

Kempshott Junior School

Inspection report

Unique Reference Number	116016
Local Authority	Hampshire
Inspection number	357867
Inspection dates	19–20 January 2011
Reporting inspector	Gehane Gordelier

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	339
Appropriate authority	The governing body
Chair	Wendy Harding
Headteacher	Fiona Craig
Date of previous school inspection	27 March 2008
School address	Old Down Close Kempshott RG22 5LL
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed two assemblies, 18 lessons and 13 teachers. Meetings were held with staff, senior leaders, the Chair of the Governing Body and a parent governor as well as groups of pupils. Inspectors looked closely at the school's work. This included reviewing key documents and policies including those related to health and safety and safeguarding procedures. Inspectors also scrutinised the school's self-evaluation, minutes from the governing body, reports produced by the School Improvement Partner, the school's action and improvement planning, the school's data about pupils' progress and levels of attainment, curriculum documentation, teachers' planning and samples of pupils' workbooks.

The team also took account of the responses contained in 106 questionnaires completed by parents and carers, as well as 20 filled in by staff and 98 by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What is the quality of teaching, particularly in English and mathematics, and how well does this help pupils of different ability, including those with special educational needs and/or disabilities, to learn and progress?
- How well do leaders and managers at all levels contribute to raising standards, especially through rigorous action and improvement planning? ♦

Information about the school

Kempshott Juniors is larger than the average primary school. The proportion of pupils known to be eligible for free school meals is much lower than the national average. The vast majority of pupils are White British. The proportion that speaks English as an additional language and who are from minority ethnic groups is much lower than in most schools. The proportion of pupils with special educational needs and/or disabilities is broadly average and few have a statement of special educational needs.

The school has attained UNICEF accreditation as a Rights Respecting School and has been recognised as an Investor in People. The school has had four different headteachers in the last four years. The current headteacher has been in post since January 2009, but was on maternity leave for part of this time. In addition, the deputy headteacher took a career break for two terms over the same period.

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

This is a satisfactory and improving school. Positive comments from parents and carers about the school are mainly about the caring attitude of staff and the wide range of extra-curricular activities the school provides. One parent wrote, 'Kempshott Juniors provides a positive, nurturing and engaging environment ♦ there is a great selection of extra-curricular activities ♦ I now have a child who loves school.'

The school provides a good level of care, guidance and support for pupils and this helps pupils to feel safe, valued and respected. Pupils develop a good sense of right and wrong and are keen to help in school and in the wider community. They have a good understanding of how to keep themselves safe and healthy. The vast majority of pupils are kind and respectful to adults and to each other.

Pupils make satisfactory progress given their starting points in Year 3. Published data for the last three years show that attainment at the end of Year 6 has remained significantly above average in English and mathematics. In 2010, more pupils than was the case in most other schools nationally attained the higher Level 5 in both of these subjects. Pupils also attain particularly well in music because of the high quality specialist teaching. The school is rightly proud of the fact that in 2010, Kempshott Juniors was the highest-achieving state school in the Southern Counties chess competition.

The progress pupils make throughout the school in English and mathematics is uneven because teaching is not yet consistently good. There appears to be information about pupils from the feeder infant schools to ensure that good rates of progression can be securely maintained in Year 3 for pupils of differing abilities, especially for the least able in mathematics. Senior leaders, together with the support from the local authority, have worked hard to overcome previous weaknesses in teaching that had led to some pockets of underachievement. All pupils are now making at least satisfactory progress, including those with special educational needs and/or disabilities. This is largely due to the rigour with which senior leaders and managers are using data to track and monitor the progress of every pupil, to the identification and targeting of gaps in learning and to the improvements made to the quality of teaching. However, teachers do not all make good enough use of assessment information or a wider range of teaching strategies or resources, including information and communication technology (ICT), to fully support and enhance the learning of pupils. Although staff plan interesting and at times exciting lessons, they do not always take sufficient account of the differing needs or interests of all pupils, even within set groups. The school is developing a more creative curriculum which links subjects more closely together and which pupils enjoy. However, there is not yet enough guidance for teachers about how to ensure that skills are equally well progressed in all subjects.

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Some strategies have been effective in helping teaching and support staff to accelerate the progress pupils make in English and mathematics, such as the use of peer observations and focused training for teachers. However, the impact of leaders and managers at all levels has not always been as effective as it could have been. This is partly due to the disruption and lack of continuity within the senior leadership team, but also because of some of the shortcomings of school improvement and action planning. Although the school undertakes a range of monitoring activities, the impact of actions and initiatives aimed at helping to raise attainment are not always monitored or evaluated regularly. Nevertheless, leaders, managers and governors have a generally accurate view of the school's strengths and weaknesses because systems of self-evaluation in the school are satisfactory and improving. Leaders and managers have made suitable progress in improving some of the shortcomings since the school was last inspected, but certain aspects, such as needing to improve the quality of teaching and developing subject and team leaders, still remain. Consequently, the school's capacity to sustain improvement is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Accelerate the rate of progress pupils make in English and mathematics by:
 - setting more challenging targets for teachers and pupils
 - ensuring that data are used more rigorously to monitor the progress made by pupils of different ability
 - making more use of data and information about pupils on entry to Year 3.
- Improve the quality of teaching and learning so that at least 70% is good or better by July 2011 by:
 - embedding the use of assessment strategies and for these to also involve pupils more closely
 - ensuring lesson plans take full account of the different needs of all pupils
 - maximising learning opportunities in lessons and taking better account of the different ways in which pupils learn
 - providing more opportunities for pupils to use information and communication technology to support and enhance their learning in class based lessons
 - providing additional training to improve the knowledge and expertise of teaching and support staff on how best to support the needs of pupils of lower ability, particularly in mathematics.
- Increase the impact that leaders and managers at all levels have in helping the school to improve by:
 - improving the quality of action and improvement plans so that these include precise outcomes for pupils that are also measurable
 - developing guidance for teachers about the progression of skills across the curriculum

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- monitoring and evaluating more frequently the impact that key actions and initiatives are having on bringing about rapid improvements.

Outcomes for individuals and groups of pupils

3

Most pupils enjoy school. They achieve particularly well in reading and the progress they make in English and mathematics has started to accelerate as a result of better learning and stronger leadership of these subjects. Although the attainment by the end of Year 6 is significantly above average, this is not the case for all year groups. Attainment ranges from broadly to above average across the school and within year groups. In one of the good mathematics lessons in Year 6, pupils were learning to use and apply a range of calculation methods to help them to solve number and word problems. They then used inverse operations to check the accuracy of their answers.

Pupils with special educational needs and/or disabilities make at least satisfactory progress thanks to individual support programmes and learning support assistants, who are usually well trained. Pupils all know their targets; they say these help them to improve their work. However, the targets set, particularly for writing, are not always sufficiently challenging. Pupils say they would welcome more opportunities to use ICT to help them to edit, modify and improve their writing. Some pupils still struggle with their spelling because they have not learnt how to check their spelling or to sound out words they are not familiar with.

Pupils know how to keep themselves and others safe, including when using the internet. They recognise the benefits of regular exercise and eating healthily and participate in at least two hours of sporting activities a week. All of the pupils who responded to the questionnaire believe that behaviour in the school is good. The school's behaviour policy is now implemented more consistently by staff. This, as well as some behaviour support programmes, have led to a significant improvement in the way pupils treat each other. Pupils have also benefited from the school's work about rights and responsibilities to help them to reflect on their attitudes towards others as well as how they should expect to be treated. The few pupils who at times find it difficult to behave receive good additional support to help them to learn how to manage their emotions and reactions.

Pupils contribute well to the local community as well as to helping their school to improve. They have a strong voice through the school council and have helped, for example, by requesting more play equipment. Pupils are well prepared for the next phase of their education, but would benefit from further developing their ICT and enterprise skills and from learning how to work more successfully when working independently.

Levels of attendance are rising once again having fallen to below-average levels in 2009. However, there are still parents who take their children on holiday during term time.

Pupils' spiritual and moral development is good. These aspects of their development are well supported by the curriculum and visitors to the school, such as the local vicar who often speaks to pupils in assembly. Pupils learn about other cultures and faiths, but their knowledge of multicultural Britain and the wider world is less well developed.

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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	1
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	3
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Although teaching is satisfactory overall, there are pockets of good practice throughout the school. Typically teachers ensure that pupils understand what is expected of them and what it is they are going to learn. Teachers all make use of whiteboard technology to demonstrate new learning and most do this well. This helps most lessons to get off to a brisk start, with pupils being engaged and motivated from the beginning because of the visual impact of using colourful images. On the very few occasions when this was not the case it was because the lesson was not meeting pupils' needs. Relationships between staff and pupils are positive. Where teaching is good, such as in a mathematics lesson in Year 6, the teacher demonstrated very good subject knowledge. In this lesson, the teacher made effective use of questions and whiteboard technology to check pupils' understanding about the properties of different shapes as well as how to spell key words like 'perpendicular'. The teacher was able to assess the level of progress pupils were making from their responses to her questions. This enabled her to accurately judge when pupils were ready to be challenged further and learn more. Where teaching is less successful, lessons are not well structured or delivered in a way that will get the best out of pupils. In these lessons key learning opportunities are missed, such as how to spell new and unfamiliar words, and the pace of learning often slows. Teachers who remain unaware of this are not making sufficient use of assessment strategies during the course their lessons. This reduces their ability to pick up and respond more swiftly to pupils' needs. Planning of such lessons is often weak and has not taken full account of pupils' differing abilities or

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the diverse ways in which they learn. As a result, there is, at times, insufficient use of practical resources for lower- ability pupils in mathematics or structured writing activities for those who sometimes find writing difficult. The quality of marking varies; while there are examples of where this is done well, there are still too many incidents where this is merely cursory. Pupils are also not provided with sufficient opportunities to reflect and respond to teachers' marking or to check their work for themselves. Most teachers make effective use of additional adults, but not all support staff are provided with sufficient guidance about how best to meet the needs of some of the pupils they help. Nevertheless, pupils with special educational needs and/or disabilities generally receive effective support, especially where staff have received good quality training. One pupil with additional needs told one of the inspectors that his learning support assistant helped to make lessons more fun.

As from September 2010, the school has adopted a more thematic approach to teaching the curriculum. Parents, carers and governors, as well as the pupils themselves, are all very positive about this change. There are very good opportunities provided for pupils to learn to play a musical instrument. The school orchestra participates annually in the Basingstoke Schools Prom and Music and Arts Festival. These opportunities contribute well to developing pupils' self-esteem and confidence. All pupils are taught French by their class teacher. Visits as well as visitors to the school and a wide range of after-school activities enrich the curriculum well. Links with outside agencies enhance the good work the school does to ensure that all pupils especially those with medical needs, or whose circumstances make them more vulnerable, are well cared for guided and supported. There also strong links with the local secondary school to support pupils with transition into Year 7. Links with the infant schools are developing well. However, more could still be done in terms of sharing examples of pupils' work and assessment information to further aid with the transfer of pupils from Year 2 to Year 3.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	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?

Following a period of instability, the senior leadership and management of the school have finally settled. This has helped staff to feel more secure and is leading to leaders and managers becoming more effective in driving and embedding ambition, although they recognise there is still a way to go. The inspection found that progress has accelerated since the return of the headteacher in the summer term 2010. Staff and governors now have a common sense of purpose and direction. Although the quality of action and improvement planning is getting better, some of these documents do not always specify what pupils are expected to achieve or how their progress will be measured. As a result,

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the high expectation that leaders and managers have of staff and pupils are not always communicated or reinforced well enough. Nevertheless, teachers are now held to account more closely for the progress made by pupils, although leaders and managers do not always focus sharply enough on the progress made by pupils of different ability.

The governing body is developing its role well and making a stronger contribution to the direction of the school. Questions are now asked about the progress pupils make and governors are becoming more involved with the work of the school, for example, by being assigned to a class. Governors have yet to ensure that they communicate their findings about the impact of key policies to parents and carers to best effect. They are also developing their ability to ensure that equality of opportunity is maintained throughout the school. Although satisfactory, this continues to be a focus for improvement in order to ensure that pupils have a carefully tailored curriculum for their diverse abilities. Leaders recognise the importance of tackling any form of discrimination. As such, they are beginning to put initiatives in place to help raise the progress of targeted groups, but they have yet to evaluate the impact of such initiatives in subjects other than in English and mathematics.

The school's procedures for checking the suitability of staff to work with children are good and the health and safety of pupils in the school is a high priority.

Leaders, managers and the governing body have a good understanding of the community the school serves. They have developed a plan which helps to promote community cohesion satisfactorily. The plan has yet to be evaluated to monitor its impact on learners. Leaders are aware that global and international aspects of the plan require a higher profile in the school.

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	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Views of parents and carers

The rate of return of questionnaires from parents and carers was a bit lower than is usually the case in primary schools. The responses highlight that a very large majority of parents and carers are happy with their children's experience at school. They also believe that their children enjoy school, that the school keeps their children safe and helps their children to have a healthy lifestyle. A very small minority expressed concerns about their children's progress and the information they receive about how well their children are doing in school. A few parents and carers believe that the school does not deal effectively with unacceptable behaviour. Inspectors saw good behaviour in a high proportion of lessons. They also noted that around the school, pupils are unfailingly polite and courteous. On the rare occasions when behaviour was less than good, it was linked to the quality of the teaching, which was not well suited to pupils' needs or to the arrangements at the end of playtime. There is evidence that the standard of behaviour has not always been this good, however. The fact that staff now deal more consistently with undesirable behaviour has led to a significant reduction in the number of incidents. Furthermore, most pupils agreed that behaviour is good in school when they responded to their questionnaire and when inspectors spoke to them. The inspection found that the school works well with parents and carers and sends home regular newsletters. The school recognises that it could do more to inform parents and carers about the progress their children are making and is looking into this. The inspection found that pupils do not all make the progress of which they are capable and has asked the school to make improvements in this area.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kempshott Junior 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 106 completed questionnaires by the end of the on-site inspection. In total, there are 339 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	45	52	49	0	0	1	1
The school keeps my child safe	55	52	42	40	2	2	2	2
My school informs me about my child's progress	25	24	62	58	11	10	1	1
My child is making enough progress at this school	26	25	59	56	10	9	2	2
The teaching is good at this school	32	30	60	57	5	5	0	0
The school helps me to support my child's learning	34	32	59	56	5	5	1	1
The school helps my child to have a healthy lifestyle	26	25	69	65	5	5	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)	31	29	57	54	4	4	2	2
The school meets my child's particular needs	25	24	67	63	6	6	1	1
The school deals effectively with unacceptable behaviour	15	14	62	58	16	15	3	3
The school takes account of my suggestions and concerns	22	21	64	60	5	5	3	3
The school is led and managed effectively	36	34	55	52	4	4	0	0
Overall, I am happy with my child's experience at this school	36	34	58	55	5	5	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



21 January 2011

Dear Pupils

Inspection of Kempshott Junior School, Basingstoke RG22 5LL

Thank you for welcoming the inspection team to your school and for taking the time to talk to us. We were very interested in what you as well as your parents and carers told us about your school. We were very impressed to hear about the school's success in chess tournaments and we are pleased that you are enjoying the new curriculum. Your school has been judged to be satisfactory. These are the things about your school that are good or better.

- By the end of Year 6, standards in English and mathematics have been much higher than in most other schools for the last three years.
- Most of you behave well and you know how to keep yourselves healthy and safe.
- You help to make your school and local community better in lots of different ways, like helping others and by sharing your musical talents.
- You are well cared for at school and the staff help you to be suitably prepared for the future.

We have asked your school to do three very important things to help it to become even better.

- Although standards are usually high by the end of Year 6, more of you still need to make better progress in English and mathematics.
- The school has agreed to do all it can so that more of your lessons are good.
- Leaders and managers in the school need to get even better at helping the school improve.

I know you will continue to do your best; you could also let your teachers know if the work they give you is too easy or too difficult.

I wish you every success and happiness for the future.

Yours sincerely

G Gordelier

Her Majesty's Inspector

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