

Inspection of a good school: John Keble Church of England Primary School

Hursley Park Road, Hursley, Winchester, Hampshire SO21 2LA

Inspection dates:

17 and 18 January 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

Pupils at John Keble Church of England Primary School are proud of the way that everyone at the school is friendly and welcoming. The school's values of 'love, forgiveness, trust and hope' are at the heart of all that the school does. Parents appreciate how the caring and encouraging staff create a family ethos and keep their children safe and happy. Parents and staff recognise how the school is improving following recent changes in leadership.

Leaders have high expectations for every pupil to achieve highly. However, these expectations are not yet being fully realised. Weaknesses in teaching mean that pupils are not achieving well enough across the full range of curriculum subjects.

Pupils' behaviour in lessons is calm and purposeful. This means that everyone can concentrate on their lessons. Sanctions and rewards are applied fairly. Pupils follow leaders' high expectations and respond positively to guidance from staff. Pupils who need help to manage their behaviour are well supported by adults. Occasional worries about bullying are dealt with effectively. Leaders seek pupils' views about how the school can improve. For example, pupils contribute to discussions about the equipment they would like to have.

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

Leaders are knowledgeable and have an ambitious vision for the school. They are working hard to make improvements. Leaders have made a good start on developing the curriculum across different subjects. They have ensured that this embraces the requirements of the national curriculum. However, leaders have not yet identified clearly enough the most important knowledge and skills that pupils need to know. This means

that staff do not have enough guidance about the sequence of learning or about what things they should emphasise. This means that there are weaknesses in pupils' learning.

Staff foster in pupils a genuine love of reading from the very start of Reception. Teachers routinely read aloud a range of interesting texts. This exposes pupils to vocabulary they might not come across when reading independently. Pupils practise their skills by reading books that are accurately matched to the sounds they have learned. Consequently, pupils are helped to get off to a consistently positive start in learning to read.

The teaching of English and mathematics is effective. In these subjects, leaders have clearly identified the essential knowledge and skills that they want pupils to acquire. Teachers make sure that they emphasise the most important concepts. They revisit key ideas to help pupils connect with and remember new learning. Leaders have provided recent training to ensure that staff are equipped with secure subject knowledge. This helps staff to follow the curriculums closely. Teachers keep a close check on how well pupils, including pupils with special educational needs and/or disabilities (SEND), are learning. Pupils who fall behind are quickly identified. They are given beneficial support to help them to keep up. Staff work well with outside agencies to secure extra help and support when pupils need it. This includes for pupils with SEND.

In subjects other than English and mathematics, some staff do not have secure subject knowledge, present information clearly or choose appropriate activities. They do not check what pupils know already before starting a new sequence of work or ensure that pupils with SEND are supported consistently well. As a result, some pupils find lessons too easy or too hard, and do not learn as well as they should.

Leaders support pupils to become good citizens. Their work to promote pupils' wider development starts in Reception, when children explore and celebrate a range of cultural events. Pupils understand the importance of showing respect to everyone. Older pupils enjoy their duties as house captains and enjoy helping younger pupils during lunchtimes. Pupils enjoy developing their talents and interests through the broad range of clubs on offer to them.

Governors are well informed about the school. Leaders are making effective use of advice and support from the local authority. Leaders are rightly proud of their staff, who have a strong desire to work together to bring about much-needed improvements. Staff feel well supported in managing their workload. They appreciate how well leaders and governors listen and respond to their needs.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained to recognise potential signs of harm in pupils. They quickly report any concerns, which leaders diligently follow up. Leaders work effectively with other professionals to reduce the risk of harm and get pupils the help they need. Information about child protection is recorded in detail and overseen thoroughly to ensure that no concerns are missed. Leaders carry out appropriate checks on adults appointed to work in

the school. The curriculum teaches pupils how to stay safe online and in their local area. For example, pupils know the dangers of walking on frozen ponds and rivers.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not completed their work to improve the curriculum in the foundation subjects. This means that staff do not have enough guidance about what to teach or emphasise. Leaders should ensure that teachers understand the key knowledge pupils need to learn so that pupils' understanding builds cumulatively over time.
- The foundation subjects are not taught as well as English and mathematics are taught. As a result, pupils are not achieving well enough in a broad range of subjects. Leaders need to ensure that teachers have the subject knowledge and skills to meet the learning needs of all pupils, including those with SEND.
- Teachers do not routinely take account of what pupils know in the foundation subjects. As a result, they do not plan activities that enable pupils to build securely on previous learning. Leaders need to make sure that staff assess what pupils have learned and remember carefully and use the information to plan future learning effectively.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2013.

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	116361
Local authority	Hampshire
Inspection number	10256446
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	158
Appropriate authority	The governing body
Chair of governing body	Geraint Dermody
Headteacher	Amber Cole
Website	www.ajkfed.com
Date of previous inspection	10 October 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher joined the school in September 2022.
- A new senior teacher was appointed in September 2022.
- The school is federated with Ampfield Church of England Primary School. John Keble Church of England Primary School and Ampfield Church of England Primary School are led by the same headteacher and share the same governing body.
- The school has a religious character as a Church of England school in the Diocese of Winchester. The last section 48 inspection took place in June 2019. The school's next inspection is due to take place within eight years of the date of this inspection.
- The school does not currently use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.

- The inspector carried out deep dives in these subjects: reading, mathematics and music. For each deep dive, they 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.
- The inspector listened to pupils read and spoke with pupils during breaktimes and lunchtimes.
- The inspector reviewed a range of documents, including behaviour logs, attendance records, minutes of governing body meetings, school improvement plans, school policies and information on the school's website.
- The inspector met with leaders with responsibility for safeguarding, looked at records and scrutinised the school's safeguarding arrangements.
- They met with the leader with responsibility for SEND to discuss the school's provision.
- The inspector considered 48 responses to the online survey, Ofsted Parent View, and parents' free-text comments.

Inspection team

Clare Morgan, lead inspector

Ofsted Inspector

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