

Inspection of a school judged good for overall effectiveness before September 2024: Killisick Junior School

Killisick Road, Arnold, Nottingham, Nottinghamshire NG5 8BY

Inspection dates:

8 and 9 October 2024

Outcome

Killisick Junior School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Richard Jones. This school is part of Flying High Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Chris Wheatley, and overseen by a board of trustees, chaired by Neil Robinson.

What is it like to attend this school?

Killisick Junior School is a happy and caring school. The school has high expectations of pupils' achievement. Most pupils, including those with special educational needs and/or disabilities (SEND), achieve well. Pupils enjoy learning here. They say that staff are caring and make learning fun. Parents and carers are positive about how well their children develop at the school. One parent, typical of many, described the school as 'A wonderful school at the heart of the community.'

Pupils behave well in lessons and at social times. Pupils feel safe in school. They are respectful towards each other and the staff. Every morning, staff check in with pupils to ensure that they are ready to learn. Staff swiftly provide support for any pupils who need it. The school also teaches pupils how to deal with their emotions. This helps pupils to develop positive attitudes to learning.

Pupils are proud to take on leadership opportunities. For example, they enjoy being sports leaders, well-being warriors, digital leaders and members of the school parliament. Pupils benefit from a range of well-planned trips and visits that enhance the curriculum. Many pupils enjoy attending extra-curricular clubs such as choir, guitar club, handball and dodgeball.

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

The school has designed a broad and ambitious curriculum that details the knowledge that pupils should learn and when. This supports teachers in delivering the curriculum well. Teachers have good subject knowledge. They explain new ideas clearly. They use questioning well to check pupils' understanding and address any misconceptions.

The school has carefully planned how pupils will remember what they have learned. Teachers 'reactivate' pupils' learning at the start of lessons. Pupils also have 'daily recall' sessions where they revisit prior learning. This supports pupils in remembering long-term what they have been taught. As a result, most pupils progress well through the curriculum. On occasion, the activities that staff use do not support pupils to learn key knowledge as well as they could. This means some pupils do not always build securely on previous learning.

The school has prioritised reading. Pupils enjoy reading independently and listening to stories every day. Pupils learn ambitious vocabulary that supports their comprehension skills. Pupils at the earlier stages of reading get support from well-trained staff. This supports these pupils well in developing their reading fluency and confidence. By the end of key stage 2, pupils make excellent progress in reading.

The school identifies the needs of pupils well. Pupils with English as an additional language get well-thought-out support that helps them access the curriculum. Teachers skilfully support pupils with SEND. They adapt their teaching and provide extra resources so these pupils can access the curriculum and achieve well.

The school has high expectations of pupils' behaviour and provides high-quality pastoral support for pupils. The school teaches pupils how they should behave effectively. Pupils understand the school's rules of being ready, respectful and responsible. Staff deal with any conduct issues effectively. Pupils enjoy getting rewards for behaving and learning well. This helps to develop pupils' resilience and character.

The school has meticulously planned for pupils' wider development. Pupils are exceptionally well prepared for their next steps. They learn how to be safe online and about healthy lifestyles and relationships. Pupils have a good understanding of different religions and cultures. Pupils have many meaningful opportunities to develop their understanding of fundamental British values and equality. Pupils know to be kind and respectful to others. During Community Week, pupils contribute to their local community. For example, they pick litter, visit local care homes, and raise money for charities. They learn about different careers during Aspiration Day.

The school is well led and managed. The school is committed to providing pupils with the best school experience possible. Staff get high-quality professional development, so they can deliver better teaching for pupils. The trust and those responsible for governance know the school well and provide highly effective support and challenge. Staff are proud to work at the school. They feel well supported with their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, the activities that staff use do not support pupils to learn key knowledge as well as they could. This means some pupils do not always build securely on previous learning. The school should ensure that teachers plan activities that are precisely matched to the intended learning.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in September 2019.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143470
Local authority	Nottinghamshire County Council
Inspection number	10347647
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	Board of trustees
Chair of trust	Neil Robinson
CEO of the trust	Chris Wheatley
Headteacher	Richard Jones
Website	www.killisick.notts.sch.uk
Dates of previous inspection	10 and 11 September 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of Flying High Trust.
- The headteacher was appointed in September 2023.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector spoke to the headteacher, the deputy headteacher, a trust director and the CEO of the trust.
- The inspector met with the chair and the vice-chair of governors.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the responses to Ofsted's staff survey and Ofsted Parent View, including the free-text responses.
- The inspector spoke to pupils and observed pupils' behaviour during lessons and at social times.

Inspection team

Paul Halcro, lead inspector

His Majesty's Inspector

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