

Knightwood Primary School

Inspection report

Unique Reference Number	131717
Local Authority	Hampshire
Inspection number	293823
Inspection dates	6–7 June 2007
Reporting inspector	Michael Pye

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	402
Appropriate authority	The governing body
Chair	Mr Niall Mellors
Headteacher	Mrs Diane Smith
Date of previous school inspection	26 March 2001
School address	Bell Flower Way Knightwood Road Chandler's Ford Eastleigh SO53 4HW
Telephone number	02380 261900
Fax number	02380 261919

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This larger-than-average primary school is situated in an area of predominantly private housing. The number of pupils entitled to free school meals is well below the national average. Pupils are predominantly from a White British background and the number of pupils for whom English is an additional language is well below the average. The proportion of pupils with learning difficulties and disabilities is well below average, and there is one pupil with a statement of special educational need. Last year the school experienced a prolonged and unforeseen period of high staff turnover and a temporary senior management team.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school provides a good education for its pupils and has some outstanding features. School leaders have a strong commitment to ensuring all pupils receive a wide range of experiences, and that they are enabled to achieve as well as they possibly can. One parent wrote, 'The school goes to extraordinary lengths to develop each child as a whole, rounded individual'. This has led to pupils benefiting from a good curriculum with excellent enhancement opportunities, relationships being extremely positive and pupils thriving in both the academic and pastoral sense. There is a good capacity to further develop the school.

Pupils overall make good progress and work at levels above those normally expected. However, in Years 3 to 6 most pupils make outstanding progress and attain well above average standards. In Reception and Years 1 and 2 the picture is more mixed, and in 2006, the Year 2 national assessments standards were average. This dip coincided with a period of staffing upheaval.

These standards and levels of achievement are the consequence of thorough monitoring which result in the maintenance of overall good teaching. There are also examples of outstanding teaching which help to contribute to the progress of pupils. The pupils are developing well as independent learners, and are prepared to self-evaluate their work when required to do so. In some lessons teachers allow ample time for evaluation and there are good examples of paired discussions. However there are missed opportunities in teacher's marking and in some class discussions, to fully explore where pupils find difficulties with their work and suggest ways they can improve.

Care, support and guidance of pupils are good. Pastoral care of pupils is the stronger element. Inconsistencies exist between classes in the quality of academic support and guidance. Not all pupils know their targets or are able to use them to improve their work.

Leadership and management are good overall, and the experienced headteacher gives very strong direction to the future development of the school. Effective teamwork has brought the school through a period of staff disruption, although some middle management positions are filled by temporary managers. Pupils have an outstanding enjoyment of their schooling, behave well and adopt very positive attitudes to their work. The outstanding personal development and well-being of pupils bears testimony to the school's commitment to the original vision of challenging and developing the pupils in as many areas of life as possible.

What the school should do to improve further

- Ensure all pupils have knowledge of their targets and know how to use them to improve their work.
- Ensure that in all classes opportunities are maximised for pupils to self-evaluate and identify what work they have found too easy or too hard.

Achievement and standards

Grade: 2

Overall, standards are above average and achievement is good. Entry levels into Reception vary but the children's levels of skills and knowledge are broadly as expected. They enter with strengths, for example, in dispositions and attitudes, and comparative weaknesses in aspects of literacy. Currently, most children are making good progress and assessment data shows that most have achieved their early learning goals and many have exceeded them. Not all children

make good progress in all of their learning goals and some weaknesses remain in reading and writing. Standards in the national tests at the end of Year 2 dipped in 2006, particularly for higher attainers. Standards are improving and if pupils in the current Year 2 meet their targets then standards are likely to be just above average in writing and reading and average in mathematics. In the 2006 tests at the end of Year 6, standards in English, mathematics and science were well above average. Consistently good teaching and very positive pupil attitudes contribute to most pupils in years 3 to 6 making outstanding progress.

The few pupils for whom English is an additional language, along with those from ethnic minority backgrounds achieve in line with their classmates.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding and reflect the emphasis the school places upon pupils making decisions for themselves. This starts in Reception where there are good opportunities for pupils to make decisions about what they do. They feel respected and believe that their views are acted upon. Pupils respond well to the varied learning opportunities, are enthusiastic, and have a good knowledge of different faiths and cultures. Pupils tell of their overwhelming enjoyment of school, mentioning their caring teachers and the interesting activities they experience. Their willingness to take on responsibilities in school is very good. They eagerly participate in the effective school council. Older pupils act as peer mentors, encouraging younger pupils in activities at playtimes. Pupils have an outstanding understanding of how to stay safe. For example, they learn road safety through participating in cycling proficiency activities. Year 6 pupils have good opportunities to contribute their ideas to the overall risk assessment for their school trips. Pupils are very well behaved in lessons and around the school. They have a good understanding of how to stay healthy through exercise and eating a balanced diet. Attendance is outstanding after effective and rigorous monitoring by the school. The good levels of basic skills, including information and communication technology (ICT), and strengths in teamwork stand pupils in very good stead for their future lives. The spiritual, moral, social and cultural development of pupils is outstanding.

Quality of provision

Teaching and learning

Grade: 2

Inspectors agree with the school's judgement that teaching and learning are good overall, with some examples of outstanding teaching. This includes teaching in the Foundation Stage. Throughout the school the strong working relationships in lessons contribute to pupils' confidence and progress. Pupils enjoy their lessons and concentrate well on the interesting tasks set for them. The teachers plan work to meet the needs of all pupils, and use focused questions to challenge pupils of all abilities. Good planning promotes collaborative work so that pupils are good at working in teams. Teaching assistants make an effective contribution to pupils' learning and help pupils in their care to make good progress. This was evident in an outstanding science lesson in which all adults were involved in supporting groups of pupils. Pupils also reacted well to the active and problem-solving nature of the lesson, as they acted as professors in an ice-cube investigation. Teacher's marking is often very thorough and helps pupils see how to improve their work. However, this needs to be consistent throughout the school.

Curriculum and other activities

Grade: 2

The curriculum is good and has some outstanding features. The vision of a curriculum that promotes creativity, thinking skills and cross-curricular links, is well developed, but the school realises that it is not yet fully established. From Reception onwards, the wide range of opportunities the pupils have helps explain their enjoyment of school. The school makes good use of the school grounds to enhance pupils' learning, and attendance at clubs is good. The variety of extra-curricular activities also helps to ensure that the curriculum matches the needs of all pupils. Local community links are strong and includes speakers from businesses and links with secondary schools in sport, music and art. Besides the impressive range of clubs, all classes make regular visits to places as varied as an owl sanctuary, churches, temples, castles and woodlands. Visitors include dancers, musicians, local speakers, police and health workers. Personal, social and health education are well provided for, and the school has made very good progress in developing its music curriculum.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall. Referring to the size of the school, one parent wrote, 'Everyone knows each other by name which leads to a lovely community feel'. As a consequence of the school knowing its pupils well, the pastoral care of pupils is very good. The pupils tell of feeling safe, they know who to go to if they have a problem, and feel that any incidents are promptly dealt with. Consequently, pupils are able to concentrate on their academic work and enjoy their school life. Policies and procedures to ensure health and safety, together with risk assessments and child protection arrangements are in place and known by staff. Academic guidance for pupils is strong in some areas but is inconsistent. For example, not all pupils know their targets and use them to improve their work. Support from some well qualified learning support assistants enable pupils with learning difficulties and disabilities to make good progress.

Leadership and management

Grade: 2

Leadership and management are good overall and there is a very clear vision provided by the headteacher and her deputy. This successfully combines academic success with promoting pupil's imagination, their independence, and social and personal skills. In recent times there has been a short but significant period of turbulence amongst the teaching and senior management team. This has resulted in temporary managers being in place in Key Stage 1 and in the area of special needs. Consistently high standards at the end of Year 6 are the result of the school's robust systems and procedures.

Monitoring and evaluation are well embedded. For example, after the last Year 2 results the school identified and addressed the need for clearer assessment procedures to meet the needs of the pupils. Another member of staff was employed to work with those pupils requiring additional support, and this is successfully impacting on standards. A new reading scheme is about to be introduced to meet the identified needs of pupils in Years 1 and 2. Research and review is conducted prior to the introduction of any initiative, such as, for example, the investment in resources for ICT, which has shown to be successful in raising standards.

A minority of parents expressed concerns about opportunities for talking to teachers, although there is clear guidance as to procedures and an active website that informs parents of events and news. Governors are supportive of the school and challenge appropriately. Whilst there are some good links with curriculum leaders that add to their knowledge of the school, there are insufficient visits into school by governors.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
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.

Annex A

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	1
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	1
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

20 June 2007

Dear Pupils

Inspection of Knightwood Primary School, Eastleigh, SO53 4HW

Thank you for the welcome you gave us when we visited your school recently. We listened carefully to what you had to say. We were extremely pleased to hear that you enjoyed your school so very much, and most of you attend regularly - well done!

Like you, we feel that it is a good school. We also judge that it does many things extremely well indeed.

It is pleasing to see that you make the most of the very wide range of activities that the school offers. You told us about the visits, the visitors and the clubs. We also liked the way that you have a really good understanding about how to stay safe and know about how to stay healthy. You behave well, and work hard and this helps to explain the good progress you make in your work. The older pupils do particularly well. As many of you said, your lessons are 'fun' and teaching is good or better. We really liked the way the teachers use questions to make you think hard. You could help your teachers by telling them when you feel the work is too hard or too easy for you. We have asked that they give you more time to think about this.

We have also asked the school to make sure that you all know your targets and how to use them to help you improve your work, and that when teachers mark your work they remind you of them.

Your headteacher and the other adults run the school well and have a very clear idea about how the school should develop. This has meant that you benefit from a really wide range of activities. These help you develop your school work but also mean that you are friendly, respect others and yourself, and think hard about things that are important to you.

Thank you again and I wish you well for the future.

Yours sincerely

Michael Pye

Lead inspector