

Inspection of John Keble Church of England Primary School

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

Inspection dates: 5 and 6 March 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are safe and happy at John Keble. They love demonstrating responsibility in roles such as junior road safety officers, house captains or 'learning leaders'. Wider opportunities, for example Greek workshops, visiting the Titanic museum or trips to the theatre, help to bring learning to life. Pupils understand the values of the school well. They speak confidently about love, hope, forgiveness and trust. Pupils enjoy celebrating when they, or others, demonstrate these values in their learning and wider school life.

The school has high ambition for pupils. Aspirations for disadvantaged pupils, including those with special educational needs and/or disabilities (SEND), are equally high. Most pupils achieve well in reading, writing and mathematics by the end of key stage 2. The school is rightly continuing to make significant improvements to the wider curriculum so that pupils achieve consistently well across all subjects.

Relationships between staff and pupils are warm and kind. Pupils know that staff will help them whenever they need it. Social times are exciting, with pupils sharing equipment and enjoying the opportunity to invent games together. The oldest pupils are helpful role models for younger children. Older year groups enjoy opportunities to support pupils in younger years, such as in assemblies.

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

Following a period of significant change in staffing, the school is settled and focused on continuing to improve. The curriculum is ambitious and aims to challenge all pupils to achieve as highly as possible. Staff design the activities carefully in the early years to develop children's communication and language so that they are ready for their next stage of learning. Children learn to read as soon as they start Reception, where they also develop a love of books, stories and rhymes. Staff are trained to teach phonics with precision. This means that pupils develop reading skill and confidence quickly.

Across the curriculum, staff have been trained so that they know what to teach and when. Across subjects, the school has made important improvements to the structure and design of the curriculum. This helps pupils' learning build over time. However, the activities that pupils complete in lessons do not always help pupils to practise and use knowledge as effectively as they could. The school knows that there is more work to do to ensure that the precise knowledge that pupils need to be taught is set out clearly in all subjects.

Pupils with SEND receive additional support, when needed, to access the curriculum. Staff understand pupils' individual needs well. The school works well with families and external agencies so that pupils with high levels of need receive the most effective support. Pupils from disadvantaged backgrounds also receive additional support when they need it, such as extra reading or mathematics sessions. The school is ambitious that all pupils, irrespective of their backgrounds, achieve highly.

Staff have secure subject knowledge. Subject-specific training is a continued focus for the school as the curriculum is further refined. In lessons, staff teach new knowledge with clear explanations and through the use of key vocabulary. However, at times, staff do not check what pupils know effectively or act quickly enough to address misconceptions. Therefore, teaching is not adapted consistently well to ensure that all pupils learn the intended knowledge in each lesson. The school has already identified this and is acting to ensure that there is greater rigour in how staff check pupils' understanding.

Pupils enjoy coming to school to learn. Lessons are mostly calm. In the small number of instances where behaviour is more challenging, the school is taking action to ensure that the learning of other pupils is not disrupted. Although high expectations of conduct are evident, pupils are not consistently focused for sustained periods. There are renewed expectations for how pupils behave in lessons so that they can learn most effectively. Pupils are learning what these new expectations, such as resilience, mean for them in lessons.

The school, including the governors, has an accurate and realistic picture of its effectiveness. Both the school and governors know exactly what needs to happen to improve pupils' learning further. New leaders have established a collaborative and supportive staff culture so that the whole school is working towards the same aim. All staff are committed to continual improvement for the benefit of every pupil at 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)

- In foundation subjects, the precise knowledge that needs to be taught is not set out as clearly as it could be. This means that how staff teach new knowledge is not always consistently effective. The school should continue its work to develop the full curriculum so that all lessons and activities support pupils' understanding and use of new knowledge. This will ensure that pupils achieve as well as they could in these subjects.
- Staff do not consistently check what pupils know in lessons, or over time, as effectively as they could. This means that misconceptions or gaps in pupils' learning are not always identified and addressed as quickly as they could be. The school should ensure that all staff check pupils' understanding and then adapt teaching to address any gaps in knowledge effectively.
- While some pupils exhibit positive attitudes to learning, this is not consistent across the school. Pupils do not show sustained concentration as often as they could. Therefore, pupils do not always benefit from the opportunities to build knowledge or practise what they have learned. The school should continue to

embed its expectations so that pupils build positive learning habits from the very start of their time in school. This will help pupils to achieve more highly.

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

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| Unique reference number | 116361 |
| Local authority | Hampshire |
| Inspection number | 10296231 |
| 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 | 147 |
| Appropriate authority | The governing body |
| Chair of governing body | Tessa Atton |
| Headteacher | Amber Vidler |
| Website | www.ajkfed.com |
| Dates of previous inspection | 17 and 18 January 2023, under section 8 of the Education Act 2005 |

Information about this school

- The school does not currently use any alternative provision.
- The headteacher has been in post since September 2022.
- The school is part of the Church of England Diocese of Winchester. The last section 48 inspection of the school's religious character took place in March 2023.
- The school has one mixed-year group, and all other classes are single-year groups.

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.
- Inspectors discussed the impact of the pandemic with the school and have taken this into account in their evaluation of the school.

- The inspectors held meetings with senior leaders of the school and representatives of the diocese and governing body.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, art and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke with pupils about their learning and looked at samples of pupils' work.
- The inspectors met with a range of pupils to discuss their views about the school and talked to pupils during playtimes and in lessons.
- Responses to Ofsted Parent View, Ofsted's online survey for parents, including parents' free-text comments, were considered. The inspectors also considered the responses to Ofsted's online survey for staff.
- 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.

Inspection team

Ally Aldridge-Gibbons, lead inspector His Majesty's Inspector

Becky Greenhalgh Ofsted Inspector

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