

Knight's Enham Junior School

Inspection report

Unique reference number	116014
Local authority	Hampshire
Inspection number	379187
Inspection dates	11–12 July 2012
Lead inspector	Najoud Ensaff

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	167
Appropriate authority	The governing body
Chair	Robin Hughes
Headteacher	Anne Hughes
Date of previous school inspection	3–4 December 2007
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Introduction

Inspection team

Najoud Ensaff

Additional inspector

Jim McVeigh

Additional inspector

This inspection was carried out with two days' notice. Twenty-one lessons or part lessons were observed; eight teachers, supported by teaching assistants, were seen. Discussions were held with pupils, staff and representatives of the governing body. Inspectors took account of the responses to the on-line Parent View questionnaire in planning the inspection. They observed the school's work, and looked at a range of school records, tracking data, policy documents, teachers' lesson plans and curriculum planning, pupils' work, and 62 questionnaires that were returned by parents and carers, as well as questionnaires completed by staff and pupils.

Information about the school

Knights Enham Junior School is smaller than the average-sized primary school. Almost all pupils are White British and there are very few pupils from minority ethnic backgrounds, or who speak English as an additional language. The school has an above-average proportion of disabled pupils and those who have special educational needs who are supported at school action plus or with a statement of special educational needs. Of these, most relate to moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is well above average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The school is part of the Discovery Federation, a hard federation with two other schools that share a headteacher, governing body, librarian and inclusion manager. A head of school has been in post at the school since 2010, following a period as deputy headteacher at the school.

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. A positive learning ethos permeates the school and pupils' spiritual and moral development is particularly well promoted. A strong and shared ambition for improvement has ensured that previous good achievement has been sustained and former weaknesses addressed since the last inspection. Teaching is not yet sufficiently, or consistently, of high quality to raise the school's overall effectiveness to outstanding.
- Pupils enter the school with attainment that is generally low. They make good progress so that, by the end of Key Stage 2, attainment is broadly average. Attainment has been on an upward trend since 2010. There are relative weaknesses in attainment in writing, and in the number of pupils working at the higher levels in English and mathematics. Disabled pupils and those who have special educational needs achieve particularly well.
- Pupils have very positive attitudes to learning. They are welcoming and courteous. Teachers' management of pupils' behaviour is effective, so that behaviour seldom disrupts the flow of learning. Pupils feel safe at school and have a good understanding of how to keep safe.
- Teaching is mainly good. Lessons often take pupils on an imaginative learning journey that motivates them well. Although activities are usually challenging, occasionally they are not matched precisely enough to pupils' different starting points or range of abilities. At times, learning is too teacher led or slow paced and, although marking is regular and rigorous, it does not always provide enough challenge for the most able pupils or refer to pupils' individual targets. As a result, pupils' progress is good rather than outstanding.
- Leaders and managers monitor teaching effectively and the role of middle leaders has developed since the previous inspection. Staff performance is managed well. The topic-based curriculum is used creatively to stimulate pupils' interests and is a strength of the school.

What does the school need to do to improve further?

- Increase the proportion of good or better teaching by ensuring that:

- teachers always maintain a brisk pace in lessons
- teaching consistently provides pupils with opportunities to take ownership of their learning.
- Raise the attainment of pupils, particularly in writing, by ensuring that:
 - teachers consistently plan lessons that offer challenge to pupils of all abilities
 - pupils are consistently provided with opportunities to respond to personalised and challenging targets.

Main report

Achievement of pupils

Pupils enter Year 3 with skills and abilities that are generally well below those expected for their age. They quickly embrace the positive learning ethos of the school, responding very well to adults and listening attentively when taught. When given the opportunity to work more freely, pupils cooperate well with each other. The good gains pupils make in their learning and development across the school mean that they leave at the end of Year 6 with attainment in English and mathematics that is broadly average. By the end of Key Stage 2, attainment in reading is average and improving.

Almost all parents and carers rightly believe their children are making good progress at the school; several comment positively on improvements in their children's skills. The school's strong focus on lifting achievement has paid off and attainment has been on an upward trend over recent years. From their starting points, pupils make quicker progress than others nationally. Recent Year 6 assessment data indicate that attainment in mathematics and reading is stronger than in writing.

By the end of Year 6, the proportion of pupils reaching Level 5, the highest level at this age, has risen to be broadly in line with national figures. The achievement of pupils known to be eligible for free school meals has improved; these pupils make at least good, and sometimes outstanding, progress to attain average levels. The school works hard to successfully break down potential barriers to learning for disabled pupils and those who have special educational needs and this enables them to engage fully and achieve particularly well.

Observation of lessons shows pupils have positive attitudes to learning and this translates into good achievement. Progress in lessons for all pupils is good across the school, but pupils do not always have enough opportunities to take ownership of their learning through independent and collaborative work. They respond well to tasks, demonstrating pride in their work, and rise well to challenges. In the lessons where pupils made the best progress, learning was fun so that pupils were extremely well engaged, the pace was brisk and work was very well matched to their needs. All teachers use 'next step' targets in feedback but pupils do not always have the opportunity to apply these to promote more rapid progress; those working at the

higher levels are not always challenged enough through their individual next steps.

Quality of teaching

Teachers' subject knowledge and positive enthusiasm make a significant contribution to the clear sense of purpose and enjoyment in lessons. Varied and imaginative teaching effectively sustains pupils' interest. The best teaching was seen in lessons where learning was made fun and active. This resulted in pupils who were extremely well motivated and excited about learning. For example, pupils in Year 6 were effectively prepared for literacy learning through brain gym exercises before being taken on a time-travelling journey to a Victorian market square. Drama was used well here as pupils performed a 'sound circle' to replicate what they might hear in a Victorian market. In a Year 6 mathematics lesson, pupils were well challenged to consider the best route, based on security numbers, for the Queen to take to the Olympics. Creative and interactive opportunities such as these require pupils to use skills from different subjects across the curriculum and contribute well to pupils' spiritual and social development. Although most pupils are keen to contribute to whole-class discussions led by the teacher, occasionally lessons are too teacher led. Teachers sometimes miss opportunities for pupils to take ownership of their learning by becoming more actively involved in independent work, for example through talking together in pairs and small groups or by solving challenging problems.

Often, teachers' good questioning skills encourage pupils to reflect and make links in their learning. Teachers typically customise tasks to meet pupils' different needs, by offering additional support or more challenging work. However, this level of precision in matching work to individual ability levels is sometimes missing, so that, in the small number of weaker lessons different groups of pupils do not always progress as rapidly as possible. In the main, teachers carefully use pupils' responses during lessons to adapt their teaching in order to sustain a good pace of learning, but sometimes pupils work as a class or individually for too long so that the pace of progress slows.

Marking offers pupils great encouragement and regularly identifies what they have done well and what they need to do to improve. It does not consistently relate to personalised targets and sometimes the targets and pointers for improvement provided for the most able pupils are not challenging enough. Pupils do not always have opportunities to respond and follow the advice given through marking, particularly in writing.

Focused interventions and effective support by learning support assistants for disabled pupils and those who have special educational needs are very effective in helping them to make good, and sometimes better, progress from their individual starting points. Teachers plan activities that encourage pupils' reading and this ensures good progress in this aspect.

Overall, teachers' expectations enable most pupils to make good, and sometimes better, progress with a curriculum that matches most pupils' needs well and which is

helping to stimulate their creativity effectively.

Behaviour and safety of pupils

Knight's Enham Junior pupils adhere to the Knight's Code, and this ensures that they behave and learn well. The overwhelmingly positive views of parents, carers, staff and pupils regarding behaviour indicate that this good conduct is typical. When provided with the opportunity to work independently or collaboratively, pupils' behaviour has a marked impact on raising their achievement.

Pupils are courteous and considerate of each other and other adults. Teaching staff manage pupils' behaviour well. Pupils have a good understanding of different types of bullying, such as verbal or emotional. They are aware of issues relating to cyber-bullying and, as they move up through the school, they develop a secure understanding of how to stay safe on the internet. Sustained improvement over several years means that attendance is now broadly average for all pupils. Pupils reported that they get on well together at school, that incidents of bullying are rare and that staff deal effectively with any incidents that arise.

Overall, pupils report that they feel very safe, and their parents and carers agree. One parent wrote of the school being a 'wonderful nurturing' place; another referred to the support and help offered to her child in developing respect for others.

Leadership and management

Leadership and management are good. Attainment, particularly in mathematics and reading, has improved since the last inspection and attendance rates have risen. Pupils' good achievement has been well sustained. This proven track record indicates the school is well placed to secure further improvement.

The executive headteacher and head of school's drive and ambition secure the confidence of the whole school community. Staff are strongly united in their shared ambition for pupils. The extremely supportive views of parents and carers exemplify the exceptionally strong links the school has with them.

The increased expertise that has come with the move to a hard federation means that senior leaders across the Discovery Federation monitor teaching effectively, sharing good practice well. Subject leaders at the school are increasingly involved in monitoring planning and in delivering staff training, which is having a positive impact on the overall quality of teaching and on pupils' achievement. Leaders use performance management well to develop the skills of the staff. Tracking of individual pupils' progress is thorough. Senior leaders regularly hold attainment and progress reviews with staff and underachieving pupils are targeted for additional support. With this sophisticated analysis, evaluation and monitoring, leaders have been able to lift achievement, particularly for pupils known to be eligible for free school meals.

Leaders and governors make sure that safeguarding is secure and meets statutory

requirements. Gaps between the performance of different groups are closing, indicating that equality is adequately promoted. The school community asserts that it does not tolerate discrimination of any kind and racist incidents are extremely rare.

Pupils have effective opportunities to apply their skills across a creative curriculum. For example, pupils experienced great awe and wonder at seeing butterflies grow from caterpillars in Year 5, while others developed their musical, literary and artistic skills well when learning about the Calypso Carnival and playing on African drums. As a result of the strong focus on rights, respect and responsibilities, and the school's behaviour code, pupils' moral development is promoted well. Enrichment activities through daily lessons, together with the wide variety of extra-curricular activities, promote pupils' spiritual, moral, social and cultural development effectively.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 July 2012

Dear Pupils

Inspection of Knight's Enham Junior School, Andover SP10 4BS

Thank you very much for giving us such a warm and friendly welcome when we visited your school recently. We really enjoyed meeting you. Thank you especially to all of you who answered our questionnaire, talked to us, shared your work or read to us. You told us that you enjoy school and we can see why. Knight's Enham Junior School is a good school. These are the best things about your school.

- You have positive attitudes to learning and you work hard. You behave well and this helps you to make good progress.
- Many of your teachers go to a lot of effort to make lessons exciting and fun.
- You have lots of opportunities to reflect and learn right from wrong.
- Everyone in the school wants the very best for you. Together, they work hard to improve things.

Those responsible for running the school are always thinking about what they can do to make the school the best it can possibly be. To help with this, we have asked them to do these things to make your school even better.

- Make sure that your lessons always move at a good pace.
- Make sure that you are given more opportunities to learn for yourselves and to work in pairs or groups.
- Make sure that activities in lessons always have exactly the right amount of challenge for each of you so that you make even faster progress, especially in writing.
- Make sure that you are given challenging targets in your work and opportunities to respond to your teachers' comments in marking.

You can all help by continuing to come to school as often as you can, keeping those positive attitudes, and trying your very best to always follow the advice your teachers give you when they mark your work.

Yours sincerely

Najoud Ensaff
Lead inspector

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