

# Kempshott Junior School

## Inspection report

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<b>Unique Reference Number</b>	116016
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	312149
<b>Inspection date</b>	27 March 2008
<b>Reporting inspector</b>	Elisabeth Linley HMI

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	344
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr M Frost
<b>Headteacher</b>	Mrs S Waters (Acting Headteacher)
<b>Date of previous school inspection</b>	20 October 2003
<b>School address</b>	Old Down Close Homesteads Road Kempshott Basingstoke RG22 5LL
<b>Telephone number</b>	01256 326713
<b>Fax number</b>	01256 364038

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors. The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement in English, the quality of teaching and learning, the role of leaders at all levels in raising achievement and the care, guidance and support provided for pupils' development.

Evidence was gathered from the examination of school documentation, discussions with pupils, school staff and governors and observation of lessons and other school activities. The inspector also took account of the views of parents expressed in questionnaires. Pupils' personal development and well-being plus the curriculum were aspects of the school's work that were not investigated in detail. However, the inspector found no evidence to suggest that the school's own assessment, as provided in its self-evaluation form, was not justified.

## Description of the school

Kempshott Junior School is larger than most primary schools. It draws pupils mainly from Kempshott, although the number of pupils attending from beyond the immediate locality has increased. The school has a number of awards; these include the Unicef Level 1 accreditation as a 'rights respecting school', the Healthy Schools Award, Activemark and Investors in People. Kempshott Junior School is also a pilot school for the Yellow bus scheme. The school is currently being led by an acting headteacher who is the headteacher of Kempshott Infant School.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Kempshott Junior School provides a satisfactory quality of education for its pupils. Even so, the school has a number of good features. The acting headteacher is a strong leader of the school and is well supported by the deputy headteacher. All staff are committed to the well-being of the pupils and it is clear that every child really does matter. The staff work hard to enrich the pupils' education with a wide range of sporting, musical and creative experiences. This contributes well to the effectiveness of the curriculum, pupils' personal development and their spiritual, moral, social and cultural development. Pupils' enjoyment of school is clearly reflected in their very good attendance.

The vast majority of parents are very pleased with the school. However, a minority raised concerns about their children's progress in lower school. The school is aware that pupils' progress has been uneven in different year groups. Given that most start school with standards in reading, writing and mathematics that are well above average, pupils have not consistently achieved as well as they could. In Year 6, pupils have attained highly in the English, mathematics and science national tests for several years. However, their achievement in mathematics and English has not always been what it should. Following the 2006 national tests, the school worked hard to make improvements in mathematics and improvements were seen in 2007. Achievement in English, particularly at the higher level, however, was not good enough given the pupils' starting points. The school has now embarked on a programme of staff training to address the weaknesses in English and there is evidence that pupils are beginning to make better progress. However, school data shows that more needs to be done to ensure consistency of improvement in pupils' achievement throughout school.

Teachers and teaching assistants use a range of effective strategies to engage pupils in lessons. Staff are also working to involve pupils more in assessing their own learning although some pupils are confused about the different targets they have to help them improve. Nonetheless, in lessons, most pupils are interested and motivated and they behave well; the few pupils who have difficulty in managing their own behaviour are well supported. This is all making a positive difference to pupils' learning. However, even though the proportion of good lessons has improved, good quality teaching is not yet consistent throughout school.

The school's pastoral care provided for pupils is good. An example of this is in its partnership with a wide range of external agencies to provide for vulnerable pupils and for those with learning difficulties/and or disabilities. The outcome is effective and intervention strategies to aid pupils with a range of moderate and more complex learning difficulties are well planned. As a result, these pupils make good progress. The analysis of data for all pupils is improving. In the past, targets have been met or exceeded; recent improvements have aided the setting of more challenging targets. School leaders have strengthened the systems to track, monitor and evaluate pupils' progress. However, they recognise that more remains to be done to develop subject and team leaders' expertise in this respect.

Many parents comment favourably on the work of the acting headteacher and recognise that she is supported by a dedicated staff who have a clear understanding of the school's strengths and the aspects that need to be improved. Governors are enthusiastic and greatly value the work of the staff. They recognise the importance of the school's current focus. With this in mind, they have allocated funding from the school's significant budget surplus to aid improvement. Whilst maintaining an appropriate balance of challenge and support, governors

are mindful of their own development needs. To this end, they have arranged to work with the local authority to develop greater expertise in respect to their accountability as governors. The improvements made and the impact seen, for example in mathematics, together with the drive and determination of school leaders and governors demonstrate the school's good capacity to improve.

### **What the school should do to improve further**

- Improve the quality of teaching so that pupils are consistently challenged to achieve their best, particularly in English.
- Develop subject and team leaders in their different roles to aid the raising of pupils' achievement.

A small proportion of the schools where overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next S5 inspection.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	1
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

03 April 2008

Dear Pupils

Inspection of Kempshott Junior School, Basingstoke, RG22 5LL

I visited your school recently and I wanted to thank you for being so friendly and helpful. I really enjoyed my day at Kempshott Junior School. You and most of your parents told me how pleased you are with the school. You enjoy the extra opportunities you have in sport and music for example, and the different trips you go on. Some of you were away when I visited. I hope you had a great time at the farm and on your residential trip!

When I was in school, I was impressed with how you behaved and how you took part in your lessons. You clearly enjoy having responsibility and your school council is doing a good job. Some of you came to tell me that you had just finished a sponsored run around your school field for charity; it is good to see that you are thoughtful of others.

When you leave school, the standards you reach are better than in the majority of schools and this prepares you well for the next stage in your education. However, your teachers know that some of you do not achieve as well as you could, particularly in English. They know that more needs to be done to make sure that you always achieve your best and this is why your school is satisfactory rather than good at the moment.

Your acting headteacher and deputy headteacher are doing a good job whilst your headteacher is away. Everyone is working hard to make the changes needed so your school can be even better. These are a few things that I have suggested to help:

- The teachers are going to make sure that you all have just the right work to do in lessons so that you are challenged to do your very best, particularly in English.
- Your teachers in charge of different parts of the school's work are going to check up carefully and regularly to make sure that things being done are helping you to achieve your best.

With very best wishes to you all for the future.

Yours sincerely

Elisabeth Linley

HMI