

Kempshott Junior School

Old Down Close, Kempshott, Basingstoke, RG22 5LL

Inspection dates 26–27 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good and frequently outstanding progress.
- The rate of progress made by pupils is improving, especially in writing.
- By the end of Year 6, attainment is above average, and often well above average, in reading, writing and mathematics.
- The most able pupils reach high levels of attainment.
- Teaching is good and improving.
- In most lessons the pace of learning is fast and work is demanding.
- Pupils' behaviour is good and often outstanding.
- Pupils enjoy school and have positive attitudes to their learning.
- Bullying is extremely rare and the school keeps pupils safe.
- Leaders have a very clear idea of what the school needs to do to improve further.
- Leaders have dealt with inadequate teaching well and they provide a wide range of training to help teachers improve their skills further.
- Leaders' efforts to improve attainment and progress, especially in writing, have worked well. They are now turning their attention to improving pupils' reading.

It is not yet an outstanding school because

- Pupils' spelling is sometimes careless and inaccurate.
- Occasionally, work in lessons is not demanding enough, or too hard.
- Teachers' marking does not always tell pupils clearly how well they are doing, how to improve their work, or what the next steps in learning are.
- Sometimes pupils do not follow the guidance they are given on how to improve their work.

Information about this inspection

- Inspectors observed 14 teachers over 31 lessons or parts of lessons.
- Meetings were held with staff, representatives of the governing body, pupils and parents and carers.
- Inspectors looked at the school's work, pupils' achievement information, development planning and the school's self-evaluation as well as safeguarding arrangements.
- Inspectors spoke to parents and carers as pupils arrived at school and took into account 46 responses on Parent View.

Inspection team

Edward Wheatley, Lead inspector

Additional inspector

Stephanie Thomas

Additional inspector

Christopher Crouch

Additional inspector

Full report

Information about this school

- The school is larger than most schools of its type.
- Pupils come from mainly White British backgrounds. No pupils are at the early stages of learning English.
- The proportion of pupils supported through school action is above average, and the proportion supported at school action plus or with a statement of special educational needs is below average.
- Most pupils come from the nearby infant school, and about one fifth from other infant schools.
- The proportion of pupils known to be eligible for the pupil premium funding is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise attainment further by ensuring that pupils always learn to spell accurately and carefully.
- Improve the quality of teaching even more by ensuring that:
 - work is consistently suited to the learning needs of pupils of all abilities
 - marking always tells pupils how well they are doing, has brief, clearly stated advice on how to improve and highlights the next steps in learning
 - time is provided for pupils to follow the improvements suggested in marking.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress from above average starting points. Their attainment in English and mathematics is at least above average by the end of Year 6. For many pupils attainment is well above average, and the proportion reaching above average levels has increased since the previous inspection.
- Throughout the school pupils read well. They reach well above average levels by the end of Year 6. The majority of pupils use phonic approaches well (the sounds letters make) to help them read. Some start with low reading skills and the school is focusing efforts on helping these pupils quickly improve their reading skills.
- Pupils' writing skills have improved rapidly in recent years. They write well, using a wide vocabulary and complex sentences. Their writing is imaginative and detailed, and they express themselves well.
- For example, in one lesson pupils wrote about the characteristics of an imaginary super-hero. Using a fictional super-hero as a model, they employed a wide range of adjectives and sentences to describe their imaginary hero's physical appearance and strengths. They discussed their ideas extensively with talk-partners and this enhanced the quality of their learning. However, throughout the school, in their enthusiasm for work, sometimes pupils spell carelessly and incorrectly.
- Pupils have good mental mathematical skills. They calculate accurately and decide quickly what mathematical procedures they need to use in problem solving and complex calculations. They understand the mathematical procedures they use well.
- The previous relative underachievement of the most able pupils has reduced and these pupils' progress is now good and sometimes outstanding. Disabled pupils and those who have special educational needs make good and sometimes very fast progress. Pupils eligible for the pupil premium funding make good progress. Their needs are identified and staffing and other resources are effectively allocated to support their learning.
- Learning in lessons is good and often better. Pupils work together enthusiastically and effectively. They show a high level of respect for each other, listen to and consider each other's ideas in formulating their understanding. They often make very good contributions to class discussions. Learning slows a little on the rare occasions when work is either a little too hard or not hard enough.
- Parents and carers are pleased with how well their children learn and the recent improvements in progress. They also know that sometimes their children's spelling is careless and inaccurate.

The quality of teaching is good

- Teachers plan lessons well. They work closely with each other and teaching assistants to make sure all classes in each year experience an equally good range of learning activities.
- In most lessons work is demanding and fast paced, and based on accurate assessment of pupils' progress and individual learning needs. In these lessons pupils are readily involved in learning. In the very best lessons teachers quickly provide the support that individual pupils or groups of pupils need.
- For example, in a story-writing lesson, pupils wrote about particular features of a pirate's character. The teacher's fast recognition of where pupils working in groups needed support, and prompt searching questioning and encouragement, helped pupils make exceptionally good progress in developing their character descriptions.
- Occasionally, work is not completely suited to pupils' learning needs. It is sometimes too hard, and at other times too easy. In these instances pupils' attention to work, and their progress, briefly slows down.
- Teachers use a wide range of teaching methods effectively. 'Talking partners' help pupils

explore and express their understanding. Teachers' questioning is frequently searching to make pupils explain their thinking accurately and carefully. Small group work is used effectively, and this contributes well to pupils' moral, social and cultural development. The teaching of mental mathematical skills is good and helps drive up standards in mathematics. Improving teaching of phonics is helping pupils develop good reading skills.

- The teaching of disabled pupils and those with special educational needs is good. The school uses a mixture of approaches both within lessons and for short periods of withdrawal from lessons to support pupils. These approaches are carefully planned to meet individual pupils' needs, and they work well.
- Most marking is good and helps pupils improve their skills and knowledge. The school has recently changed how it marks work, and new approaches are not fully embedded. Occasionally, comments on how to improve work are too long and unclear, and next steps in learning are not always clearly stated. While most teachers provide opportunities for pupils to respond to their comments and so improve their work, some do not.

The behaviour and safety of pupils are good

- Pupils are enthusiastic about learning and mostly they work hard. Their behaviour is usually good, and sometimes outstanding. Around school, pupils are polite, friendly, helpful and good humoured. They enjoy helping each other, and take on the responsibilities of being 'classroom buddies' readily. They respect, tolerate and are considerate towards those from different backgrounds and those with physical difficulties or learning problems.
- Teachers manage pupils' behaviour well. Unacceptable behaviour is rare, and when it does happen, teachers do not allow it to disrupt the learning of other pupils.
- Pupils say they feel safe at school, and their parents and carers agree. Pupils have a good understanding of the different kinds of bullying and say that any bullying is unusual. They feel confident that if anything did worry them, teachers would sort it out quickly.
- Pupils' attendance is above average. The school keeps up its efforts to make sure that attendance is good, and follows up all unexplained absences quickly and works with pupils and families to ensure high levels of attendance.
- The school takes good care of its pupils. The very small number of pupils joining the school during the year is well supported. The school has a wide range of effective approaches to help families experiencing difficulties.

The leadership and management are good

- The headteacher, and other leaders, provide a clear direction for the school's improvement. There is a determined approach to ensure teaching is consistently good so that standards and progress continue to improve. Staff support this.
- The school accurately identifies its strengths and weaknesses. It has taken effective action to reduce ineffective teaching, and to support those new to the profession. The quality of professional development is good with a well-organised programme of courses and school-based training. The local authority provides significant support in this, and links with other schools contribute effectively to teachers' skills. Teachers' performance targets are directly linked to raising pupils' attainment and improving their progress.
- Efforts to drive up standards are working well. Attainment is rising, especially in writing. Progress is improving, and the gap in progress between different groups of pupils has narrowed, particularly for the most able pupils. The school promotes good achievement for all pupils well. It is demonstrating a good capacity to continue this improvement.
- Improving links with the infant school providing most of its pupils is making an increasingly effective contribution to helping pupils transfer into the school, and to provide an unbroken experience in their learning.
- The curriculum is well managed and organised effectively to ensure all pupils have a wide

range of experiences to prepare them for the future. Literacy, numeracy and the use of computers are well established in all subjects and promote pupils' basic skills well.

- Opportunities to find out about their own locality and the wider world are good, and help pupils to learn about and respect the values and beliefs of different cultures. This promotes their spiritual, moral, social and cultural development well, and helps eliminate all forms of discrimination.
- The school has good links with parents and carers. Parents and carers are pleased with the level of communication which they say keeps them well informed about curriculum activities, trips and visitors. They feel confident that any concerns they have are dealt with seriously and effectively.

■ **The governance of the school:**

- works effectively and is well informed about the school's work
 - is clear about the school's strengths and weaknesses
 - works with senior staff in planning school improvement
 - holds the headteacher to account for pupils' performance
 - ensures safeguarding and other requirements are fully met
 - ensures the additional funds derived through the pupil premium are used effectively to help pupils who are falling behind in literacy and numeracy.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupil's needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupil's needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116016
Local authority	Hampshire
Inspection number	405615

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	332
Appropriate authority	The governing body
Chair	Wendy Harding
Headteacher	Fiona Craig
Date of previous school inspection	19–20 January 2011
Telephone number	01256 326713
Fax number	01256 364038
Email address	headteacher@kempshott-jun.hants.sch.uk

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