



Knights Enham Infant School

Inspection Report

Unique Reference Number 116026
Local Authority Hampshire
Inspection number 290399
Inspection dates 16–17 January 2007
Reporting inspector Hilary Bonser

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Infant	School address	King Arthur's Way
School category	Community		Andover
Age range of pupils	3–7		SP10 4BS
Gender of pupils	Mixed	Telephone number	01264352151
Number on roll (school)	170	Fax number	01264337893
Appropriate authority	The governing body	Chair	Ms Miranda Shaw
		Headteacher	Mrs Sandra Hunter
Date of previous school inspection	12 February 2001		

Age group 3–7	Inspection dates 16–17 January 2007	Inspection number 290399
-------------------------	---	------------------------------------

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is smaller than most infant schools. Many pupils come from disadvantaged backgrounds. The proportion of pupils with learning difficulties and disabilities is much higher than usual. The proportion of pupils from minority ethnic groups is below average and very few are at an early stage of learning English. Standards on entry to the school are well below average, with many children having poorly developed language skills. The school is emerging from a period of uncertainty arising from the local reorganisation of schools. Plans are now in hand for the school to increase its planned admission limit. The current headteacher was appointed in 2004 and the deputy headteacher in 2006.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school where pupils of all abilities achieve well. Parents and pupils justifiably hold it in high regard. As one parent put it, 'My children have settled in brilliantly and their school work is coming on in leaps and bounds'. After the last inspection, school development slowed during a period without permanent leadership. In the last two years the school has responded well to the issues from the last report. A very good example of this effective action is the re-organisation last year of provision for children in the Nursery and Reception classes which has resulted in a seamless continuity in children's learning. This is already increasing their rate of progress and starting to raise standards by the end of the Foundation Stage. This rapid improvement speaks highly of the strong, positive leadership of the headteacher and deputy and the commitment of staff, parents and governors during a challenging period as the future of the school was decided. It was 'business as usual' for pupils who 'deserve the best now', as the headteacher commented. It also shows how well the school identifies its strengths, its areas for development and how to remedy them and that it is well placed to make further progress.

Children now receive a very good start to their education in the Foundation Stage. They make good progress throughout the school although their rate of learning varies in some lessons. This is due to a few inconsistencies in the overall good quality of teaching, particularly in relation to teachers' expectations and the pace of lessons. Competent learning support assistants contribute very well to pupils' learning, helped by good training, close co-operation with teachers and the value placed on their work. Although standards remain below average at the end of Year 2, this shows good achievement compared to the low standards on entry to the school. Rigorous assessment, tracking of pupils' progress and the setting of challenging targets contribute to this success. In English and mathematics, for example, teachers use assessments well to match work to the varying needs of pupils.

Pupils enjoy an interesting, relevant curriculum that has been adjusted well to meet their particular needs. This, together with a good range of enrichment activities, adds considerably to pupils' learning and enthusiasm for school. The school provides good care and support for pupils, which reflects the value it places on each child and the emphasis on fostering their confidence as learners. These are hallmarks of the school. As a result, pupils form good relationships, behave well and really enjoy coming to school. The improving partnership with parents and close links with other schools and agencies support pupils' positive attitudes well. The school has worked hard with parents to improve attendance but too many children are still absent without good reason or late.

What the school should do to improve further

- Raise standards by reducing inconsistencies in teaching to help pupils make equally good progress in all lessons.
- Work with parents to improve punctuality and the rate of unauthorised absence.

Achievement and standards

Grade: 2

Children do well in the Foundation classes. Although few reach or exceed the expected learning goals by the end of their Reception year they make good progress from their individual starting points in all areas of their learning. Very well planned provision, an inviting, stimulating environment and well taught lessons contribute to their good achievement and the rising standards.

In Years 1 and 2, boys and girls of all abilities and backgrounds continue to make good progress as a result of good teaching and attention to individual needs. It is too soon to see the full effect of the increased rate of learning in the Foundation Stage on standards at the end of Year 2, which are below average. Results from national tests fluctuate from year to year reflecting variations in the high proportion of pupils with learning difficulties. The school identifies pupils with learning difficulties and disabilities at an early stage and comprehensive provision helps them to achieve well.

Personal development and well-being

Grade: 2

The personal development and well being of pupils are good. Pupils respond well to the demands of the school community. 'Don't drop your cheese on the floor or we won't get stickers for the tidiest table,' one inspector was told! Pupils say they feel extremely safe in school and bullying is very rare. Behaviour in and around the school is good, reflecting pupils' enjoyment in both work and play. Pupils are proud of having their names recorded in the 'Golden Book' to celebrate both 'remembering the rules' and the care that they have shown to others. Their spiritual, moral, cultural and social development is good. Pupils are keen to take on responsibilities around school, especially as school council members. Improving basic skills help to prepare pupils well for their future lives. Pupils know what they need to do to enjoy a healthy lifestyle. They enjoy the regular 'activate' sessions and the daily fruit snack is increasingly popular. Attendance has improved to average but there is still too much unauthorised absence and lateness in spite of the school's efforts.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. 'Our strength is that we know the pupils very well,' explained the headteacher and this is reflected in the good planning that successfully meets the needs of both individuals and groups. All teachers focus well on developing pupils' vocabulary and are skilled in asking questions that encourage them to practise their speaking and thinking skills. Pupils use their knowledge of sounds well to build and read unknown words. Teachers make increasing use of information and communication technology to enhance learning and pupils' interest,

as in a Year 2 geography lesson when pupils used photographs from web-cams to describe a barren environment. There are inconsistencies in some lessons with regard to how much teachers expect of pupils, the level of challenge and in the opportunities for pupils to assess their own understanding. This slows their rate of learning. Relatively small classes, especially in Year 2, and additional support from lunchtime supervisors for twenty minutes daily in all classes mean that pupils can receive generous individual support for learning.

Curriculum and other activities

Grade: 2

The school provides a good, relevant curriculum that meets all requirements. It is enriched by a wide range of visits, visitors and a good number of extra activities, such as art and book weeks. These contribute well to pupils' personal development and enjoyment of school as well as to their learning. The school is developing creativity and links between subjects in the curriculum for Years 1 and 2 as these are currently limited. A good example of how the school responds to the particular needs of its pupils is the many opportunities that teachers provide for pupils to successfully improve their speaking skills. There is good provision, particularly through well matched work in lessons, for the learning needs of individual pupils, including those with learning difficulties and disabilities and those who speak English as an additional language, helping them to do well. A well planned programme of personal, social and health education has a strong emphasis on all aspects of healthy living, including emotional well-being. This promotes useful life skills that will serve pupils well in becoming responsible members of their communities.

Care, guidance and support

Grade: 2

Care, guidance and support are good. 'All the staff are wonderful, they really care about us' said a group of older pupils.' Pupils are very well cared for and staff know them well as individuals. Very good induction arrangements for new children mean that they settle quickly and happily. Provision, such as the 'Family Links Nurturing Programme,' ensures that pupils, including those with learning difficulties, are given very good support to overcome any problems that they may have in school. Learning targets are set in English and mathematics so that pupils know what they need to do in order to improve. Most pupils are also encouraged to evaluate their own work against these targets. Whilst the school is working hard to involve parents more in their children's' learning, the targets are not shared consistently with parents. This limits the support they can offer. The school regularly takes account of and responds to pupils' views through both surveys and the school council.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides good leadership and is supported very well by the deputy headteacher, who also leads and manages the Foundation Stage very well. The headteacher has a clear sense of direction that is fully focused on raising achievement in all areas of pupils' learning. She has motivated staff to contribute effectively to this through a difficult period in the school's development. This, together with sensitivity over the pace of change and good training is leading to improving standards and progress for pupils.

Subject managers make a significant contribution improving teaching and learning in their subjects through rigorous monitoring and by providing training for colleagues. A generally accurate process of self-evaluation takes appropriate account of the views of staff, governors, parents and pupils. It is underpinned by comprehensive tracking and analysis of pupils' progress that is used well to bring about improvements, although the monitoring of teaching is not rigorous enough in identifying and addressing any inconsistencies. Governors question, contribute to and support the work of the school effectively. The school's determination to focus on individual needs is illustrated through the financial commitment to maintaining a high ratio of staff.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I am writing to let you know what we found out when we inspected your school. Thank you for taking part in the inspection. We enjoyed seeing you at work and at playtimes and talking to you. There are lots of things we like about your good school.

We liked these things the most:

- Your behaviour is good, you work hard, enjoy school and get on well together.
- Your headteacher runs the school well.
- You understand the importance of eating the right things and taking plenty of exercise.
- The adults in school get to know you well and, as some of you said, they really care about you.
- The school provides many interesting and exciting things for you to do.
- The school listens to you when you suggest improvements.
- Your teachers are good at helping you to get on well and do your best.

We have asked your teachers to help you to do well in all your lessons and to work with your parents to make sure you all arrive at school on time.

Thank you again.

Yours sincerely

Hilary Bonser

Lead Inspector