

Knightwood Primary School

Inspection report

Unique Reference Number	131717
Local Authority	Hampshire
Inspection number	341202
Inspection dates	26–27 May 2010
Reporting inspector	David Collard

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 of pupils on the school roll	410
Appropriate authority	The governing body
Chair	Niall Mellors
Headteacher	Paul Haydon
Date of previous school inspection	6 June 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 21 lessons or parts of lessons taught by 14 teachers. They observed the school's work, and looked at a wide variety of school documentation. They held meetings with pupils, staff and governors and talked informally to some parents, carers and pupils. They analysed 189 questionnaires returned by parents and carers and returns from the staff and pupil questionnaires.

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

- whether attainment is likely to continue at the same high levels as it was in 2009
- if, as the last inspection indicated, there is any variability in the quality of provision, and especially teaching, that is having a significant impact on the progress of any groups of pupils
- how the role of the middle managers might have improved so that their contribution has an impact on the strategic direction of the school.

Information about the school

This much larger-than-average primary serves its local area. The proportion of pupils with special educational needs and/or disabilities is broadly similar to that nationally, although there are few pupils with statements of special educational needs. Most pupils are from a White British background. A privately run after-school child care operates within the school which was not inspected by the team. In 2008, the school gained Healthy Schools status, Sportsmark and Artsmark status

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?

2

The school's capacity for sustained improvement

1

Main findings

This good school has a number of significant strengths which means that pupils achieve exceptionally well and gain high standards by the time they leave in Year 6. Teaching is good, and on occasions outstanding. Lessons are lively and interesting so pupils make consistently good, and sometimes excellent, progress as they move through the school. The headteacher, along with strong support from other senior leaders and an effective governing body, sets high expectations and fully understands what strategic decisions are needed to make the school even better. Through strong self-evaluation procedures and addressing the right priorities, provision has continued to improve, confirming that the school has an excellent capacity to sustain these developments into the future

Pupils are extremely polite, highly motivated and want to learn. They behave well and take an active interest in helping others. For example, they have been instrumental in reorganising and trialling new seating arrangements at lunchtime and are presently assessing its success. In lessons, they listen politely to each other and are keen to find out more. They settle quickly to independent tasks and concentration levels are high. On just a few occasions, usually where teaching is satisfactory rather than good, pupils do not engage as well and their attention wanders. It is in these lessons that learning lacks consistency. Nevertheless, work in books shows that as pupils near the top of the school, they are keen to do their best and go 'the extra mile'.

Children start school with skills just slightly below the levels expected for their age. Assessment indicates that they make good progress and are well prepared to take on more formal work in Year 1. Provision in the Reception class has been improved and, while it is now exemplary, this has not yet been for long enough to ensure the highest possible progress and attainment. Teaching and learning in the rest of the school continue to be good. There is some relative variability in Years 3 and 4 but, at its best, pupils make discernibly excellent progress in individual lessons and over the longer term. Almost all pupils reach at least the expected levels in national tests, with a very high proportion doing better than this.

Whole-school assessment is used well to ensure any pupils at danger of underachieving are identified and supported quickly. Pupils generally know their targets and what they need to do next. However, in lessons this is not always used well enough and is the prime difference between excellent and satisfactory teaching. A start has been made by senior leaders in smoothing out this variability, but only recently have middle managers taken a stronger lead in this monitoring process, which is beginning to relieve some of the burden on the most senior leaders. Without doubt, there is a shared commitment to making this school one of the best, and with the improvements that have been made and the strong elements within the outcomes for pupils, the drive to improve is tangible.

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

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What does the school need to do to improve further?

- Improve on the effective leadership by developing the role of the middle managers so that they take an increased part in monitoring and evaluating pupils' achievement and contribute effectively to the school's strategic ambitions.
 - Increase the frequency of outstanding teaching and learning throughout the school by using daily assessments more effectively and consistently so that pupils are fully guided and engaged in developing their skills.

Outcomes for individuals and groups of pupils

1

Attainment has been high for the last five years. This is because almost all pupils reach or exceed the levels expected for their age, including a significantly high proportion of pupils with special educational needs. The school's data and evaluation of lesson observations show that as these pupils with special educational needs move through the school, more and more of them achieve exceedingly well so by Year 6 there are very few who need additional support. In lessons, good learning is characterised by its challenge, often linking subjects, and by developing the specific skills needed in each of these. For example, in one lesson the teacher had explained that, this week, the pupils were going to become architects and needed some particular mathematics skills. Pupils had to decide for themselves when they had achieved these skills and only then could they go on to design a scale drawing of the classroom. This provided a purpose to the series of lessons, enabling pupils to see the relevance of what they were doing and to make their own assessment of their expertise. It is this type of learning, along with the development of many creative, artistic, sporting and technological skills, that ensures pupils have an excellent grounding that prepares them for later life. This also helps ensure that pupils with exceptional gifts and talents are given the opportunity to develop them.

Pupils have an excellent understanding of how to stay safe, fit and healthy. In the playground they know who the day's first aider is, they make healthy choices for their meals and the school council are actively trying to find ways of gaining a higher uptake for hot dinners. Pupils have been recognised for these achievements through gaining a number of national awards. In lessons, behaviour is almost always good, although when teaching does not spark their interest as much, pupils do not take a full part in discussions or independent work. Pupils are interested in the wider community, demonstrated through various initiatives they have instigated themselves and through their support of those less fortunate than themselves. Further afield, they are supporting various international charities. Although at an early stage, a start has been made on making connections with schools in this country so they benefit from a greater understanding of the diverse society within the United Kingdom.

These are the grades for pupils' outcomes

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

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good throughout the school but pupils' learning takes a slight dip in Years 3 and 4. This is because it is in some of these classes that teachers do not use assessment information well enough to help pupils understand what they need to do to improve day by day. Exemplary teaching and high levels of learning are evident in other classes, such as when pupils are given a timeframe within which to work, with the teacher explaining what is expected and the pupils given tasks that suit their ability. This makes learning particularly challenging for the pupils, who relish the chances when they are offered. The school has developed very good links between subjects. The display of Egyptian pyramids, completed by the pupils, include history and design and technology links as well as examples of instructional writing and research. In addition, the novel use of different materials makes pupils think about mathematics. Pupils say they feel the work they are given to do is really interesting and that they feel the teachers work hard to provide an initial 'hook' which will set their imaginations running. Leaders are now working further on the curriculum so that it fully develops each subject skill and its success or otherwise can be easily measured. Pupils are supported and cared for extremely well. The use of various outside agencies helps those who are vulnerable, and safety is a key feature of the welfare procedures. Detailed notes are kept on pupils who have any family troubles and they are carefully nurtured to ensure they can overcome their difficulties.

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

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

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These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The highly effective headteacher is fully supported by the senior team. Much has been achieved in his two-and-a-half years at the school. During this time, a team spirit has been developed that sets the tone and high aspirations and ambition for the future of the school. Any significant underachievement by pupils has been stemmed, ensuring there is good equality of opportunity, with no evidence of discrimination. The school has made a successful start to the broadening of middle and subject leaders' responsibilities, including the analysis of whole-school data. This is giving them greater insights into the strengths and weaknesses within individual teaching, although much of the analysis of whole-school data is still left to senior managers. Nevertheless, from these very secure procedures, there is an accurate reflection of where support for pupils should be targeted which is then provided quickly. The governing body takes a full and active role in supporting the school which includes help in classrooms and recently in developing better community cohesion links. An audit of this provision has been completed and a development plan is now being instigated in order to have a full effect on raising pupils' understanding. The arrangements for safeguarding are exemplary. All procedures and policies are fully in place and keeping pupils safe has a very high priority within the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1

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	
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Good transition arrangements from the pre-school settings mean that children and their families are well informed. On entry, children have slightly lower-level skills in communication, language and literacy than expected for their ages but better social and speaking skills. The environment, both inside and out, provides a vibrant and exciting place to be. Through good professional development, the provision has improved providing an exceptional balance between play and teacher-directed activities. For example, the emphasis on building early writing skills has resulted in children independently choosing to write when they are playing such as in lists, letters and labels. The planning takes good account of different abilities, providing activities not only for the whole group but also for those who find learning more difficult and those who appear to have particular gifts and talents. Adults are used very well, challenging learning by asking pertinent questions and thus moving the learning on. Assessments are regularly undertaken but are not always used to plan fully for the next steps at an individual level. The team has a good understanding of the Early Years Foundation Stage curriculum and much has been done to ensure the provision is at the highest level. Most of these changes have been undertaken recently so have not yet been fully embedded. For example, not enough account is taken of the longer-term assessments to ensure there is even progress for all pupils so that all outcomes are at the highest possible level. As in other parts of the school, leadership is good

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	1
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Almost half the parents and carers responded to the questionnaire. The results are highly supportive of the school. There are few concerns in the comments received and most of these refer to individual rather than generic problems. The inspection team agree with the positive response received and agree that the school is well on its way to becoming outstanding

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Knightwood Primary 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 189 completed questionnaires by the end of the on-site inspection. In total, there are 410 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	125	66	58	31	5	3	0	0
The school keeps my child safe	121	64	64	34	1	1	1	1
The school informs me about my child's progress	93	49	92	49	3	2	0	0
My child is making enough progress at this school	96	51	79	42	10	5	3	2
The teaching is good at this school	100	53	85	45	1	1	1	1
The school helps me to support my child's learning	82	43	96	51	9	5	0	0
The school helps my child to have a healthy lifestyle	83	44	98	52	6	3	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)	82	43	98	52	0	0	0	0
The school meets my child's particular needs	79	42	97	51	5	3	2	1
The school deals effectively with unacceptable behaviour	65	34	99	52	17	9	2	1
The school takes account of my suggestions and concerns	61	32	104	55	7	4	4	2
The school is led and managed effectively	86	46	87	46	6	3	0	0
Overall, I am happy with my child's experience at this school	114	60	69	37	5	3	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



28 May 2010

Dear Pupils

Inspection of Knightwood Primary School, Chandler's Ford SO53 4HW

Thank you for looking after us so well during our recent visit. We very much enjoyed sharing your lessons with you and hearing about all the wonderful things you do at your school. You will not be surprised to hear that we have said yours is a good school and that there are a number of excellent things going on. As we promised some of you, the main points of our report are included below.

- You told us that you felt you did well at your school. We agree. You get off to a good start in Reception. You then continue to make good progress through the rest of the school so that by the time you leave in Year 6 you are reaching high standards.
- You gave us some good reasons for saying that you have an excellent understanding of how to stay safe, fit and healthy. It is no surprise that you have gained various national awards to recognise this fact.
- We have said you behave well. You were very polite and helpful during our visit and your parents and carers should be very proud of you.
- You are taught well and we saw some examples of your excellent learning
- We have also said that your teachers make some good links between your lessons, for example, when you have an exciting start to a topic that really makes you excited about finding out more.
- From our discussions we could tell that most of you know what to do to improve. This is better in some classes than in others so we have asked that this is more consistent.
- Your headteacher, along with the good support from all the staff, knows what to do to make your school even better. They have many more plans for the future. We have asked for the leadership of these plans to be shared more widely so that everybody has a chance to contribute.

Finally, good luck for the future. You can continue to help make your school one of the best by carrying on suggesting good ways that will help things improve.

Yours sincerely

David Collard

Lead inspector

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