

Tribal
1-4 Portland Square
BRISTOL
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0845 123 6001
Direct F 0117 315 0430
Email: rebecca.jackson@tribalgroup.com



16 March 2011

Mrs Sandra Hunter
Headteacher
Knights Enham Infant School
King Arthurs Way
Andover
Hampshire
SP10 4BS

Dear Mrs Hunter

Ofsted monitoring of Grade 3 schools: monitoring inspection of Knights Enham Infant School

Thank you for the help which you and your staff gave when I inspected your school on 15 March 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. In particular, I would like to thank the governors and parents for coming into school to meet with me.

Since the previous inspection there have been no significant changes in the school. The school, however, has received the UNICEF Rights, Responsibilities and Rewards award.

As a result of the inspection on 15 March 2011, the school was asked to address the most important areas for improvement, which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Pupils' achievement is good. Attainment is average and pupils make good progress in their learning from very low starting points. Progress in the Early Years Foundation Stage is good and this continues to provide a strong foundation for further learning. Pupils' writing improved significantly in 2010 and is now average; this mirrors their attainment in reading and mathematics. School data and evidence from the visit indicate that pupils in the current Year 2 are on track to reach average attainment in all subjects in 2011. Tracking data provided by the school show that Year 1 pupils are making good progress. This indicates sustained improvement since the previous inspection.

In lessons, pupils are well behaved and now make good progress because of teachers' emphasis on pace of learning, clear explanations and good quality opportunities to work independently. In writing in particular, improvements have been made as a result of a greater focus on writing tasks, better use of assessment to inform planning, and good quality feedback to pupils. This has led to pupils knowing their targets and having a much clearer understanding of how to improve their writing. Extra help for those pupils who are falling behind with their writing has ensured that the needs of all pupils are being met effectively. The school has reviewed its marking policy to enable a consistent approach to good quality marking and feedback. While improvements have been made, senior leaders acknowledge that this is an area for further development, particularly with regards to consistency in Years 1 and 2.

Planning to meet the differing needs of all pupils is regularly monitored by the senior leaders. Provision for more-able pupils has improved and this is particularly the case in writing. All the senior leaders are involved in observing lessons and focus rigorously on pupils' learning. Teachers have taken on board the outcomes of lesson monitoring and individual feedback and pupils' learning has improved as a result. Teaching assistants are provided with separate feedback and as a consequence play a strong part in helping pupils to learn. Observations undertaken as part of the visit confirm the accuracy of the school's view of the quality of teaching.

Pupils' attendance is a continuing challenge for the school. However, they have made good progress in improving the attendance of all pupils, with every year group showing improvements. While still below average, this improvement is due to a sustained focus within the whole-school community. The school has an innovative rewards system, including working with a local business that provides vouchers for good attendance. The school has made every effort to continue to develop strong relationships with parents, and this continues to be a strength. The school sees parents as vital in achieving consistently better attendance. The school has received support in respect of attendance from the local authority, who acknowledge the efforts the school is making in this area.

Pupils' understanding of their locality and local community is good. The school is in contact with other schools in the United Kingdom to forge meaningful links to develop pupils' understanding of other cultures that exist within Britain. Progress in this area has been fairly limited, but the curriculum has been enhanced to cover other aspects of British life using the Rights, Responsibilities and Rewards programme as a focus to develop pupils' understanding. This is an area that the senior leaders and governors understand needs further development.

Staff at all levels have taken on board the challenges provided by the previous inspection. They continue to have a shared vision for the school and share a determination to improve the educational outcomes for all pupils. This commitment, the obvious improvements from the previous inspection and the strong leadership of

the headteacher, senior staff and governors underpin the school's improving capacity for improvement.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Bill James

Additional Inspector

Annex

The areas for improvement identified during the inspection which took place in March 2010

- By July 2010, raise achievement in writing through :
 - increasing opportunities to consolidate writing skills and reinforce the written word
 - ensuring that suitable strategies are put in place to support pupils with their written work.

- By July 2010, improve teaching so that it is consistently good through:
 - ensuring that the pace of learning is brisk, that teachers do not talk for too long and that pupils have sufficient opportunities for independent learning
 - ensuring that all marking gives pupils clear guidance on what they need to do to improve their work
 - ensuring that pupils are given time to correct their work.

- By September 2010, improve pupils' rates of attendance further through:
 - continuing to work with all those responsible for ensuring that they attend more regularly.

- By July 2010, improve pupils' awareness of the cultural diversity in the United Kingdom by fostering links with a contrasting school so that pupils can gain a better understanding of other backgrounds and cultures.