

Inspection of a school judged Good for overall effectiveness before September 2024: Killamarsh Infant School

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

Inspection dates:

4 and 5 March 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that aspects of the school's work may not be as strong as at the time of the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

This is a welcoming school, where pupils are happy and safe. Parents and carers appreciate the kindness that staff extend to their children. The nurturing support for children begins in the Nursery provision, where children make a positive start to their education.

The school is ambitious for all pupils to achieve well and, typically, they do. However, some pupils do not achieve well enough in some subjects. They do not remember what they have been taught and some of them have misconceptions that are not resolved.

Pupils' behaviour is a variable picture. It is positive during social times of the day. Pupils benefit from a range of engaging activities at playtimes and play happily with friends. Pupils have trusted adults, who respond appropriately to any concerns. However, at other times of the day, including during lessons, pupils do not always listen or concentrate well.

The school provides effective support for pupils' emotional well-being. Families appreciate this. Pupils benefit from wider experiences, learning outside as well as indoors. For instance, 'muddy Mondays' and 'welly Wednesdays' are popular times that are enjoyed and valued by pupils.

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

The school has a curriculum that aligns with national curriculum expectations. Some subjects, such as science, are developed more than others. For example, in science, pupils benefit from revisiting prior learning to help them remember. They use relevant vocabulary and investigate and observe things, such as plants. However, in other

subjects, including religious education and some wider curriculum subjects, pupils do not benefit from sufficient opportunities to review important knowledge.

The school is adapting its provision to meet the needs of an increased number of pupils with special educational needs and/or disabilities (SEND). Some of these pupils are supported effectively so that they can achieve well. However, other pupils with SEND do not get help that is well suited to their needs. For instance, there are times when these pupils do not benefit from appropriate curriculum adaptations to ensure that they can access the learning fully.

Teachers devise some appropriate activities to help pupils learn. For instance, they provide practical equipment to help pupils get to grips with number and calculation in mathematics or observe plants in science. Teachers typically introduce new knowledge in appropriate steps that pupils can follow. However, strategies to identify and resolve pupils' misconceptions are not always used effectively, meaning that mistakes remain.

Reading is prioritised. Pupils generally understand the routines for learning phonics. They can break words down into their different parts. Many pupils use this skill to good effect when sounding out unfamiliar words. However, staff do not pick up on errors when pupils apply their phonic knowledge to words that they write. When pupils struggle with their reading, they benefit from additional support.

The writing curriculum is in the process of being developed and implemented. Currently, pupils do not spell with routine accuracy or use a consistent approach to handwriting. This affects how accurately and fluently pupils write.

The early years provision is caring and nurturing. Children learn in a well-resourced environment. For example, they explore measures with trundle wheels outdoors and enjoy pretending to sell vegetables in a shop. The nursery curriculum is a particular strength. Children in the Nursery enjoy using story language and songs during play to help them become curious, confident learners.

Pupils understand important values, such as respect for others. Most pupils respond well to staff reminders about behaviour. However, staff do not maintain a consistent approach of high expectations in class. Pupils sometimes interrupt learning and call out. Some do not listen as well as they need to in order to focus appropriately on their learning.

Pupils understand ways to stay safe online. They know about eating a healthy diet. The school provides a range of clubs to extend pupils' interests and hobbies, such as football and science club. There are also opportunities for pupils to have responsibilities. They enjoy being 'mini-leaders' and helping out at lunchtime.

Leaders have taken some effective actions to improve the school. However, there is more to do to secure the quality of the provision. Staff are a positive and collegiate team. They appreciate support for their workload and well-being. Governors know the school well and understand their responsibilities. The school draws on appropriate external expertise to support its improvements.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The support for pupils with SEND does not always meet these pupils' needs well. They do not always benefit from a curriculum that is adapted effectively according to their needs. The school must continue to review the provision for pupils with SEND. It must ensure that staff have suitable knowledge and expertise, so that they can provide the help that pupils with SEND need to achieve well.
- In some subjects, the curriculum is not implemented well enough. Pupils do not have enough opportunities to revisit what they have learned. They sometimes make mistakes that are left uncorrected. When this happens, pupils cannot remember important knowledge they have been taught and do not have firm foundations on which they can build. The school must ensure that the curriculum is implemented effectively in each subject, so that pupils can secure their knowledge.
- Currently, the school's approach to teaching pupils how to write is not consistent. Pupils do not routinely draw on their phonic knowledge to spell accurately or apply a fluent handwriting style. This means that the quality of pupils' writing is frequently not of a high-enough standard. The school must make sure there is an effective approach to teaching pupils how to write so that they are fluent and accurate.
- The school's approach to managing behaviour during lessons is not applied consistently. Some pupils interrupt the learning and miss out on important information. The school must ensure that staff maintain consistently high expectations of pupils' behaviour so that all pupils benefit from disruption-free learning and can focus their attention on their studies.

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 July 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	112579
Local authority	Derbyshire
Inspection number	10347351
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	164
Appropriate authority	The governing body
Chair of governing body	Sandra Fraser
Headteacher	Tracey Dolman
Website	www.killamarshinfants.co.uk
Date of previous inspection	10 July 2019, under section 5 of the Education Act 2005

Information about this school

- The number of pupils with SEND has increased since the previous inspection, particularly in the last 12 months.
- The school does not make use of 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 their evaluation of the school.
- The inspector met with senior leaders, subject leaders and representatives from the local governing body. The inspector spoke with a representative from the local authority.

- The inspector visited a sample of lessons, spoke with some pupils about their learning and looked at samples of pupils' work.
- The inspector considered the provision for pupils with SEND.
- The inspector discussed pupils' attendance and behaviour with school leaders.
- The inspector considered the views of parents who responded to Ofsted's survey, Parent View.
- The inspector held discussions with staff and with pupils.
- The inspector considered a wide range of evidence, including the documents published on the school's website.
- 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.

Inspection team

Donna Moulds, lead inspector

Ofsted Inspector

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