

## OFSTED INSPECTION REPORT

February 2019

**Below is a 2 page summary of our new inspection report.** (Please see the full report for details)

As you know we received an Ofsted inspection on the 22<sup>nd</sup> and 23<sup>rd</sup> of January this year. The final report is now complete. It won't be published until the 25<sup>th</sup> Feb. but we wanted to share this with you as soon as we can.

The school's overall effectiveness has been judged to **Require Improvement** (old Satisfactory) with **Good Personal Development, Behaviour and Welfare**. Outcomes for children at end of Key Stage 2 (Year 6 SATs) have been below national average and, though there was improvement in 2017, this dropped again last year. As you know, we have faced challenges over the last two years due to unavoidable staff and leadership changes (including serious illnesses and maternity) that has made it harder to maintain continuity and build from 2017's improvement. However, the report recognises the **"renewed ambition to re-establish a culture of high expectations across the school"** and that leaders are **"ensuring that further improvements in teaching and learning are being made"**.

***The inspection has highlighted many strengths. Below are "direct quotes" from the full report:***

- ✓ Current pupils' work in English and Mathematics shows that pupils' progress is improving quickly.
- ✓ Leaders prioritise the safety and well-being of all pupils. They act quickly to ensure that pupils receive the support they need.
- ✓ Teachers have excellent relationships with pupils. They know pupils well and work hard to instil positive attitudes to learning.
- ✓ Pupils appreciate the time staff give to them and the efforts they make to celebrate their learning.
- ✓ Leaders ensure that pupils' personal development and welfare are of paramount importance. Pupils enjoy coming to school and feel valued as individuals.
- ✓ Pupils are proud of their work and their school. Pupils' books are neat and well presented.
- ✓ Pupils are kind and tolerant. They play and work together harmoniously, both in lessons and at breaktimes. Pupils are respectful in school.
- ✓ The behaviour of pupils is good.
- ✓ The school's work to promote pupils' personal development and welfare is good.
- ✓ Leaders' self-evaluation is accurate. This is ensuring that further improvements in teaching and learning are being made.
- ✓ Staff have positive relationships with pupils and their families. They value and care for each member of the school community.
- ✓ Leaders have a clear understanding of the barriers to disadvantaged pupils' learning and achievement. They provide precise intervention and support so disadvantaged pupils can improve academic and social skills.
- ✓ Pupils with SEND are well supported in lessons. Teachers precisely match activities to these pupils' needs. These pupils make good progress in reading, writing and mathematics.
- ✓ The physical education (PE) and sports funding is used very well.
- ✓ Staff work as an effective team and share the desire of the headteacher for continued improvement throughout the school.

- ✓ Pupils say that they are prepared for life in modern Britain and respect those who live in it. As one pupil said, 'We are all different, but all the same. We don't judge people's lifestyle choices at this school.'
- ✓ Leaders work exceptionally well with external agencies such as multi-agency teams and educational welfare officers, to source advice and early help.
- ✓ Leaders closely monitor pupils' behaviour and attendance. They quickly spot changes in attendance patterns or in pupil behaviour. When this happens, leaders respond promptly to check that pupils are safe.
- ✓ Pupils are taught about how to stay safe. They have a growing knowledge of online safety, road safety and water safety. Pupils say they feel safe in school and that staff are quick to help them if they are worried or concerned about something.

**The inspection team also agreed with us that the school needs to improve in the following areas.** We are already working on this and will continue to prioritise the below to ensure our children get the best opportunities they can and are ready for successful futures.

**Improve the effectiveness of leadership and management by ensuring that:**

- leaders, at all levels, closely monitor and evaluate the quality of teaching, learning and assessment in their areas of responsibility and act swiftly to address any weaknesses
- governors receive further training, so they all have the necessary knowledge and skills to hold leaders to account
- the provision for cultural development ensures that pupils have a rich knowledge and understanding of other faiths, cultures and the arts.

**Improve the effectiveness of teaching, learning and assessment and improve outcomes by ensuring teachers:**

- use questioning more effectively to deepen and extend pupils' knowledge and skills in reading and mathematics
- plan activities that are better matched to the abilities of the most able pupils, so that they make the progress they should in reading and mathematics
- provide opportunities for pupils to apply and consolidate skills learned in mathematics across the wider curriculum
- plan and teach subjects, other than English and mathematics, in sufficient depth so that pupils make good progress in these subjects.

**Thank you for the continued support of your children to secure successful learning and futures for them. We will keep you updated about their progress and what we are doing to lead and deepen their understanding of the wider curriculum including faiths, cultures and the arts. Please see the full report for details on our website. [www.killamarshjunior.com/ofsted-reports](http://www.killamarshjunior.com/ofsted-reports)**



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