

Knight's Enham Junior School

King Arthur's Way, Andover, Hampshire SP10 4BS

Inspection dates

6–7 July 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Senior leaders and governors do not monitor the success of their plans against the impact their actions are expected to have on improving outcomes for pupils.
- School leaders are not carrying out their monitoring activities with sufficient rigour. They are not checking whether areas for development have been achieved.
- Governors have not acted quickly enough to address the shortcomings identified in the review of governance earlier in the year. They are not challenging school leaders well enough or holding them to account.
- Not all teaching is helping pupils to achieve well. Teachers are not challenging the most able pupils sufficiently well to think more deeply and develop a comprehensive understanding in a range of subjects.
- Senior leaders do not always ensure that records of incidents are recorded well enough. They do not monitor and review them with sufficient rigour.
- The curriculum is insufficiently broad and balanced. It is not exciting enough for pupils. It does not regularly provide opportunities for learning in all the required subjects.
- School leaders, teachers and governors do not have high enough expectations of what pupils can achieve. Not enough pupils achieve the standards expected for their age in reading, writing and mathematics. Too few pupils master the skills in these subjects.
- Many disadvantaged pupils and pupils who have special educational needs and/or disabilities do not make enough progress. There are wide gaps between the attainment of these groups of pupils and other pupils in some year groups.
- In some classes the gaps in attainment between boys and girls are too wide.

The school has the following strengths

- Pupils are polite, thoughtful and courteous. They work well together and have positive attitudes to learning.
- Pupils behave well in lessons and around the school. The school is a calm and orderly place to learn.
- Pupils feel safe and understand how to keep safe when using the internet and mobile technologies.
- Relationships between adults and pupils are positive and trusting. Pupils are confident that if they have a problem an adult will quickly help to sort it out.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management, including governance, by:
 - making sure that school improvement plans focus sharply on the success of actions which are measured against the impact they have on pupils' achievement
 - completing the cycle of all monitoring work by checking whether areas for development identified in previous monitoring activities have been achieved
 - increasing the challenge by governors in holding school leaders to account
 - making sure that systems and procedures for recording, monitoring and reviewing incidents are robust
 - broadening and developing the curriculum to engage and excite pupils in a wide range of learning in all subjects.
- Improve the consistency in the quality of teaching and provide greater challenge to the most able pupils.
- Raise expectations, narrow the gaps in achievement and increase the proportion of pupils reaching the standards expected for their age and those achieving a deeper level of understanding in reading, writing and mathematics.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management requires improvement

- School leaders have not devised improvement plans that focus sharply enough on the impact their actions will have on improving outcomes for pupils. There are no defined expectations for the anticipated improvements in pupils' attainment and progress over time. As a result, it is difficult to know whether their plans have been successful.
- School leaders carry out a range of monitoring activities to check on the quality of teaching and learning. They identify strengths and areas for development during these activities. However, outcomes from their monitoring are not followed up with sufficient rigour. They do not check whether areas for development have been achieved. As a result, the impact on rapidly improving outcomes for pupils is limited.
- The school's curriculum is not broad or exciting enough to enthuse and inspire pupils. There are insufficient opportunities to learn in some subjects. Pupils say that they would like to spend more time learning languages and developing their skills in other subjects such as music and art. However, good opportunities for extra-curricular learning exist, for example through dance, drama and film club.
- Middle leaders, such as the English and mathematics subject leaders, are supporting improvements in their areas of responsibility well. They regularly check the quality of feedback teachers provide to pupils to ensure that pupils are clear about how to improve their work. They visit classes to guide and advise teachers about improving their practice and the assistant headteacher provides effective support to newly qualified teachers. However, the cycle of monitoring activities is not always followed up well enough to check that areas identified for improvement have subsequently been addressed.
- The 'Knight's Code' which sets out the school's values supports pupils' personal development well. It effectively supports aspects of pupils' moral, social and cultural education. Pupils learn about British values through the work the school has done to achieve the Rights Respecting Schools Award, where they learn about respect, tolerance and responsibilities. Pupils understand about democracy because they elect their peers to sit on the school council. They talk confidently and show a good understanding about the laws in Britain. Pupils' spiritual development is less well developed.
- School leaders have used the pupil premium funding to provide additional support for disadvantaged pupils. However, the impact of the funding on improving outcomes for pupils is unclear. School leaders have not measured the impact the funding has had on increasing rates of pupils' progress in order to narrow the gaps between these pupils and all other pupils well enough.
- Physical education and sports funding has been used to buy equipment and provide additional sporting activities for pupils after school. However, school leaders have yet to evaluate the impact this additional funding is having on improving the health and well-being of pupils.
- School leaders have accurately evaluated the school. They recognised that outcomes, teaching, learning and assessment, and leadership and management require improvement. Their plans have identified many of the most important areas the school needs to focus on to bring about improvement.
- **The governance of the school**
 - Governors do not challenge school leaders well enough about the underperformance of different groups of pupils. They do not know enough about the strengths and weaknesses of the school.
 - Governors are not holding school leaders to account with sufficient rigour. They have accepted underperformance too readily and have not done enough to check the school's performance for themselves.
 - Objectives set to assess the performance of the headteacher and staff are not linked to pupils' progress precisely enough to measure whether they have achieved the intended targets.
 - Governors are not involved enough in setting the school's strategic priorities. Although they confirm and agree them, they have not been sufficiently involved in identifying the most important areas of improvement for the school.
 - Governors have not ensured that all the required information in school policies is published on the school website.
- The arrangements for safeguarding are effective. Staff training at the correct level is up to date. Staff and governors have attended training to aid their understanding of how to identify and protect pupils who may be vulnerable to radicalisation and extremism. Systems are in place for reporting concerns to those who are responsible for the leadership of safeguarding.

Quality of teaching, learning and assessment requires improvement

- Teaching is not consistently strong in all classes. As a result, not enough pupils reach the standards expected for their age. This is why teaching requires improvement.
- There are clear systems in place to make sure that teachers identify the work that is appropriate for pupils at the required expectations for their age when planning lessons. However, these expectations are not always high enough, particularly for the most able pupils. As a result, the most able pupils are not challenged sufficiently well. They sometimes do work that is too easy for them, particularly in mathematics. As a result, they are not deepening their understanding or mastering their skills.
- Although objectives for learning are shared with pupils, they sometimes focus too much on tasks to be completed rather than learning that is expected to take place. Teachers do not always check pupils' understanding well enough during lessons, which means that if they do not understand what they are expected to learn, their progress is more limited.
- Teachers have not instilled a love of reading in pupils, because not enough pupils have opportunities to discuss their reading and share their excitement of books. Although teachers support pupils to develop new reading skills during lessons, they have not provided enough guidance to some pupils to help them to select the most appropriate books to read.
- Teachers have good subject knowledge and generally convey this well. But sometimes pupils have not fully grasped learning well enough. This was evident in a mathematics lesson, where pupils were recording equivalent fractions. Although the answers were correct, pupils were unclear about what constitutes equivalent fractions or how to calculate them.
- School leaders have introduced a new school mantra 'keep up not catch up'. This is focusing teachers and teaching assistants on making sure that pupils do not fall behind in their learning. When misunderstandings in pupils' learning emerge in lessons, short, focused teaching to address misconceptions are quickly put in place to make sure pupils are ready and able to access the learning in subsequent lessons.
- Teachers have developed pupils' understanding of how to assess their own work and that of their peers well. Pupils enjoy sharing their work with others in their class and identify the strengths and areas for improvement in each other's work.
- Teaching assistants provide effective support for pupils in lessons and alongside teachers, they check pupils' work and provide guidance to pupils to help them to improve their work during lessons.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have positive attitudes to learning. They have learned about the 'four Rs': readiness, resourcefulness, resilience and reflectiveness, which help them to become effective learners and make better progress.
- Teachers know pupils well and provide them with effective support. Regular discussions with school leaders identify barriers to learning. Additional support is provided to help pupils to catch up and keep up with the learning of their class mates.
- Pupils feel well cared for in school and know there is always an adult they can turn to if they have a problem. They have a good understanding of different types of bullying and know what to do to keep safe when using the internet and mobile technologies. Although they say that bullying is rare, they also say that when it does happen, it is dealt with quickly by adults in school.
- Pupils are thoughtful and respect one another's feelings. This is evident when they comment on each other's work during peer marking. They carefully consider their comments, valuing the views and opinions of others around them.
- The school provides effective support for pupils who care for a member of their family, which is evident through their recent success in achieving the bronze level award for young carers.

Behaviour

- The behaviour of pupils is good.

- Pupils' behaviour in lessons and around the school shows that they take pride in their conduct. They are able to regulate their own behaviour and act responsibly in lessons and when moving around the school. They are polite, well-mannered and respectful of others. Disruption in lessons is minimal, even when work is not sufficiently challenging.
- Pupils' good behaviour and conduct is celebrated. The 'Knights of the week' display in the school hall records the names of pupils who have been particularly helpful, polite or supportive of other pupils.
- Pupils' attendance has improved this year, which shows that they enjoy coming to school. School leaders have successfully improved the attendance of some pupils whose absence rates were too high. They are aware that this work is ongoing, to make sure that all pupils attend school regularly.

Outcomes for pupils

require improvement

- Outcomes require improvement because not enough pupils are achieving well from their starting points. The progress of pupils varies across classes and year groups in reading, writing and mathematics, which reflects the variation in the quality of teaching.
- Not enough pupils are reaching the standards expected for their age. The underachievement of different groups of pupils has not been addressed quickly enough in the past. In some year groups the gaps are not closing quickly enough. There is some improvement in the progress pupils are making in reading, writing and mathematics, but it is not consistent in every class.
- Pupils in the current Year 3 class arrived in school with standards well below expected for their age in writing and mathematics. A higher proportion of pupils in this year group have reached expected standards in reading, writing and mathematics because their progress is improving.
- Across the school, too few achieve a deeper level of understanding. This is because the most able pupils are not challenged sufficiently well. They are not provided with enough opportunities to solve problems and use their reasoning skills in mathematics, or to write in greater depth in English.
- Not all pupils have developed a love of reading. Although most pupils say they read at home and some pupils are able to talk about their favourite authors, pupils are not enthusiastic about their reading. Some classes enjoy hearing their teacher read chapters of the class novel, but pupils say that not all classes are given the opportunity to enjoy hearing stories and discussing their views on shared texts.
- Pupils who have special educational needs and/or disabilities are not making enough progress. There are wide gaps in the attainment between these pupils and other pupils. However, the special educational needs coordinator is aware of this and is providing additional targeted support for these pupils to help them to catch up.
- Disadvantaged pupils are making better progress in reading, writing and mathematics in some classes than others. In Year 4 and 5, the gaps in attainment between this group of pupils and other pupils are still too wide. They are much narrower in Year 3 and Year 6. In Year 3, disadvantaged pupils outperform other pupils in mathematics.
- Pupils understand the short-term targets given to them when teachers mark their work. They are eager to show improvements in their work and can explain what they have done to improve their learning.
- Pupils are confident to be able to say if they do not understand the learning in the lesson. Additional short interventions, focusing on pupils' misunderstandings, are quickly implemented to help pupils to catch up.

School details

Unique reference number	116014
Local authority	Hampshire
Inspection number	10002851

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair	Robin Hughes
Executive Headteacher	Felix Rayner
Telephone number	01264 394777
Website	http://www.kejs.org/
Email address	admin@knightsenham-jun.hants.sch.uk
Date of previous inspection	11–12 July 2012

Information about this school

- Knight's Enham Junior is smaller than the average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils who are disadvantaged and supported by the pupil premium and the service premium is well above the national average. The pupil premium provides additional funding for children who are looked after by the local authority and pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs and/or disabilities is above the national average.
- The school does not meet the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school is part of the Discovery Federation, a hard federation with the Roman Way Primary School and Endeavour Primary School. The executive headteacher has been in post since September 2014.
- There is a breakfast club which is run by an outside company. It is not managed by the governing body and was not part of this inspection.
- The school does not meet the requirements on the publication of information on the school website in the following areas: assessment of the breadth and balance of the curriculum; pupil premium funding and its impact on improving outcomes for pupils; physical education and sports funding and its impact on improving pupils' health and well-being and remissions within the school's charging policy.

Information about this inspection

- This inspection was conducted in accordance with Ofsted’s published procedures for inspecting good schools under section 8 of the Education Act 2005. It was converted to a section 5 inspection on the afternoon of day one.
- Inspectors observed learning in a number of lessons on both days of the inspection. Four observations were undertaken jointly with the head of school and the assistant headteacher.
- Inspectors held meetings with members of the governing body, the local authority, senior and middle leaders, staff and pupils. Her Majesty’s Inspector had a telephone conversation with the senior adviser from the local authority.
- Inspectors listened to pupils talk about their work and heard pupils read in Year 3 and Year 5.
- Informal discussions were held with pupils during lunchtimes and playtimes. Inspectors spoke with parents at the start of the school day.
- The inspection team observed the school’s work and looked at a range of documents including pupils’ work in books, achievement and progress information, documents relating to safeguarding and school policies and procedures.
- Inspectors scrutinised the school improvement plan and external reports on the school.
- The inspection team considered the three responses from the online Ofsted questionnaire, Parent View, and two free text responses from parents, the 15 responses from staff gathered through the staff survey and five responses from pupils in the pupil survey.

Inspection team

Ann Henderson, lead inspector

Lea Hannam

Clare Morgan

Her Majesty’s Inspector

Ofsted Inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

