

Inspection of Knowles Primary School

Queensway, Bletchley, Milton Keynes, Buckinghamshire MK2 2HB

Inspection dates: 3 and 4 October 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Requires improvement

The headteacher of this school is Sarah Rice. This school is part of The Tove Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jamie Clarke, and overseen by a board of trustees, chaired by Christopher Watt

What is it like to attend this school?

The school has high expectations for every pupil to fulfil their potential. This is realised through the high-quality work that pupils produce and the enjoyment they have for learning. The school's motto, 'Growing hearts and minds together', is woven into pupils' everyday experiences. Pupils develop a deep understanding about different faiths, cultures and protected characteristics. They know that everyone is welcome at their school.

There is an exceptionally calm atmosphere, which means that pupils enjoy attending their inclusive school. They politely greet each other, staff and visitors as they go about their daily routines. Relationships between pupils and staff are respectful and kind. Pupils feel safe and happy here. They know that staff will listen to them and help them with any worries.

Pupils are eager to develop new skills such as learning to use a sewing machine or flying a kite. Through visits to the theatre, they learn about performing arts. They put this experience into practice through the much anticipated school productions. Pupils relish taking part in after-school clubs such as basketball, singing, arts and crafts. They cannot wait to go for walks with their canine friends, Ted, Charlotte, Bow, Pippa and Frank, who are the well-loved school dogs.

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

The school has a well-designed and sequenced curriculum. For example, in subjects such as mathematics, subject planning provides teachers with clear information about what pupils should learn and in what order. Staff use their expert training to make sure that pupils secure the most important knowledge and concepts. However, in some subjects, not all staff accurately spot and address misconceptions or ensure that pupils consistently remember key content over time. This means that pupils sometimes find it hard to make links between new learning and what they have learned before.

Leaders make sure that staff quickly identify and effectively meet the needs of pupils with special educational needs and /or disabilities (SEND). As a result, outcomes for all pupils, including those with SEND, are strong. Staff are adept at making sure that these pupils have the resources and equipment they need to access the same learning as their peers. As a result, pupils' attitudes to learning are exemplary. They have a deep-rooted understanding of how their school values help them make the right choices, so that they behave very well. This excellence is mirrored in the high levels of enthusiasm that children show towards their learning from the start of Reception. They are excited to explore the highly motivating and inviting environment and they discuss their ideas using suitable language and technical vocabulary.

The school highly prioritises reading. Leaders ensure that there is a determination and rigour from staff that all children will begin to learn to read swiftly from the start

of Reception. Specialist staff provide prompt and effective support for those who are struggling with reading. As a result, pupils acquire the skills they need to be able to read confidently and fluently. Teachers promote a love of books and reading. A wealth of books can be found across the school to encourage reading across the curriculum. Pupils are inspired by staff who model reading a wide range of texts.

The school offers an exceptional personal development curriculum. This is fully integrated into the daily life of the school. This helps to develop pupils' tolerance, kindness and thoughtfulness. Pupils raise funds for charities such as the local hospice. Leaders have created a 'Big Hearts and Dreams' programme for pupils to broaden their experiences, such as building dens and fires in the forest school. A weekly enrichment hour allows all pupils to explore activities they may not otherwise experience. Pupils develop a strong understanding of different families and cultures and welcome everyone to their school. This ambitious work is underpinned by carefully considered texts reflecting life in modern Britain. The school ensures that all pupils take part in clubs and visits if they would like to. Deliberate decisions by leaders enable all pupils to have the opportunity to shine. Pupils relish the many leadership opportunities available.

Trustees and governors offer strong support to the school. Leaders consider staff workload and well-being effectively. They listen to staff and provide highly effective training. As a result, staff are proud to work at the school and feel respected. Leaders have taken swift action to improve the school since the last inspection and thoroughly model the positive values and ethos that resonate throughout the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff do not consistently address pupils' misconceptions or emphasise the most important content. This means that pupils can struggle to remember important learning over time. The school should ensure that all staff precisely check pupils' understanding and help them to recall key learning to integrate new knowledge into larger 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	144357
Local authority	Milton Keynes
Inspection number	10268370
Type of school	Primary
School category	Academy
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	307
Appropriate authority	Board of trustees
Chair of trust	Christopher Watt
CEO of trust	Jamie Clarke
Headteacher	Sarah Rice
Website	www.knowlesprimaryschool.org.uk
Dates of previous inspection	15 and 16 October 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Tove Learning Trust.
- The school currently uses no alternative provision.

Information about this inspection

- The inspectors carried out this graded inspection under section 5 of the Education Act 2005.
- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in early reading, mathematics, science, design technology and art and design. For each deep dive, the inspectors held

discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of their work.

- The inspectors met with the headteacher, deputy headteacher and the special educational needs co-ordinator.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record, took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors looked at a wide range of documents provided by the school and observed pupils' behaviour around the school and in lessons.
- The inspectors met with members of the local governing body and representatives from the trust.
- The inspectors considered the views of parents shared through Ofsted Parent View and an inspector also talked with parents.
- The views of staff were gathered through surveys, interviews and discussions conducted throughout the inspection.
- Inspectors gathered pupils' views throughout the inspection, including during classroom visits as well as at playtimes and lunchtime.

Inspection team

Simon Woodbridge, lead inspector	His Majesty's Inspector
Clare Morgan	Ofsted Inspector
David Cousins	Ofsted Inspector

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