

Kingmoor Junior School

Address: Liddle Close, Lowry Hill, Carlisle, Cumbria, CA3 0DU

Unique reference number (URN): 112229

Inspection report: 13 January 2026

Exceptional	
Strong standard	●
Expected standard	● ● ●
Needs attention	● ●
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Personal development and wellbeing

Strong standard 

Leaders have designed a carefully considered and well-sequenced personal development programme that prepares pupils well for life in modern Britain. Pupils develop secure knowledge through the personal, social and health education and relationships and sex education curriculum. They learn about diversity and understand and respect differences between people, including those relating to different religions and beliefs. Pupils have an age-appropriate understanding of healthy relationships, including consent. They know how to keep themselves safe online and offline. Pupils' knowledge of fundamental British values, such as democracy, the rule of law and mutual respect, is secure. They can explain what these values mean and how they apply them in their daily lives.

Pupils benefit from extensive and well-planned opportunities to develop their character. They take part enthusiastically in clubs, school productions and music festivals. Residential visits are particularly valued and help pupils to develop independence, teamwork and resilience. Pupils also visit places such as science museums, which broaden their experiences and support their wider learning. Pupils develop perseverance and confidence through their participation in activities such as sports competitions. Pupils value the leadership responsibilities available to them. They relish opportunities to take on roles such as joining the tech team or becoming playground leaders. These roles help pupils to develop confidence, responsibility and leadership skills. Pupils speak warmly about welcoming new pupils to the school and forming friendships quickly, which reflects the school's inclusive culture.

Leaders ensure that disadvantaged pupils and those with special educational needs and/or disabilities access the full range of opportunities available. Leaders remove barriers to participation so that all pupils can benefit from the school's rich and inclusive offer. Pupils are proud of their school and the opportunities it provides. They understand the importance of treating everyone fairly and with respect, regardless of differences. The school's thoughtfully designed programme supports pupils to become confident, responsible young people who are well prepared for their next stage of education.

Expected standard

Attendance and behaviour

Expected standard 

Leaders set high expectations for attendance so most pupils attend regularly. Leaders' checks enable them to identify pupils who are persistently absent. Staff work closely with families to understand and address barriers to attendance. Where pupils have struggled previously, they have benefited from effective and timely support from the school. This has helped them to sustain more regular attendance.

Pupils behave well in lessons and around the school. Clear routines contribute to a calm and orderly environment. Pupils understand and follow the school's expectations. Relationships between staff and pupils are warm and respectful. Bullying and discriminatory

behaviour are rare. Pupils say that when incidents do occur, they feel confident to speak with a trusted adult and know that concerns will be dealt with effectively. Pupils respond positively to the careful and consistent support provided by adults to help them develop strategies to cope with their emotions. This work is beginning to have a positive impact, including a reduction in suspensions.

Inclusion

Expected standard 

Leaders have created an inclusive culture where pupils with different needs are welcomed and supported. Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) are fully included in all aspects of school life. Pupils access the same opportunities as their peers, including clubs, school trips and residential visits. For example, pupils with SEND take pride in representing the school at county-wide sporting competitions.

Staff act quickly and effectively to identify pupils' learning needs. Staff work closely with pupils, parents and carers and draw on external agencies where appropriate, to plan and adapt the curriculum. This contributes to reducing pupils' barriers to learning effectively. As a result, pupils with SEND and disadvantaged pupils learn the same ambitious curriculum as their peers. Leaders provide effective training for staff and carefully monitor the progress pupils make. Generally, this enables them to adjust support promptly when needed.

Leaders use additional funding thoughtfully and strategically to support pupils, including those who are disadvantaged. For example, leaders provide targeted support for pupils who need help to improve their reading skills. Overall, approaches to support disadvantaged and vulnerable pupils are understood and implemented by staff. However, teachers do not always identify gaps in pupils' prior knowledge with sufficient precision. As a result, some pupils, including those with barriers to learning, do not always build knowledge as securely as they could.

Leadership and governance

Expected standard 

Leaders have a secure understanding of the school's context and have identified clear priorities for improvement. These include addressing gaps in pupils' prior learning and improving pupils' fluency in writing and mathematics. Leaders' purposeful action is improving the quality of teaching through effective professional development and targeted support for staff. For example, teachers now use planned activities more routinely to help pupils revisit and remember what they have learned. Leaders provide training to support teachers to adapt their teaching effectively for pupils with additional needs. This work is enabling more pupils to learn successfully. Leaders are aware that some pupils continue to have gaps in their knowledge and are taking further steps to address this. They recognise that ensuring greater teaching consistency across subjects remains a priority. The impact of leaders' actions is also evident in improved attendance and reduced suspensions.

Governors understand the school and its community well. They visit the school regularly to gain first-hand insight into pupils' experiences and progress. Governors ask well-informed, appropriately challenging questions about pupils' outcomes and the quality of education. This helps them hold leaders to account effectively. Governors fulfil their statutory responsibilities, including with regard to safeguarding and equality. They ensure that leaders'

decisions are made in pupils' best interests, particularly in securing appropriate experiences and support for disadvantaged pupils.

Staff value the care and support provided by leaders. Staff at the early stages of their careers receive thoughtful mentoring to support their development. Leaders are mindful of staff workload when introducing change, which helps staff to feel valued, supported and able to implement improvements successfully.

Needs attention ●

Achievement

Needs attention ●

Some pupils do not achieve as well as they could. In particular, some younger pupils struggle with handwriting and spelling, which limits their ability to write fluently and express their ideas clearly. As a result, these pupils find it harder to build secure knowledge over time. Across the wider curriculum, pupils do not consistently make connections between what they are learning now and what they have learned previously. This means that pupils do not always develop detailed and well-connected knowledge across subjects. Consequently, some pupils are not as well prepared for their next stages of education as they could be.

Pupils' published outcomes in national curriculum tests are broadly in line with national averages. Some pupils are beginning to remember more of what they have learned. Most pupils read accurately and fluently. Leaders' work to improve pupils' fluency in mathematics is helping pupils to recall what they know more quickly and apply it with increasing confidence. Teachers are addressing gaps in older pupils' learning, which is supporting these pupils to develop more secure knowledge over time.

Curriculum and teaching

Needs attention ●

Teaching does not consistently enable pupils to learn well. Some teachers do not routinely check what pupils already know and can do before introducing new learning. As a result, some pupils, particularly younger pupils, are not able to write or spell fluently. This limits their ability to build secure knowledge and skills over time.

Leaders have designed an ambitious curriculum that meets the expectations of the national curriculum. Teachers have secure subject knowledge. Some use this effectively to help older pupils, identifying and addressing gaps in pupils' learning. In some subjects, teachers provide opportunities for pupils to revisit and build on prior learning. This supports pupils to remember what they have learned more securely. Consequently, older pupils are beginning to develop deeper and more connected knowledge.

Reading is a high priority across the school. The reading curriculum is well structured and supports pupils to develop fluency. Teachers make effective adaptations to ensure that pupils with barriers to learning are able to access the curriculum. Most pupils read fluently.

Pupils at the early stages of learning to read receive timely and well-targeted support. This helps them to catch up quickly and become fluent readers.

What it's like to be a pupil at this school

Pupils enjoy coming to Kingmoor Junior School. They value seeing their friends each day and appreciate the extensive range of opportunities the school provides. Pupils take part enthusiastically in clubs and school productions, such as 'Robin Hood' and 'The Jungle Book', as well as music festivals. They remember these experiences vividly and talk warmly about trips and visitors that help them develop their character and broader interests.

The school has high ambitions for pupils' achievement and wants the best for them. However, some pupils do not achieve as well as they could. In particular, some younger pupils struggle with handwriting and spelling. This limits their ability to write fluently and makes it harder for them to build secure knowledge over time.

Pupils feel safe at school. They know they can speak to a trusted adult if they have any worries or concerns. The curriculum helps pupils to understand how to keep themselves safe, including when online. Pupils learn about and respect differences between people, including those relating to different religions and beliefs. This helps to prepare them well for life in modern Britain. Pupils form positive relationships with staff and their peers. They welcome new pupils warmly and form friendships quickly.

Pupils behave well around the school and follow the school's expectations. Bullying is rare. Pupils say that when it does occur, adults deal with it effectively. Pupils value opportunities to take on leadership responsibilities, such as joining the tech team or becoming playground leaders. These roles help pupils to develop confidence and responsibility. Pupils gain a sense of community through these contributions to school life.

Next steps

- Leaders should ensure that teachers consistently identify and address gaps in pupils' prior knowledge, particularly in spelling and writing, so that all pupils learn to write fluently and accurately.
 - Leaders should ensure that teachers help pupils to make secure connections with prior learning, so that pupils develop detailed and well-connected knowledge over time.
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About this inspection

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the deputy headteacher and several other leaders, including the special educational needs coordinator, during the inspection. Inspectors met with representatives of the governing body and local authority. Inspectors spoke with several pupils, staff, parents and carers. They considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school makes use of one alternative provision.

Headteacher: Hayley Robertson

Lead inspector:

Mark Hazzard, His Majesty's Inspector

Team inspectors:

Philip Barlow, Ofsted Inspector

Sue Bowman, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 13 January 2026

School and pupil context

Total pupils

348

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

300

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

16.95%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.74%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

14.66%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	61%	Close to average
2024/25 (revised)	60%	62%	Close to average
2023/24 (final)	61%	61%	Close to average
2022/23 (final)	72%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	74%	Close to average
2024/25 (revised)	80%	75%	Close to average
2023/24 (final)	69%	74%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	80%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	72%	Close to average
2024/25 (revised)	76%	72%	Close to average
2023/24 (final)	72%	72%	Close to average
2022/23 (final)	80%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	73%	Close to average
2024/25 (revised)	73%	74%	Close to average
2023/24 (final)	68%	73%	Close to average
2022/23 (final)	91%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	36%	46%	Below
2024/25 (revised)	36%	47%	Close to average
2023/24 (final)	36%	46%	Close to average
2022/23 (final)	36%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	62%	Close to average
2024/25 (revised)	64%	63%	Close to average
2023/24 (final)	53%	62%	Close to average
2022/23 (final)	55%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	59%	Close to average
2024/25 (revised)	55%	59%	Close to average
2023/24 (final)	50%	58%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	55%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	51%	60%	Close to average
2024/25 (revised)	55%	61%	Close to average
2023/24 (final)	40%	59%	Below
2022/23 (final)	64%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	36%	68%	-32 pp
2024/25 (revised)	36%	69%	-33 pp
2023/24 (final)	36%	67%	-32 pp
2022/23 (final)	36%	66%	-30 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	57%	80%	-23 pp
2024/25 (revised)	64%	81%	-17 pp
2023/24 (final)	53%	80%	-26 pp
2022/23 (final)	55%	78%	-24 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	53%	78%	-25 pp
2024/25 (revised)	55%	78%	-24 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	55%	77%	-23 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	51%	80%	-28 pp
2024/25 (revised)	55%	81%	-26 pp
2023/24 (final)	40%	79%	-39 pp
2022/23 (final)	64%	79%	-16 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.3%	5.2%	Below
2023/24 (3 term)	5.3%	5.5%	Close to average
2022/23 (3 term)	4.5%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.8%	13.3%	Below
2023/24 (3 term)	13.2%	14.6%	Close to average
2022/23 (3 term)	11.7%	16.2%	Below

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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