

Inspection of Kaneshill Primary School

Fairfax Court, Hinkler Road, Thornhill, Southampton, Hampshire SO19 6FW

Inspection dates: 6 and 7 December 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Outstanding

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Kanes Hill is an inclusive place with a strong family ethos. Pupils thrive in this caring community. Staff are united in their determination for all pupils to succeed. The 'INSPIRE' values are reflected in all areas of school life. As a result, pupils achieve well in most areas of the curriculum.

Pupils know the school rules, 'Ready, respectful, safe'. They are conscious of the impact their actions have on others. Pupils in the 'Gentleman's Club' mentor younger pupils, encouraging personal responsibility. Incidents of bullying and unkindness are rare. Staff deal with these swiftly and ensure they are not repeated.

Pupils embrace all the school has to offer. They enjoy the range of opportunities, such as visits to the Titanic Exhibition, that bring learning to life. Participation in a wide range of clubs, including drama, music and sewing, is high. A large proportion of pupils learn to play musical instruments, such as the clarinet or violin. They enjoy opportunities to perform together as part of the school's orchestra.

Parents are fulsome in their praise of the school. One summed up the views of many, saying children at Kanes Hill 'feel safe, wanted and love learning'.

What does the school do well and what does it need to do better?

Leaders and staff have worked tirelessly to address the issues identified in the previous inspection successfully. Trustees and the academy council provide effective challenge and are clear about what still needs to improve. Staff value the consideration leaders give to their development and well-being. They embrace the opportunities provided to develop their expertise as well as the growing opportunities to share their knowledge with other colleagues.

The personal development of pupils is exceptional. Central to this is the promotion of key values of resilience, reciprocity, resourcefulness and reflectiveness. Pupils have a strong sense of right and wrong. They learn about personal responsibility and are encouraged to take ownership of their actions, especially where it may impact on others. Pupils celebrate difference and ensure everyone is included. They learn about democracy and the rule of law. For example, they vote for their representative on the school council. Pupils value the opportunity to offer their thoughts on how the school could be better. Leaders utilise a range of opportunities to work with local institutions, including Southampton University, to raise pupils' aspirations. Pupils are encouraged to be active in their community, including showcasing their talents in music or sport. They also support local initiatives, such as collecting for the food bank or raising funds for causes important to them. This helps prepare pupils to be effective citizens for the future.

Leaders have made reading their top priority. Children in the early years learn to read from their first week in school. Leaders have ensured that high-quality texts are the backbone of the curriculum. This access to texts ensures pupils develop a love of

reading. They relish story time, and listen avidly as the stories are brought to life. Many cannot wait to check out the recommended books in the library. Staff teaching early reading have expert knowledge. The phonics books that pupils read are well matched to the sounds that they have learned. Those pupils at risk of falling behind are given daily support to help them to keep up.

Leaders have developed a curriculum that precisely sets out the essential knowledge pupils should learn, from early years to Year 6. Leaders ensure that pupils with special educational needs and/or disabilities (SEND) are accurately identified. Teachers adapt the curriculum to ensure pupils with SEND learn as well as their peers in all subjects. Teachers' subject knowledge is secure. This means that, across all year groups and in all subjects, they make sure that pupils learn well and use important vocabulary to explain their ideas. However, in a small number of subjects, teachers do not systematically check pupils' understanding before moving on to new learning. As a result, pupils do not achieve as well as they could in these subjects.

Most pupils are excited to learn. They demonstrate positive learning behaviours in class. This begins in the early years, where adults care for and know the children well. Most children settle quickly, choosing from a range of stimulating activities to help them learn. Across the school, staff skilfully support pupils with complex needs to ensure they access the full curriculum. As a result, learning is rarely disrupted by poor behaviour. Around school, pupils are kind and considerate to each other and adults. This creates a harmonious and happy environment.

Safeguarding

The arrangements for safeguarding are effective.

Pupils are taught how to stay safe. They know the risks they face, especially online, and the steps they can take to protect themselves. Pupils know they can speak to a trusted adult if they have any worries.

Leaders have ensured that there is a strong culture of safeguarding at the school. Staff receive high-quality training, so that they know how to identify and report concerns swiftly. Leaders monitor pupils whom they are worried about, carefully maintaining robust records. They seek support from appropriate agencies, so that pupils and their families get the help that they need quickly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, assessment is not precise enough. This means that sometimes pupils are moved on without having a firm foundation to build on. Leaders should ensure that teachers consistently check that all pupils' understanding is secure before introducing new concepts and ideas.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	139619
Local authority	Southampton
Inspection number	10241525
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	387
Appropriate authority	Board of trustees
Chair of trust	Tim Sunderland
Headteacher	Lisa Marshall (Executive Headteacher) Katie O'Grady (Head of School)
Website	https://khps.ilpartnership.org/
Dates of previous inspection	30 April and 1 May 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of The Inspire Learning Partnership multi-academy trust.
- The governing body manages before-school childcare provision.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. They also met with members of the governing body and representatives from the trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, music and science. For each deep dive, inspectors discussed the

curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- During the inspection, inspectors met with a range of pupils to discuss their views about the school and talked to them informally during social times.
- To inspect safeguarding, inspectors spoke to the safeguarding lead and scrutinised a wide range of information, including a selection of the school's records. They also spoke to staff and pupils about safeguarding and looked at how pupils learn to keep themselves safe.
- Inspectors met some parents to gain their views of the school. They reviewed the responses to Ofsted's online survey, Ofsted Parent View. They also took account of staff's responses to Ofsted's online questionnaire.

Inspection team

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