

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
www.gov.uk/ofsted



11 December 2017

Hywel Inglis
Acting Headteacher
Knight's Enham Junior School
King Arthur's Way
Andover
Hampshire
SP10 4BS

Dear Mr Inglis

Requires improvement: monitoring inspection visit to Knight's Enham Junior School

Following my visit to your school on 8 December 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in July 2016. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order for the school to become good.

The school should take further action to:

- eliminate inconsistencies in the quality of teaching, learning and assessment by ensuring that all teachers share the same high expectations for pupils' progress
- ensure that more pupils achieve scores at greater depth in national tests in reading, writing and mathematics.

Evidence

During the inspection, I discussed the school's progress since the last inspection with you and the acting deputy headteacher, and I scrutinised various documents that you provided for me. You and the deputy headteacher accompanied me on a tour of the school, in which we observed learning in all year groups. I met with a group of pupils and I also spoke with parents at the start of the day. I had a meeting with subject leaders for English and mathematics. In addition, I met with the chair and vice-chair of the governing body and spoke on the telephone to the local authority officer linked to the school. I checked the single central record and reviewed a small sample of pupils' work.

Main findings

You have taken a measured and methodical approach to addressing the recommendations made at the previous inspection. You have rightly made improving pupils' outcomes across the school a high priority. Provisional outcomes for 2017 suggest that pupils' progress from their various starting points has improved compared with the previous year, and is now broadly average. However, you have also correctly identified that too few pupils achieved scores at greater depth.

Teachers are now held to account more rigorously for the progress their pupils make. Subject leaders for English and mathematics play an important role in this process. They work with teachers to ensure that the school's agreed approaches to the teaching of English and mathematics are implemented. Consequently, teachers have higher expectations of what their pupils can achieve. Pupils make more rapid progress overall, and their attainment at the expected standard in reading and mathematics, in 2017, was above national averages. However, your own records show that some current pupils are not making the progress of which they are capable. This is because the quality of teaching, learning and assessment is not yet consistently strong in every year group.

After the previous inspection, you worked with the local authority to carry out a review of the impact of the school's use of pupil premium funding on outcomes for disadvantaged pupils. Following this review, you have improved the way that teachers plan for, and meet the needs of disadvantaged pupils. In addition, you have sharpened your analysis of the barriers to learning that these pupils face. Governors now track disadvantaged pupils' progress carefully and ask challenging questions about how the pupil premium is spent. Consequently, the differences between outcomes for disadvantaged pupils and other pupils nationally are diminishing, in particular in writing and mathematics.

You have put in place effective systems for tracking and recording behaviour incidents. There are now clear rewards and sanctions in place that are linked to the

school's 'Knight's Code'. Pupils know and understand these rules. They behave well in class and in the playground. They are polite to their teachers, and they have very positive attitudes to learning. One pupil said, 'In our school, we roll up our sleeves and never give up!'

At the previous inspection, the curriculum was judged to be too narrow. You have ensured that the curriculum is now appropriately broad and balanced. Pupils speak with enthusiasm about their learning. Pupils also enjoy a wide range of interesting clubs and visits. You have rightly given reading a high profile. Pupils read every day and the bright, attractive library is used well.

Working with governors, you have created a comprehensive school improvement plan that tackles the right issues in the right order and which sets ambitious targets. Helpful milestones enable you to check progress against this plan, at regular intervals. However, the milestones do not always lend themselves to accurate measurement and would benefit from further sharpening.

Following the review of governance carried out after the previous inspection, governors have made sensible changes to the way they work. The governing body's new curriculum and standards committee focuses sharply on teaching, learning and outcomes. Governors have also improved the quality of questioning and challenge they provide to leaders. As a result, governors have a strong strategic overview of all aspects of the school's work.

External support

Last year, the school benefited from intensive support for teaching and leadership from several local authority advisers. In addition, a consultant headteacher worked alongside you to help put in place sustainable approaches to leadership. The local teaching school provided strong support for subject leaders.

Since September, this high level of support has been scaled down significantly in recognition of the growing strength of the school.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Hampshire. This letter will be published on the Ofsted website.

Yours sincerely

Gary Holden

Her Majesty's Inspector