

# Knaphill School

High Street, Knaphill, Woking, Surrey GU21 2QH

<b>Inspection dates</b>	27–28 April 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Actions taken to ensure that the school has effective leadership during a period of change have proved highly successful. Leadership at all levels is exceptionally strong. As a result, the school has improved significantly since the last inspection.
- Leaders are highly ambitious for pupils and work extremely well together to improve outcomes. Leaders know what they need to do in order to improve the school still further.
- All groups of pupils make good progress. Leaders make frequent and thorough checks on how well pupils are learning and extra help is quickly given when needed.
- The leadership of the provision for pupils with special educational needs or disability is a strength.
- The quality of teaching, learning and assessment is good and continues to improve. Teachers set work that appropriately supports and challenges all groups of pupils.
- Pupils' personal development and welfare is outstanding. This is a very caring school where pupils' well-being is of the highest priority.
- Behaviour is good. Pupils show respect to each other and adults.
- The school keeps pupils safe. Pupils have an excellent understanding about how to keep safe.
- Parents are highly supportive of the school. They appreciate the improvements that have been made since the previous inspection.

### It is not yet an outstanding school because

- Pupils make expected progress across a range of subjects, rather than accelerated progress.
- Pupils do not write at length often enough to fully develop their writing skills.
- The presentation of pupils' work, including their handwriting, is not as good as it could be.
- Pupils do not consistently respond to teachers' feedback to correct their work, address misconceptions and close gaps in their understanding.

## Full report

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

- Further improve teaching, learning and assessment so that more pupils make more than expected progress by:
  - ensuring that pupils develop their writing skills by frequently writing at length in English and in other subjects, so they can practise their grammar, spelling and punctuation
  - making sure that pupils respond fully to teachers' comments by correcting and improving work when they have been given feedback
  - insisting on the highest standard of presentation in pupils' work, including neat handwriting.

## Inspection judgements

### Effectiveness of leadership and management is outstanding

- Leadership in the school is inspirational. As a result, the culture of the school has been transformed. The headteacher, with excellent support from both the outgoing executive headteacher and the newly appointed federation headteacher, has put the school's previous record of weak provision very firmly in the past.
- All leaders have an absolute and unremitting focus on promoting the highest standards in all aspects of the school's provision. That is why the quality of teaching has improved rapidly. The school is in an excellent position to improve further.
- All staff, most of whom are new to the school since the previous inspection, work towards a common aim. They all understand and fully support the high expectations of senior leaders. The sense of joint responsibility shared by staff is a fundamental strength of the school and is central to the school's continuing improvement.
- All leaders contribute fully to school improvement. Senior and middle leaders make frequent and rigorous checks on the quality of teaching. They take account of a range of indicators, including progress information, lesson observations, informal classroom visits and work in pupils' books. Leaders rightly focus on the impact of teaching on pupils' achievement. As a result, leaders have a deep and precise understanding about the effectiveness of the provision and what needs to be done to improve pupils' outcomes further.
- Leaders manage teachers' performance very well. They have created a very open culture in which teachers feel confident to talk about their practice and are keen to improve. Teachers know each other's strengths and where to find examples of best practice from which to learn. There is a great team spirit evident. Morale is high.
- Leaders have rigorous systems for checking the achievement of pupils. Meetings are held every half term to check the progress that each pupil is making. Pupils not making the progress they should are quickly identified and extra support is provided. The impact of this extra support is then checked to make sure it is making the difference needed.
- The drive to make sure that all pupils achieve well, no matter what barriers to learning they may have, is uncompromising. The leadership of the provision for pupils who have special educational needs or disability is a strength of the school and plays an integral role in making sure that the notion of equal opportunity lies at the heart of the school's work.
- Pupil premium funding (additional government funding for children who are looked after by the local authority or pupils who are known to be eligible for free school meals) is used extremely effectively. The school provides many interventions to make sure that disadvantaged pupils achieve well. As a result, the achievement of disadvantaged pupils has significantly improved since the previous inspection.
- The school uses the additional funding for primary sports and physical education very well. The addition of a specialist sports teacher and new sports equipment have improved provision and increased pupils' participation in physical education and competitive sports, both in school and in tournaments with local schools.
- The school's curriculum is built around termly or half-termly themes through which different subjects are taught. For example, in Year 6, pupils learn to find the volume and area of Egyptian tombs as part of their 'Egypt' topic. Year 5 pupils deepen their geographical understanding by finding out how oceans were formed and develop their scientific skills by investigating forces when exploring their 'Active planet' theme. In this way, the curriculum is meaningful and vibrant. In addition, the curriculum is enhanced by an exciting programme of visits, including three residential trips. A wide range of clubs gives pupils excellent opportunities to further enrich their learning. As a result, the curriculum contributes extremely well to pupils' academic and personal development.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well, particularly through the four school values of being respectful, committed, confident and being given opportunities to excel. In one assembly, for example, led by the federation headteacher, pupils were inspired by the achievements of a blind explorer. Pupils readily offered answers to demonstrate their understanding of 'no such thing as can't'.
- Leaders make sure that pupils are safe in school. The well-being of pupils is a high priority. Effective links with health and other professionals provide pupils and their families with extra guidance and support where it is needed.

- British values are promoted extremely well. Pupils have many opportunities to contribute to school life. For example, pupils elected as 'MPs' onto the 'Pupil Parliament' sit on one of four committees. One such committee is the 'Learning Council', which meets regularly with teachers to 'make learning the best it can be'. During the inspection, the council was planning an assembly to emphasise the importance of learning, respecting each other and never giving up. In such ways, pupils learn strong values that prepare them very well for life in modern Britain.
- Ofsted's online questionnaire, Parent View, the school's own surveys and discussions with parents during the inspection show that the overwhelming majority of parents fully support the school. They appreciate the work of the new leadership team and staff. Typical comments included: 'the school has really had a massive turnaround'; 'substantial improvement over the past two years'; and 'I have seen rapid change at this school and I am confident that my child is getting the best possible care and support'. Parents particularly appreciate the improved communication, the helpful, approachable staff and the care that their children receive. These views are mirrored by the inspection findings.
- **The governance of the school**
  - There have been substantial changes to the structure and work of the governing body since the last inspection. This has been partly as a result of a lack of capacity in the previous governing body as well as the need to establish a single governing body for the newly established federation.
  - All but two of the current governors are new since the previous inspection. Careful consideration is given to the appointment of governors, and as a result, the governing body has the necessary expertise to provide the support and challenge that is needed. Governors now make a significant contribution to school improvement.
  - Governors receive excellent termly reports from the headteacher. They make frequent visits to the school and work very closely with school leaders. As a result, they know the school very well, including the effectiveness of teaching and its impact on the achievement of different groups of pupils.
  - Governors effectively hold the school to account. They ask searching questions about the achievement of groups of pupils, for example, how well the most-able pupils in Year 3 are doing and whether teachers have sufficiently high expectations for their achievement.
- The arrangements for safeguarding are effective. Leaders fulfil all statutory requirements. Systems and processes are rigorous. Staff are appropriately trained to identify when pupils may be at risk of neglect, exploitation, abuse, extremism or radicalisation. Safeguarding records are appropriately completed and stored.

## Quality of teaching, learning and assessment is good

- Teaching has improved rapidly since the previous inspection as a result of strong leadership and is now good.
- Teachers take care to provide bright, well-organised classrooms in which pupils can learn. Teachers know exactly what it is they want pupils to learn. They make this clear to pupils and show them how to be successful. This helps pupils make good progress.
- Teachers know their pupils well and plan work that builds on what they already know. For example, during the inspection, Year 6 pupils used their knowledge of grammar to write about the process of mummification as part of their 'Egypt' topic. Pupils used their targets to remind them of their key learning points.
- Activities are set at the right level so that pupils are appropriately challenged. Teachers probe pupils' understanding by asking questions that make them think hard. This helps pupils, especially those who are most able, to make good progress.
- Reading is effectively taught so that by Year 6, pupils have a good range of skills that enable them to read with fluency and confidence. Lessons provide good opportunities for pupils to read a range of texts. Teachers' questioning during reading sessions effectively promotes pupils' comprehension skills.
- Mathematical skills are well promoted. Pupils practise skills every day and develop quick recall of basic number facts, such as their multiplication tables.
- Teachers follow the school's policy on marking pupils' work and often provide helpful guidance about what pupils need to do to improve. However, pupils are not expected to respond fully to the comments made and this slows their progress.

- A focus on teaching English grammar, spelling and punctuation has improved pupils' knowledge of these areas. However, pupils do not write at length often enough to practise and develop the skills they have learned.
- Although teachers have high expectations and expect pupils to work hard, they do not always insist that pupils present their work to the highest possible standard. While the work of some pupils is exceptionally well presented, the work of others is often messy, with untidy handwriting. This is sometimes not checked by teachers.

## Personal development, behaviour and welfare

is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. This is because of the exceptional opportunities pupils have to develop their confidence and self-esteem. Pupils are listened to and their views are respected. They have a real say in the running of the school through the four councils that make up the Pupil Parliament.
- Pupils are looked after extremely well. A range of strategies are in place to give pupils ways of talking to an adult about any concerns they may have. For example, there is a 'worry box' where pupils can share their anxieties and an 'I want to talk' box in each class. These strategies support pupils' emotional well-being very well. Parents appreciate the care their children receive. Typical comments on the online survey included, 'I am very pleased with how my children have grown and developed as individuals and learners' and, 'She [the teacher] looks after him so well and really took the time to understand him and talk to him about his worries'.
- Pupils feel safe. Almost every parent who responded to Ofsted's online questionnaire or the school's own survey agreed that their child feels safe in school. Pupils have an excellent understanding of how to keep safe in different circumstances, including when using technology.
- Pupils understand the harm that bullying causes. The very helpful leaflet written by members of the 'Friendship Council' explains in a child-friendly way how to combat bullying. Pupils say that bullying is very rare. School records confirm that incidents of unkindness are few and far between and are dealt with appropriately when they do occur.

### Behaviour

- The behaviour of pupils is good.
- Pupils are polite and respectful. They behave well in classrooms, around the school and in the playground.
- Pupils enjoy school and demonstrate this through their good attendance.
- Behaviour is not outstanding because some pupils do not take enough care to present their work to the highest standard. They do not yet consistently show eagerness to improve their work and make even more progress through responding to feedback.

## Outcomes for pupils

are good

- By the end of Year 6, pupils' attainment is significantly above average in reading, writing, mathematics, English grammar, punctuation and spelling. This helps to prepare them well for their secondary school.
- Pupils' progress has accelerated since the previous inspection. From their different starting points, pupils across all year groups now make good progress across a range of subjects, including reading, writing and mathematics.
- Work in pupils' books, as well as the school's own assessment information, show that the most-able pupils are making good progress. This is because teachers are providing appropriately challenging activities and have high expectations of pupils' achievement.

- In 2015, because of the improvements in provision, disadvantaged pupils attained standards in the Year 6 national tests in reading, writing, mathematics and English grammar, punctuation and spelling that were higher than those reached by other pupils nationally. Information about the achievement of disadvantaged pupils currently in school shows that they are making at least as good progress as their peers in school, although their attainment lags slightly behind.
- Very good support by well-trained teaching assistants enables pupils with special educational needs or disability to make good, sometimes rapid, progress. Additional support is targeted sharply on the individual needs of each pupil and evaluated frequently.
- The few pupils who speak English as an additional language make good progress because of the effective support they receive.

## School details

<b>Unique reference number</b>	125000
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10012225

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

<b>Type of school</b>	Junior
<b>School category</b>	Maintained
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	339
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Caroline Wright
<b>Headteacher</b>	Michelle Austen
<b>Telephone number</b>	01483 888899
<b>Website</b>	<a href="http://www.knaphill.surrey.sch.uk">www.knaphill.surrey.sch.uk</a>
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<b>Date of previous inspection</b>	28–29 January 2014

## Information about this school

- This school is larger than the average junior school. In March 2015, it federated with the local lower school to become part of the Federation of Knaphill Schools.
- The previous headteacher left the school in July 2014. A national leader of education from St John the Baptist School in Woking was the interim executive headteacher from September 2014 until March 2016. In September 2015, the deputy headteacher was promoted to acting head of school and in March 2016 was made head of school. A new headteacher for the federation was appointed in March 2016. She works across the federation for two days each week.
- Most of the teaching staff have been appointed since the previous inspection.
- The governing body has been restructured to become the governing body of the federation.
- Most pupils are of White British heritage. Few are from minority ethnic backgrounds or speak English as an additional language.
- The proportion of pupils for whom the school receives the pupil premium, which is additional funding for pupils known to be eligible for free school meals and looked after children, is much lower than the national average.
- The proportion of pupils with special educational needs or disability is below that found nationally.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

## Information about this inspection

- Inspectors observed learning in 21 lessons across all year groups. Many of these lessons were observed jointly with members of the senior leadership team.
- Inspectors looked closely at pupils' work for the current year to inform their judgements about pupils' progress and attainment and the quality of teaching, learning and assessment. Much of this scrutiny was carried out alongside senior leaders. Inspectors talked to pupils about their learning and their experiences of school. Inspectors also listened to pupils read. Inspectors attended a school assembly and observed pupils at lunchtime and during playtime.
- Discussions were held with senior leaders, including the new federation headteacher and the interim executive headteacher who had recently left the school. Discussions were also held with middle leaders, several governors and a representative from the local authority. Inspectors also met with groups of staff to hear their views.
- Inspectors considered the views of parents gathered from the 105 responses to the online Ofsted questionnaire, Parent View, an email and the school's own surveys. Inspectors also had conversations with parents at the start of the school day.
- Inspectors observed the school's work and reviewed a range of the school's documentation, including the school's own information about how well pupils are achieving, the school's checks on the quality of teaching, the results of reviews by the local authority, the school development plan and records relating to behaviour and attendance.
- A review of safeguarding records and procedures was also carried out.

## Inspection team

Joanna Toulson, lead inspector	Ofsted Inspector
Graham Marshall	Ofsted Inspector
Joyce Lydford	Ofsted Inspector



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