

Inspection of a good school: Kempshott Junior School

Old Down Close, Homesteads Road, Kempshott, Basingstoke, Hampshire RG22 5LL

Inspection dates:

11 and 12 January 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils enjoy attending Kempshott Junior School. They love many aspects of school life, such as celebration assemblies and playing football on the multi-use games area. The wide range of clubs on offer, including rugby, nature and art, excites pupils. The clubs are well attended, including by disadvantaged pupils.

Leaders have high expectations of pupils. Pupils rise to these expectations through their work ethic and behaviour choices. Classrooms are calm and pupils work hard. Pupils behave well in lessons. They are eager to contribute and ask pertinent questions to clarify their understanding. They listen to the views of others. However, leaders' expectations are not always realised. More pupils are starting school not reading fluently because of the COVID-19 pandemic. Leaders have not responded quickly enough to make sure these pupils get the support they need.

Leaders make sure that pupils know about the different forms of bullying, such as emotional and cyber-bullying. This helps pupils spot bullying if it happens. Pupils told the inspector that bullying is rare and sorted out quickly.

Pupils talk about having strong friendships and kind staff who listen to them. They report that teachers offer them useful friendship advice when needed. Pupils feel safe in school.

What does the school do well and what does it need to do better?

Pupils enjoy reading. Leaders think carefully about the children's literature that they want pupils to study, listen to and enjoy. Pupils look forward to story time. In reading lessons, teachers support pupils to understand texts. They ensure that pupils learn how to predict, retrieve and infer information well.

However, there is not a consistent approach to the teaching of phonics for pupils who are still learning to read. Some staff do not know how to teach phonics and make errors. Staff teach the sounds that letters make in different ways. This confuses pupils. Teachers do not always give pupils books that match the sounds they know so pupils guess words. This slows their progress and knocks their confidence. The teaching of phonics will be a focus for the next inspection.

In some subjects, such as mathematics, music and art, leaders have carefully thought about what pupils will learn. For example, in art, pupils learn about different techniques, such as wax resist, to give texture to their work. They practise these skills and use them well to create final pieces, producing work of high quality.

The mathematics curriculum is well planned and taught. Teachers have strong subject knowledge and sequence lessons carefully. They know common misconceptions and look out for them. Teachers give pupils time to practise what they have learned. Lessons always begin with a review of past learning. Teachers use these reviews well, alongside regular assessment, to spot pupils who have not remembered concepts and methods over time. These pupils get the extra help that they need to understand, remember and catch up.

Leaders find themselves at the early stages of curriculum development for history and geography. Having monitored the impact of newly introduced history and geography curriculums, they have identified the need to review and adapt them further. Pupils with special educational needs and/or disabilities (SEND) and lower-attaining pupils were not learning and retaining knowledge well enough. Currently, what leaders want pupils to learn over time in these subjects is not sufficiently thought through. Teachers cannot build precisely on what pupils have learned before or prepare them effectively for what comes next.

Leaders identify pupils with SEND effectively through strong communication with the feeder infant school, observation and assessment. They monitor carefully how well pupils with SEND and lower attaining pupils learn. Teachers adapt tasks to take account of individual needs.

Pupils' broader development is prioritised. A recently formed pupils' diversity council supports pupils to understand and celebrate differences. As one pupil said, 'It doesn't matter if you are different, everyone cares about you.' Leaders do not tolerate discriminatory or prejudicial behaviour.

Staff enjoy working at the school. They say that leaders are considerate of their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture in the school. Training is regular, including for governors. This ensures that all adults know what to do if they are worried about a pupil.

The headteacher presents staff with weekly safeguarding scenarios. This keeps training fresh and staff alert.

Record-keeping is thorough. Leaders' actions are timely and well considered. Strong communication between members of the safeguarding team ensures that they all understand the needs of their pupils and families well.

Teachers make sure that pupils know how to keep themselves safe, including online. For example, pupils speak in an informed way about creating strong passwords and the dangers of fake online friends.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is not a common, systematic approach to the teaching of phonics. Some staff do not understand how to teach phonics. Teachers do not make sure that pupils practise reading from books that match the sounds they know. This confuses pupils and is slowing their progress in learning to read fluently. Leaders must ensure that there is a phonics programme in place which is consistently used to teach the pupils who are still learning to read so that they catch up quickly.
- In history and geography, what leaders want pupils to learn and remember over time is not sufficiently identified or sequenced. Teachers do not know exactly what has been taught in the past. This means that they cannot build on pupils' previous learning, including those with SEND, effectively. Leaders need to ensure that they define the knowledge and skills precisely so that pupils' learning builds on what they already know and remember, in all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in September 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	116016
Local authority	Hampshire
Inspection number	10211430
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	364
Appropriate authority	The governing body
Chair of governing body	David Ward
Headteacher	Fiona Craig
Website	www.kempshott-jun.hants.sch.uk/
Date of previous inspection	15 February 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector held a wide range of meetings with the headteacher and other leaders in the school. She met with five governors, including the chair of the governing body.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. Deep dives included visiting lessons, looking at pupils' work and talking to leaders, teachers and pupils. The inspector heard pupils read to an adult from the school.
- The inspector also examined pupils' work and spoke to leaders about some other subjects.

- The school's safeguarding arrangements were reviewed. This included safer recruitment checks and record-keeping of concerns, as well as speaking to pupils and staff.
- The inspector also gathered evidence to explore the impact of pupils' behaviour on learning, the school's wider curriculum offer and how well leaders support staff with their workload.
- Responses to the Ofsted Parent View survey and free-text comments were considered by the inspector. She also considered the responses to Ofsted's online survey for staff and pupils.

Inspection team

Lea Hannam, lead inspector

Ofsted Inspector

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Piccadilly Gate
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