

Knights Enham Infant School

Inspection report

Unique Reference Number	116026
Local Authority	Hampshire
Inspection number	338707
Inspection dates	10–11 March 2010
Reporting inspector	Barbara Atcheson

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Chair	Miranda Shaw
Headteacher	Sandra Hunter
Date of previous school inspection	16 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited eight lessons and observed all of the seven teachers. Inspectors also held meetings with governors, staff and groups of pupils. They observed the school's work and looked at school policies, governors' minutes, planning documents, pupils' work and questionnaires returned from 18 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of groups of pupils to determine whether teaching is sufficiently challenging
- the effectiveness of leaders at all levels in raising standards and bringing about consistently good teaching and learning
- the development of international and national dimensions to the promotion of community cohesion.

Information about the school

The school is slightly smaller than average. Most of the pupils are of White British heritage. One third of the pupils have special educational needs and/or disabilities, an above average proportion. Their needs mainly relate to speech, language and communication difficulties. One third of the pupils are eligible for free school meals. This is also higher than average. Children in the Nursery and Reception classes are organised into one Early Years Foundation Stage unit. There is a breakfast club which is run by the governors. The school moved into its refurbished building in September 2009, following six months in temporary accommodation.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The strength of this school lies in the commitment of the headteacher, staff and governors to provide a warm, welcoming, stimulating environment where pupils feel cared for, safe, secure and ready to learn. The headteacher is relentless in her endeavour to find ways to reach out to and work with parents and carers. As a result, the school has a positive relationship with parents and carers who find the school to be a friendly place that supports them as well as their children. The quality of care, guidance and support that pupils receive is good and accordingly, pupils behave well, have good relationships with adults and other pupils, and respect each other's achievements.

Children make a good start in the Early Years Foundation Stage unit from a low starting point. They quickly make up ground in their personal skills and development but, because language skills are the least well developed, new learning requires a lot of practice before children are ready to move on. Consequently, by the end of Year 2, attainment in writing, although improving remains low. Despite a focus on improving writing skills, there are times when some teachers miss opportunities to consolidate new skills or to reinforce the written word, and pupils are not always given sufficient strategies to support each small step in learning.

Over the last two years, attainment in reading and mathematics has improved and is now broadly average. Pupils make satisfactory progress from their starting points and there is a definite trend of improvement over the last three years. This is because carefully planned strategies that the school has put into place are having a positive impact on pupils' achievement. Pupils with special educational needs and/or disabilities make good progress because they receive good support and their learning is tailor-made. However, despite the school's robust procedures for improving attendance, it does not always receive full cooperation with this from a few parents and carers. Consequently, absence from school remains a significant barrier to learning for a small minority of pupils.

There are examples of good teaching where the pace is brisk and teachers are skilful in using their own subject knowledge to help pupils secure good progress in learning. However, this is not consistent across the school. In some lessons, the pace of learning is slow, teachers talk for too long and this limits pupils' opportunities for independent learning. Marking does not always help pupils understand how to improve their work and they are not always given time to do their corrections.

The school has a secure view of its own strengths and weaknesses. It recognises that, while the school's community is a cohesive one, it does not do enough to teach pupils

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about life in other parts of the United Kingdom. Staff and governors share the headteacher's high level of commitment to raise achievement further. Regular monitoring of teaching and meticulous tracking of pupils' progress, alongside carefully targeted support for those at risk of underachievement, have ensured the quality of teaching and learning and the progress made by pupils are improving quickly and securely. This, together with the drive and commitment of the headteacher and the support of a hardworking governing body, demonstrate that the school has a satisfactory capacity for continuous improvement.

What does the school need to do to improve further?

- By July 2010, raise achievement in writing through :
 - increasing opportunities to consolidate writing skills and reinforce the written word
 - ensuring that suitable strategies are put in place to support pupils with their written work.
- By July 2010, improve teaching so that it is consistently good through:
 - ensuring that the pace of learning is brisk, that teachers do not talk for too long and that pupils have sufficient opportunities for independent learning
 - ensuring that all marking gives pupils clear guidance on what they need to do to improve their work
 - ensuring that pupils are given time to correct their work.
- By September 2010, improve pupils' rates of attendance further through:
 - continuing to work with all those responsible for ensuring that they attend more regularly.
- By July 2010, improve pupils' awareness of the cultural diversity in the United Kingdom by fostering links with a contrasting school so that pupils can gain a better understanding of other backgrounds and cultures.

Outcomes for individuals and groups of pupils**3**

Attainment in mathematics and reading has risen in the last two years. Improvement is also evident in writing, which is the weakest area. Pupils enjoy lessons where their learning is well structured. For example, pupils in a Year 1 and 2 lesson on letter sounds made good progress because the teacher made effective use of a pupil's misconception in order to clarify the difference between 'igh' and 'i' as in 'ice'. By contrast, although they made satisfactory progress, Year 1 pupils in another Year 1 and 2 lesson struggled to record their work accurately because their previous learning was not secure and they did not always have sufficient strategies to help them achieve their objective. Pupils with special educational needs and/or disabilities receive good support and make good progress. Teaching assistants are skilled in structuring the small steps that help pupils build on what they have already learnt. Pupils work and play harmoniously, most come to school regularly and their behaviour is good. They say there is very little bullying and

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know that there will always be someone who will listen to them. Pupils are knowledgeable about how to stay safe and have a good understanding of how to lead a healthy lifestyle. They enjoy a healthy choice at lunchtime and fruit for their break. They are proud to be members of the school council and enjoy taking part in the school's recycling project.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Where teaching is good, the pace of learning is brisk and lessons are broken up into short activities that engage and motivate pupils. By contrast, there are some occasions when teachers talk for too long, and although pupils remain well behaved, their concentration wanes and the time left for active learning is limited. Where marking is good, it helps pupils to improve their work. However, there are some inconsistencies. This leads to pupils being unsure about what they need to do to improve. Time is not always given for pupils to correct their work and this does not help pupils to avoid repeating their mistakes. The curriculum supports learning appropriately. Pupils' writing is improving with the introduction of 'Writing Rucksacks' which contain exciting

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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collections of books and items to trigger pupils' imagination and make writing interesting. However, opportunities are still missed to consolidate and extend writing skills at every available occasion, for example as part of role-play activities. An outdoor problem-solving area gives pupils in Years 1 and 2 an enjoyable way to develop skills and scientific knowledge and understanding. A good range of extra-curricular activities is taken up by all groups of pupils and makes a good contribution to their development of skills and enjoyment. Intervention groups are carefully focused on closing learning gaps. The positive ethos of the school provides good support for all pupils. Strong relationships, good support, care and guidance and productive links with a range of agencies ensure that vulnerable pupils and their families make the best of the opportunities provided by the school. Pupils really enjoy the breakfast club and it is helping to improve attendance and punctuality. One pupil said: 'I used to be late, but now I have breakfast at school, I am on time.'

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides a strong lead in creating a climate for improvement. Senior leaders and staff work hard and share her vision and enthusiasm. As a result, the school has made significant strides forward, despite the difficulties of a low rate of attendance. This has improved as a result of determination of the headteacher and her staff to reach out to all parents and carers and form a good partnership. A parent and toddler group gives parents and carers a welcome introduction to school and provides good support for their parenting skills. The new foyer with its open space is specifically designed to encourage parents and carers to come into school and to watch images of the school at work interspersed with important messages that help parents and carers to support their child's development.

All teachers are held to account for the progress of their pupils through regular pupil progress meetings. These are informed by the school's accurate tracking of pupils' progress which highlights potential underperformance. The effective use of this tracking system and the good quality provision for pupils with special educational needs and/or disabilities are testament to the school's commitment to ensure all pupils do as well as they can. However, the school recognises that there is still work to be done to eliminate inconsistencies in the quality of teaching and learning.

Governors are well informed. They challenge and support when necessary. They are

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hard-working and have played important roles in supporting any changes that have taken place. However, they do not play a major role in strategic planning. Appropriate procedures for safeguarding are securely in place and ensure that all pupils feel safe and that their emotional and social needs are met. Checks on the suitability of adults to work with children are thorough and child protection arrangements are secure and updated regularly. However, some policies lack detail in places. There is a satisfactory strategy in place to promote community cohesion. Although plans are in hand, not enough has been done to enhance pupils' understanding of cultural diversity within the United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle quickly into the routines of school life because they are well cared for, safe and secure. They make good progress from a low starting point and achieve well in all areas of learning except writing. Currently, the majority attain the levels expected for their age, in all areas with the exception of writing, by the end of the Reception Year.

The carefully resourced classrooms and outside area provide stimulating opportunities for children to explore and investigate. Accurate assessment ensures that teachers have a good understanding of their learning and development needs, so activities are planned which build upon what children already know, understand and can do. Teaching assistants provide focused support for children with special educational needs and/or disabilities. Partnerships with parents and carers are good, children are well cared for, and all safeguarding procedures are securely in place. The good leadership of the Early Years Foundation Stage has effectively ensured that what the children do in school is

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related to their individual needs. Consequently, the children benefit from good provision for their welfare, learning and development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The rate of return of parent questionnaires was low. From those the inspection team received, most parents and carers have positive views of the school. Evidence from the inspection supports parents' views that children enjoy school, and that care for their health and safety is good. The largest group to show any concern amounted to only two parents who indicated that they did not feel well informed about their child's progress, but made no comment. Evidence from the inspection shows that the school tries very hard at all times to reach out to and communicate with parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Knights Enham Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 18 completed questionnaires by the end of the on-site inspection. In total, there are 216 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	72	5	28	0	0	0	0
The school keeps my child safe	15	83	3	17	0	0	0	0
The school informs me about my child's progress	6	33	10	56	2	1	0	0
My child is making enough progress at this school	10	56	7	39	0	0	0	0
The teaching is good at this school	14	78	4	22	0	0	0	0
The school helps me to support my child's learning	7	39	11	61	0	0	0	0
The school helps my child to have a healthy lifestyle	12	67	6	33	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	61	6	33	0	0	0	0
The school meets my child's particular needs	11	61	7	39	0	0	0	0
The school deals effectively with unacceptable behaviour	12	67	6	33	0	0	0	0
The school takes account of my suggestions and concerns	8	44	8	44	1	6	0	0
The school is led and managed effectively	13	72	4	22	1	6	0	0
Overall, I am happy with my child's experience at this school	14	78	4	22	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 March 2010

Dear Pupils

Inspection of Knights Enham Infant School, Andover SP10 4BS

Thank you for being so friendly when we visited your school. We enjoyed visiting your lessons and talking to you. You really helped us. We think your school gives you a satisfactory standard of education and there are quite a lot of good things about your school. These are the main things that helped us come to this conclusion:

- Children in Nursery and Reception get a good start to their school life.
- You enjoy school, behave well and the staff take good care of you.
- Some of you do not come to school regularly enough and this prevents you from learning.
- Teaching is satisfactory. Some of your lessons really help you to do your best but there are some which do not help you so much.
- You reach levels which are similar to those expected for your age in mathematics and reading, but in writing you are doing less well.
- The school provides interesting lessons and a wide range of extra activities.
- You have a good understanding of healthy lifestyles and how to keep safe.
- Your headteacher and the staff are working hard to make learning better.

We have asked the school to do four things:

- Help you to do better in writing by making sure that you get time to practise your work and are given helpful words and ideas to support your learning.
- Make sure that all teaching is good by:
 - ensuring that teachers do not talk too much and allow you time to do your work
 - mark your work so that you know exactly how you can improve it and give you time to do your corrections.
- Make sure that you come to school regularly.
- Make a link with a school that has pupils from different backgrounds so that you can make new friends and find out what life is like for them.

We hope that you will all continue to enjoy school, try your best to come to school regularly so that you can try your hardest and be successful in the future.

Yours sincerely

Barbara Atcheson

Lead inspector

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