

John Keble Church of England Primary School

Inspection report

Unique Reference Number	116361
Local Authority	Hampshire
Inspection number	312276
Inspection dates	2–3 March 2009
Reporting inspector	John Carnaghan

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	109
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Chris Bontoft
Headteacher	Miss Nikki Young
Date of previous school inspection	18 April 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Hursley Park Road Hursley Winchester SO21 2LA
Telephone number	01962 775241

Age group	4–11
Inspection dates	2–3 March 2009
Inspection number	312276

Fax number

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Age group	4-11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

John Keble Church of England Primary School is smaller than average. It has about half the average proportion of pupils from minority ethnic groups and almost all speak English as their first language. It has below average numbers of pupils with learning difficulties and/or disabilities and the most significant need is dyslexia. A small number of children in the Early Years Foundation Stage and of Reception age share a classroom with a few Year 1 pupils. The school runs a breakfast club and there is a privately run holiday playscheme that is registered and operates from the school site.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

John Keble Church of England Primary School is a good and improving school. The keen, effective leadership of the headteacher ensures that all adults play their part in making life for pupils both safe and enjoyable. Pupils are very content with their school and play a major part in its successes through their outstanding maturity and behaviour. Their personal development is good.

Parents view the school very favourably and have few concerns. A typical comment was: 'The head and her team have made impressive changes to the school in the past couple of years, and her enthusiasm and leadership, combined with the strong and motivated teaching, have made our daughter's experience of JKPS very positive indeed.'

Pupils start school with similar standards to those found nationally. Good teaching promotes effective learning, and achievement is good. This is also true of pupils with dyslexia, because their needs are well known and they receive the correct support at the right time. By the end of Key Stage 2, pupils' standards are above average, and these have risen in recent years.

Lessons are lively and often fun, and frequently enhanced by interesting resources. This keeps interest high and, with pupils' excellent behaviour, contributes to good learning. The pace of learning in the Early Years Foundation Stage is satisfactory. It is slower than in the main school because teaching is a little less challenging. The school's good curriculum offers an interesting mixture of activities. These are often enriched by the contributions of visitors who bring in their experience of the wider world into school.

All staff work as a closely knit team to ensure good pastoral care for all pupils. Parents and pupils alike appreciate the nurturing atmosphere. High-quality support for those with learning or personal difficulties is readily available. However, academic guidance for pupils is inconsistent, and the school acknowledges that both marking and target setting are too imprecise; it is acting to correct this.

The school improvement plan provides clear pathways for the school to continue its improvements. Progress against objectives is regularly monitored, and this effective self-evaluation has improved teaching and learning. The school is inclusive and successfully promotes community cohesion. However, governors, while supportive, do not monitor classroom activities closely enough. The school has made good strides since its previous inspection and, with its recent track record, its capacity for improvement in the future is good.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children enter the Reception class with a range of skills and have similar aptitudes to those expected for their age. When they move into Year 1, they have been well prepared for school life and their standards are similar to national expectations. Their achievement is satisfactory. Children's progress in personal, social and emotional development is good, because their relationships are positive and constructive and their good attitudes contribute well to their learning.

Provision to support children's learning is satisfactory. Lessons are carefully planned but sometimes have too many teacher-led activities, reducing opportunities for children to initiate their own learning. However, children demonstrate improving independence and work happily

in pairs or groups, learning both in and out of the classroom. Adults have started to keep thorough records of what children can do, using photographs and other recording methods, and parents are increasingly involved in this process. In consequence, the school now has a much improved idea of children's standards and achievement.

The adults promote children's welfare well. Staff know children very well and work together harmoniously, using effective strategies to promote their charges' well-being. The leadership and management of the Early Years Foundation Stage are satisfactory and improving. The headteacher has taken a particularly keen interest in monitoring this area, and this is improving the provision.

What the school should do to improve further

- Improve teaching in the Early Years Foundation Stage so that children have more opportunities to initiate their own learning.
- Develop ways to improve pupils' understanding of the next steps in their learning.

Achievement and standards

Grade: 2

At the start of Year 1, pupils' standards are similar to those of other pupils of their age nationally. They display good personal and social skills and have an excellent approach to learning. Relatively recent improvements in Key Stage 1 have had a positive impact on pupils' progress, and this is starting to show in improved standards at the end of Year 2, which are above average. Pupils' achievement in Years 1 and 2 is good.

Effective teaching and a strongly collaborative approach to learning between pupils and staff ensure that standards at the end of Key Stage 2 continue to rise. Standards are above average and pupils' achievement is good. The very effective monitoring and thoughtful support, which are very well managed by the special needs coordinator, ensure that pupils with dyslexia or any other area of difficulty or disability also achieve well. Substantial improvements made to the information and communication technology (ICT) curriculum and resources have led to a sharp rise in standards, fully addressing the concerns raised in the previous inspection.

Personal development and well-being

Grade: 2

Pupils say that they are happy at school and that they would recommend it to other children of their age. They would be pleased to do this because of the school's welcoming atmosphere and, as one pupil explained, 'Everyone gets on so well together.' Behaviour is outstanding, and makes a major contribution to the atmosphere in lessons and to pupils' achievement. Bullying is very rare and, pupils report, the school deals with it very rigorously. The provision of numerous sporting opportunities, both during and after school, and the school's emphasis on healthy food and snacks, help pupils to develop a good understanding of what is required to grow up healthily. Pupils also know what sensible measures they should take to stay safe, for example on the road or while using the internet.

Older pupils adopt various responsibilities around the school. The active school council encourages pupils' full participation in the school and the wider community. They participate in events with the local church, local businesses and the village. The development of skills to help their future economic well-being is good, and pupils reach high standards in basic skills like English, mathematics and ICT. Promoted by the school's initiatives to develop business

understanding, pupils show a growing awareness of the world of work. The school's curriculum, including the carefully planned programme of assemblies, makes a strong contribution to pupils' good spiritual, moral, social and cultural development.

Quality of provision

Teaching and learning

Grade: 2

Pupils enjoy learning. This is because lessons are well planned and offer many engaging activities. Classroom relationships are positive and constructive. Pupils' excellent behaviour and teachers' assured classroom management create a safe, caring environment where all pupils can thrive. Teachers know pupils' needs very well, and skilfully adjust activities so that they enjoy the correct degree of support and challenge. Pupils are questioned perceptively, both to consolidate their learning and encourage creative thinking.

Stimulating resources are used to plan interesting activities. Year 1 and 2 pupils used computers to reproduce and print their Easter drawings, and were delighted with the results. Adult visitors from a nearby computer company worked with small groups of pupils to overcome any 'glitches' and assist their use of laptops. Careful planning and the excellent introduction from the teacher helped to make this an outstanding lesson.

The school assesses pupils' standards regularly, recording the results so that achievement is meticulously tracked. The school quickly identifies any pupil who is falling behind and introduces appropriate measures, such as individual support, to remedy matters. The quality of these interventions is evident in the consistent progress made by pupils, whatever their starting points or difficulties. For example, pupils with dyslexia receive expert guidance. However, marking is inconsistent and does not always provide helpful advice.

Curriculum and other activities

Grade: 2

The wide range of trips and visitors ensures that pupils follow a rich, varied curriculum. Numerous after-school clubs and societies further enrich pupils' experiences. They say they enjoy these very much and their attendance is high.

The formal requirements of the curriculum are all met. The school judiciously links subjects together in certain lessons to promote pupils' interest and better learning. For example, pupils' understanding of the risks of smoking was enhanced when the subject was approached from the scientific as well as the social health viewpoint. Good links with a local secondary school enhance French provision. Personal, social and health education is well planned, and this contributes effectively to pupils' good personal development.

Care, guidance and support

Grade: 2

Teachers and other adults work closely to provide a safe and supportive environment that nurtures children as they grow. Pupils appreciate the care and concern that teachers show for them. They report that they would readily turn to adults in the school, if they needed help or advice. Personal counselling is available to any pupil who may be troubled.

Procedures to safeguard pupils are thorough and fully meet requirements. The school works closely with parents and outside agencies to prevent pupils from falling behind. It is rigorous

in promoting good attendance, despite some taking of term-time holidays. Good links with local secondary schools ensure a smooth transition for eleven-year-old pupils to their next school.

Pupils know something of their standards of work, older ones saying that they know the National Curriculum level they are expected to reach by the year's end. However, pupils' knowledge of how to reach or improve on these predictions is patchy. Termly targets are set at parents' meetings, but these tend to be imprecise and phrased in unhelpful language. Marking is also too inconsistent. In general, while it is friendly and encouraging, it does not offer enough clear advice to help pupils to improve their work.

Leadership and management

Grade: 2

The headteacher plays a positive part in every aspect of school life. She is as well known to parents as she is to pupils and is always available to discuss matters of concern. A strength of her leadership is the way she works in close collaboration with her fellow teachers. The school has a shared sense of purpose, all staff working cohesively to improve pupils' opportunities.

Governors are keen to support the school and they keep a close eye on its finances. They played a significant part in the recent building programme that provided the school with excellent accommodation. However, governors do not monitor the school sufficiently and this reduces their capacity to provide an effective challenge.

The school works well to minimise the disadvantages of its small size through its links with the outside world. Its promotion of community cohesion is good. There are close, fruitful associations with the local church, local businesses and nearby primary and secondary schools. As a result of parental interest, the school started a popular breakfast club in September 2008. The skills of various agencies are regularly tapped to support pupils with learning difficulties and/or disabilities. Growing links with schools abroad support pupils' multi-cultural understanding.

The school's self-evaluation is thorough and, led by the headteacher, rigorous. Assessment data is carefully analysed. The school therefore has an honest view of its strengths and weaknesses. These are incorporated into the school improvement plan. This plays a crucial role in driving the school forwards and provides an effective roadmap for the future. Progress towards objectives are regularly reviewed by staff and governors.

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.

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
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 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

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

13 March 2009

Dear Pupils

Inspection of John Keble Church of England Primary School, Winchester, SO21 2LA

Many thanks for your kind welcome when I recently visited your school. It was good to meet such happy, polite pupils. You told me that you think John Keble is a good school and you are right! I found lots of good things, but a few areas need improvement.

By the time you leave school your standards are better than average. As children start with standards that are about the same as others in the country, this means your achievement is good. There are two important reasons for this. Firstly, your excellent behaviour means that everyone can give their full attention to learning. Well done! Your personal development is good. The second thing is that teaching is good, providing lively, interesting lessons so that you learn well. However, the teaching of Reception age pupils is not quite as thorough, so these children's learning is satisfactory, rather than good.

The mix of topics and subjects that you study, called the curriculum, is good because it is interesting and varied. Teachers care for you very well, and you told me they were always there for you to give help when it is needed. However, teachers' marking and other advice is not as clear as it could be. Led by the headteacher, your teachers work well together to run the school and help it to improve. They make sure that this does not feel like a small school by getting in lots of interesting visitors.

I have asked the school to make improvements in two areas.

- Improve teaching and learning for the youngest children in the school.
- Give pupils better advice about how to improve your work. You can help in this by asking teachers when you are unsure.

Once again, many thanks for all your help during my visit. It was a pleasure meeting you.

Yours faithfully

John Carnaghan

Lead Inspector