

# John Keble Church of England Primary School

Hursley Park Road , Hursley , Winchester, SO21 2LA

**Inspection dates** 6–7 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Attainment is above average by the end of Year 6. Across the school, most pupils make good progress in reading, writing and mathematics, given their starting points. Progress in Year 6 is very good.
- Good teaching ensures that pupils learn well. Teachers plan interesting, well-structured lessons that engage and motivate pupils and promote learning.
- Strong, dynamic leadership by the headteacher and head of teaching and learning is ensuring the school is improving rapidly after a period of decline.
- Excellent relationships across the school ensure pupils feel very safe, behave well and enjoy all that is on offer.
- Thorough tracking of pupils' progress has enabled the school to quickly identify pupils falling behind and put clear steps in place to ensure they catch up.
- Strong, sensitive support for disabled pupils and those with special educational needs ensure they make good progress both personally and academically. Support staff make an effective contribution to provision for them.
- Topic work engages pupils well. Pupils speak enthusiastically of their geography work on coasts and rivers, and the exciting trips they had as part of these topics.

### It is not yet an outstanding school because

- Teachers do not always ensure lessons challenge all pupils so that they can make the best possible progress. Nor do they give them enough opportunities to solve problems in mathematics.
- Staff in the Early Years Foundation Stage do not always challenge and question to deepen the children's understanding when engaged in play activities
- Leaders of subjects and aspects are not yet fully holding staff accountable, particularly through observation of what is happening in the classroom.
- Members of the governing body are not yet checking the work of the school thoroughly enough to be able to be fully effective in helping the school make further progress.

## Information about this inspection

- The inspector observed 12 lessons or part-lessons, of which several were joint observations with the headteacher.
- Meetings were held with a group of pupils, the Chair of the Governing Body and five other governors, a local authority officer, the headteacher and other senior staff.
- The inspector took account of the 61 responses to the online Parent View survey.
- The inspector observed the school's work and looked at a number of documents, including the school's own information on pupils' current progress, planning and checks on the quality of teaching, records relating to behaviour and attendance, and documents relating to safeguarding.
- The inspector listened to pupils from Year 2 and Year 6 read.

## Inspection team

Janet Sinclair, Lead inspector

Additional Inspector

# Full report

## Information about this school

- John Keble is a smaller-than-average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also average.
- The very large majority of pupils are White British.
- The number of pupils eligible for additional funding through the pupil premium (additional funding for pupils looked after by the local authority, from armed forces families, or those known to be eligible for free school meals) is below average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- Pupils are taught in four mixed-age classes (Reception/Year 1, Year 1/2, Year 3/4, Year 4/5) and one single-age class (Year 6).
- The school has a breakfast club which was looked at as part of this inspection.
- The headteacher, appointed in April 2012, is executive headteacher of two schools. The schools are in consultation regarding federated status.
- There have been several staff changes in the recent past, including three interim headteachers prior to the appointment of the current headteacher. The school has a temporary head of teaching and learning.

## What does the school need to do to improve further?

- Ensure that teaching always challenges all pupils, so that they can make the best possible progress, and gives them more opportunities to use their problem-solving skills in mathematics.
- Ensure that staff in the Early Years Foundation Stage always provide challenging experiences in children's play and use questioning that deepens their understanding.
- Increase leadership capacity from good to outstanding by:
  - enabling staff who lead subjects and aspects to observe teaching, in order to support staff and increase accountability
  - ensuring governors check the work of the school more thoroughly.

## Inspection judgements

### The achievement of pupils

is good

- Attainment is above the national average in English and mathematics for pupils currently in Year 6. Their progress is very good.
- Progress across the rest of the school is mostly good. Greatly improved tracking enables the school to quickly identify pupils not doing well enough and put measures in place to ensure they get enough help so they can catch up. This helps to ensure equality of opportunity and discourages any discrimination.
- Children start school with skills and abilities that are typical for their age and sometimes better. They make good progress in reading and writing due to teaching of letters and sounds (phonics) and regular opportunities for reading and writing.
- Pupils with disabilities and special educational needs make good progress. This is because they are quickly identified and monitored by the headteacher and special educational needs coordinator, who ensure that teachers and teaching assistants provide small-group and individual support.
- There are a very small proportion of pupils who attract the pupil premium because they are eligible for free school meals. The school uses the funding well to provide a range of measures that increase pupils' rates of progress in English and mathematics. Their attainment in national tests at the end of Key Stage 2, including their average point score (a method of measuring attainment), is better than the national average for their group, as is their progress.
- The school ensures pupils achieve well in reading through well-planned guided reading sessions that focus on key skills, reading challenges and regular reading homework.
- Pupils' writing skills are good. This is due to clearly defined expectations for pupils' learning in each lesson and specific next steps being set to ensure improvement. Additionally, topics are used very well as opportunities for extended writing.
- Progress in mathematics is good, with an increased emphasis on mental mathematics and calculations. However, there is not enough emphasis on pupils solving practical problems related to real-life situations, and this slows progress. When pupils do get the chance to solve mathematical problems, as was seen in a Year 3/4 lesson where pupils were making 'magic pyramids', pupils were fully engaged and developed their reasoning skills well.

### The quality of teaching

is good

- The majority of pupils achieve well due to good, and occasionally excellent, teaching. Lessons are well planned and organised with interesting content that engages pupils in their learning.
- Relationships are strong and staff make use of resources to motivate pupils. For example, in Year 6, a video clip of the assassination of the Duke Franz Ferdinand at Sarajevo engrossed pupils and enabled them to give an eye witness account of a historical event.
- Teachers plan well for guided reading. They make sure that the group work is well matched to pupils' learning needs and support staff are well briefed so that they can provide guidance. Additionally, pupils have reading journals for their written work which teachers carefully mark, and this supports their reading development well.
- Teaching of letters and sounds enabled pupils in Year 1 to attain above the national average in the 2012 national phonics screening check.
- There is much evidence of effective marking, particularly in English. Good use of success criteria, next steps and clear targets means that pupils know what they need to do to make their work better. Older pupils enjoy the opportunities they get to find evidence in their work that meet the expected outcomes for individual tasks.
- Pupils enjoy the opportunities they get to work together. For example, when working in pairs to create their own websites with support from staff from a local information technology company.

Their motivation and engagement were so complete you could hear a pin drop!

- Children in the Reception class learn well through teacher-led activity. However, staff do not always provide challenging activities or question children in a way that deepens their knowledge and understanding in their play activities.
- Occasionally, teachers do not match work well enough to pupils' learning needs and this means that in a few lessons pupils do not do as well as they might. Additionally, they do not provide enough opportunities for practical problem solving in mathematics and this limits pupils' ability to develop their reasoning skills.

### **The behaviour and safety of pupils** are good

- Pupils enjoy school and behave well in lessons and around the school. They say that behaviour has improved since the arrival of the new leaders. Pupils are clear about the sanctions that apply if they do not behave well and are keen to avoid these. They say that behaviour is mainly good now with only occasional rough play at playtimes.
- Very occasionally, where teaching is less effective, pupils lose interest and become fidgety.
- Pupils say that there is very little bullying but, when it does occur, it is controlled very well by staff and dealt with very quickly. There are very few recorded incidents of bullying, carefully documented, and none of racist behaviour.
- Pupils feel very safe in school and confident that there is always someone they can go to if they have any concerns. They are also supportive of each other and are very aware of the need to look after new pupils so that they feel included.
- Pupils have good attitudes to school, work conscientiously in lessons, are kind, and are considerate of each other.
- The school council has helped to improve playtimes through their involvement in buying new adventure playground equipment and setting up an allotment.
- Attendance is good. Pupils enjoy school and are proud when they receive certificates for good attendance.
- The school ensures pupils are kept safe. Staff make sure that pupils are safety aware through, for example, cycling proficiency and road safety training, 'walk to school' weeks and talks on e-safety. Policies and procedures for behaviour and safeguarding are fully in place.
- The vast majority of parents and carers who responded to the online Parent View survey agree that behaviour is good and their children are safe in school.
- Pupils who attend the school's breakfast club enjoy a hearty breakfast that sets them up well for the school day.

### **The leadership and management** are good

- The headteacher has a clear vision for the school which is shared by her head of teaching and learning and other senior leaders. This, coupled with a strong drive for improvement, has ensured the school has improved well following a dip in performance after the previous inspection. The school has fully addressed the key issues from the previous inspection, particularly with respect to setting clear next steps for pupils' learning. This shows that there is the capacity for further improvement.
- The headteacher is executive headteacher of two schools and this is providing wider professional development for leaders at all levels in both schools.
- Accurate self-evaluation and a school improvement plan that is clearly focused on the key areas for further development mean that the school is clear about what it needs to do to improve further. Progress towards meeting the targets set is reviewed regularly by senior staff and governors to ensure they are on track.

- There is effective monitoring of teaching and learning, and the headteacher has a clear view of its quality and what needs to be done to improve it further. Staff are given clear targets for improvement, coaching is given where needed, and progress towards meeting them is regularly reviewed to ensure improvement takes place.
  - Staff who lead subjects and aspects have initiated systems that have secured good improvement in pupils' achievement. For example, the introduction of reading journals to record reading development and success criteria for writing. However, they do not yet observe teaching and learning in the classroom and this limits their overall impact.
  - The process of setting individual and whole-school targets for all staff is fully in place. Targets are specific and reviewed regularly, and this ensures a strong commitment by all staff to ensuring they are met.
  - The school receives good support from the local authority, and the headteacher has also bought in additional support as a means of further validating judgements and driving the new curriculum forward.
  - The new curriculum provides good opportunities for pupils to develop their skills through interesting topics, special days and events such as the 'D-Day dance' as part of their history work on the Second World War.
  - Pupils' spiritual, moral, social and cultural development is promoted well. Pupils are kind and caring towards each other, clearly know right from wrong and develop their spiritual awareness through thought-provoking assemblies.
  - Parents and carers are happy with the school and what it provides. Parents and carers are well informed through regular newsletters and detailed and informative annual reports on their children's progress.
  - **The governance of the school:**
    - Several governors are fairly new to their roles and have worked hard to develop their skills. However, overall, the governing body is not yet checking the work of the school thoroughly enough. Governors fulfil their statutory duties well and have a sound knowledge of the quality of teaching through headteacher reports and visits to lessons. They carefully monitor the school's finances, including the use of pupil premium funding. They have a sound knowledge of pupils' rates of progress in school and how these compare nationally, including pupils known to be eligible for the pupil premium, and know that there is an improving picture. Governors, particularly new governors, undertake appropriate training to improve their expertise and keep them informed of local and national initiatives. They are involved in setting targets for the headteacher and know that staff undergo a similar process with similar expectations. As a result, they have a secure knowledge of how the performance of staff links to increases in salary. They make sure that safeguarding procedures are in place to keep pupils and staff safe.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	116361
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	413196

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	136
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jill Larner
<b>Headteacher</b>	Julie Carrington
<b>Date of previous school inspection</b>	2–3 March 2009
<b>Telephone number</b>	01962 775241
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