

# Inspection of The Knights Enham Junior School

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

---

|                           |                             |
|---------------------------|-----------------------------|
| Inspection dates:         | 3 and 4 December 2024       |
| The quality of education  | <b>Requires improvement</b> |
| Behaviour and attitudes   | <b>Good</b>                 |
| Personal development      | <b>Good</b>                 |
| Leadership and management | <b>Good</b>                 |
| Previous inspection grade | Good                        |

## **What is it like to attend this school?**

The school is ambitious for what all pupils, including those with special educational needs and/or disabilities (SEND), can achieve. Despite this, pupils do not achieve as well as they should. This is because important parts of the curriculum are not delivered well enough. As a result, many pupils requiring additional support do not rapidly catch up with age-expected learning. This is particularly the case in phonics, spelling and mathematics. Consequently, they are not well prepared for secondary school.

Pupils strive to achieve the school values of 'collaboration, independence, nurture, resilience and respect'. Pupils understand what each of them mean, seeing mistakes as a chance to learn and try again. They are typically kind to each other and show respect for members of their school community. Pupils told inspectors that 'help will be provided to everyone that needs it'. Pupils trust adults to help them feel safe and cared for.

Pupils benefit from a wide range of opportunities to learn new skills and talents, such as learning to play the trumpet in the brass band. There are many opportunities for pupils to develop leadership skills through joining the school council or becoming an eco-warrior. Pupils value these roles as an opportunity to positively contribute to the school community.

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

There have been significant changes in staffing and leadership since the previous inspection. Every member of staff understands how to contribute to school's improvement priorities. Leaders are robustly responding to the previous low key stage 2 outcomes by making rapid improvements to the school's curriculum. The governing body focuses on providing the right support to move the school forward. An example of this is through supporting leaders to improve the accuracy of information collected about pupils' learning.

The school's curriculum is ambitiously designed to cover the important skills and knowledge needed to prepare pupils for future learning. Most pupils learn well in the foundation subjects. They learn to relate new learning to ideas they already know. This is also evident for pupils with SEND who benefit from the school's vigilance in identifying individual needs and providing effective support. Teachers design learning to help all pupils apply their knowledge and practise their skills. This helps pupils to remember and discuss learning in detail.

However, not all pupils are yet able to learn the full curriculum in mathematics. Teachers know that many pupils have gaps in their basic numeracy skills. Learning is designed to reteach these concepts. However, pupils are not being effectively supported to rapidly master these skills. In some lessons, teachers are not precise when explaining reasoning behind mathematical procedures like division. Consequently, many pupils do not achieve as well as they should.

The school provides daily phonics catch up for the large number of pupils that need it. However, staff do not swiftly move pupils on to new learning once they are competent.

This means some pupils do not rapidly catch up to become confident and fluent readers. The school is taking appropriate action to improve pupils' reading comprehension. Teachers model how to find information from texts and check pupils understand new vocabulary to help pupils explore their learning.

The school has secured rapid improvements in pupils' attendance. Effective work with parents and professionals focuses on reducing absence. Staff are also consistent and fair when applying the clear behaviour policy. Pupils know about the importance of respecting each other's right to learn. Therefore, pupils pay attention and follow instructions. Lessons are rarely disrupted, so pupils can learn.

The school's approach to pupils' personal development is a strength. Pupils are knowledgeable about keeping themselves safe and healthy. Pupils demonstrate citizenship through leading playtime games for children from the infant school or helping plant trees in the community. Pupils are proud of themselves because staff recognise the important milestones that pupils achieve through trying hard. The school extends support for pupils to their families for example, through the weekly food pantry. Pupils and parents enjoy cooking healthy meals together in the after-school cookery club. Staff, parents and pupils speak positively of the sense of community that permeates the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Staff do not provide the precise support that some pupils need to quickly and effectively close gaps in their phonics knowledge. This means that these pupils do not rapidly learn to read and spell appropriately for their age. The school should ensure that all staff have the expertise to identify and rapidly close the gaps in pupils' knowledge, so they are able to read and spell with fluency and confidence.
- Teachers do not ensure that all pupils access learning that enables them to apply mathematical knowledge, concepts and procedures appropriately for their age. This means a large number of pupils are not well prepared for key stage 3. The school must ensure that teachers have the expertise they need to swiftly close gaps in pupils' learning, enabling them to learn the age-appropriate knowledge they need.
- Teachers do not always present new learning in a clear and precise way. This means some pupils struggle to understand new learning with sufficient depth. The school must ensure that all staff have the expertise that they need to help pupils develop and retain a secure understanding.
- Assessment approaches in some subjects are not fully developed. This means that the school is not fully assured that all pupils are effectively learning the intended

curriculum. The school should continue to strengthen how they assure themselves that the curriculum is being learned successfully by all pupils.

## 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.

## Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

|  |  |
|--|--|
| <b>Unique reference number</b>             | 116014   |
| <b>Local authority</b>                     | Hampshire  |
| <b>Inspection number</b>                   | 10341385   |
| <b>Type of school</b>                      | Junior   |
| <b>School category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 7 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 202  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Louise Maratos   |
| <b>Headteacher</b>                         | Daniel Whitehouse  |
| <b>Website</b>                             | <a href="http://www.kejs.org">www.kejs.org</a>                     |
| <b>Dates of previous inspection</b>        | 11 and 12 December 2018, under section 5 of the Education Act 2005 |

## Information about this school

- Since the last inspection, there have been a number of changes in leaders and staff.
- The school uses one unregistered alternative provision.
- The school joined a federation with The Knights Enham Infant School in September 2024. A number of staff, including the headteacher, work across both schools.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, staff and pupils. The lead inspector met with representatives of the governing body including the chair of the governors. They also spoke to a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and music. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to some pupils read aloud to familiar adults.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector reviewed and scrutinised a range of the school's documentation, including leaders' plans for improving the school, minutes of governing body meetings and records of attendance and behaviour incidents.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, they spoke to pupils about their experiences of school life. Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the online staff and pupil surveys.

### **Inspection team**

Michelle Payne, lead inspector

His Majesty's Inspector

Carla Laney

Ofsted Inspector

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 children looked after, 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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

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 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024