behaviour in school. Other parents felt that communication between home and school needed to improve.

Leaders are ambitious for pupils. Pupils spoke proudly of the school's motto of 'Killamarsh cares'. They strive to demonstrate these positive attitudes and display pride when their successes are celebrated.

What does the school do well and what does it need to do better?

Leaders, staff and governors want the best for all their pupils. In some subjects, leaders have started to identify what pupils need to know and when. However, in other subjects this work is at an earlier stage of development. Not all subject leaders have the expertise to ensure that pupils know as much of the intended school's curriculum as they should. Leaders' checks on the extent to which pupils are recalling what they have been taught have started. Nevertheless, this programme is in its infancy.

Pupils enjoy learning about different authors. In assemblies, leaders reward pupils' reading achievements. However, the curriculum for pupils who are at an early stage of reading is not well considered. Leaders recognise this and have worked with the local authority to build a new programme. These actions are overdue. This has meant that progress in reading for these pupils has slowed. Recently, leaders have purchased reading books that are more age-appropriate and motivating for pupils at the early stages of reading.

A small minority of pupils in school need additional support to manage their emotional and mental well-being. Leaders strive to meet the needs of these pupils. However, some pupils with special educational needs and/or disabilities (SEND) do not receive the precise support to meet their needs. Targets on their personal plans

are not as detailed as they could be. This does not help all pupils with SEND to succeed in knowing and remembering more of their curriculum.

Attendance and rates of persistent absenteeism remain a concern for leaders. Despite some positive actions to improve attendance, too many pupils are absent too often. Many of these are the most vulnerable pupils in school.

Pupils learn about different religions and faiths. The school's 'I-Vengers' help their peers to understand internet safety. Pupils learn about healthy relationships. They are fond of the opportunities they receive to create and experience art. Most pupils display tolerant attitudes, but not all. A small number of pupils use derogatory language towards protected groups and communities.

Teachers appreciate how leaders seek their viewpoints on new initiatives and policies. However, a significant group of staff were concerned that some pupils' behaviour was taking away adult support from meeting the needs of all pupils.

A significant number of parents expressed some concerns about the prevalence of bullying in school. Some felt that leaders do not respond quickly enough to the concerns they raise.

Governors come into school regularly to check on leaders' actions. They are beginning to use the information they receive to ask probing questions about pupils' behaviour and attendance and are holding leaders to account.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and teachers know their pupils and community well. They have established safeguarding systems that are well understood by all. All staff know how to identify pupils who may need help. They receive regular training to help them understand the local safeguarding context. The school's curriculum has been adapted to ensure pupils understand these risks. Leaders work with external professionals so that pupils and their families receive the support they need.

Leaders take allegations of bullying seriously. When parents are not happy with how allegations of bullying are dealt with, they are encouraged to discuss their concerns with the school's governors.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils at the earliest stages of reading do not receive precise support to help them to learn to read accurately. Reading books do not always match pupils' needs. This slows down their progress and limits their ability to access the whole curriculum. Leaders must ensure that the assessments for early reading help

teachers to identify the precise next steps for pupils who are at the early stages of reading. They should check that reading books are interesting, motivating and developmentally appropriate.

- Curriculum leadership varies across school. Some curriculum leaders have not acquired the expertise to lead their area of responsibility. This limits their ability to bring about improvements in their subjects. Leaders should ensure that subject leaders have the necessary knowledge and skills to lead their subject areas successfully.
- Some parents feel that leaders do not listen to their concerns and worries, particularly around pupils' behaviour. Some pupils use language that shows intolerance towards different protected groups. Leaders should ensure that systems and procedures are in place to help pupils understand the consequences of their words and actions. They must continue to improve communication with parents, and ensure pupils are well prepared for life in modern society.
- Rates of pupil absence and persistent absenteeism are too high. This results in gaps emerging in pupils' knowledge of the school's curriculum, particularly for the most disadvantaged pupils. Leaders should continue with their work to reduce the rates of absence and persistent absenteeism so that all pupils can access the full curriculum.
- The provision for some pupils with SEND is not precise. Targets on their personal plans are not specific. Adults in school do not have sufficient expertise and knowledge to ensure targets on plans link closely to pupils' needs. This slows the progress for pupils with SEND. Leaders must ensure that staff have sufficient knowledge and expertise to understand the needs, and thus plan a well-matched curriculum for pupils with SEND.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	112578
Local authority	Derbyshire
Inspection number	10241086
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	122
Appropriate authority	The governing body
Chair of governing body	Elisa Chesterton
Headteacher	Stuart Turner
Website	www.killamarshjunior.com
Date of previous inspection	22 and 23 January 2019, under section 5 of the Education Act 2005

Information about this school

- Since the last inspection, an assistant headteacher has been appointed.
- The school uses no alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher, curriculum leaders, and the special educational needs and/or disabilities coordinator.
- The inspectors carried out deep dives in four subjects: reading, mathematics, history and art and design. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also looked at curriculum plans for computing.

- The lead inspector met with three governors, including the chair of the governing body. She also had a telephone conversation with a representative of Derbyshire local authority.
- Inspectors met with groups of pupils. They observed pupils' behaviour in lessons and at other times around school. They spoke with parents at the beginning of the school day. Inspectors considered responses to Ofsted's parent, pupil and staff questionnaires.
- The inspectors met with leaders and reviewed school documents relating to safeguarding, behaviour and attendance. Documents relating to the school's strategic planning were also sampled.

Inspection team

Shaheen Hussain, lead inspector

His Majesty's Inspector

Donna Moulds

Ofsted Inspector

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