

Court Lane Junior School

Hilary Avenue, Cosham, Portsmouth, PO6 2PP

Inspection dates

7–8 November 2012

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching does not extend some pupils' learning enough and others find the work set too difficult. This is because planning does not always ensure a good match of work to pupils' differing needs and questioning does not challenge or extend pupils' ideas sufficiently.
- Improvements introduced by the new leadership team have not had sufficient time to ensure consistently good achievement.
- Pupils are not sufficiently involved in improving their work through assessing how well they are doing in order to set the next steps for their learning.
- In mathematics, there are not enough opportunities for practical problem solving, teacher feedback does not challenge or explain sufficiently and mathematics lessons sometimes lack pace and challenge.
- In lessons, teachers tend to talk too much and do not give pupils enough responsibility for their own learning and this limits the opportunities for them to demonstrate the full extent of their abilities.

The school has the following strengths

- The new headteacher and senior leadership team have worked hard and successfully to accelerate progress in English and mathematics across the school. They are supported well by an effective governing body.
- The consistently good approach to the teaching of reading through daily guided reading is having a positive impact on pupils' skills and enjoyment.
- Pupils make good progress in information and communication technology (ICT) due to good provision.
- The school is a happy, welcoming community where pupils feel safe and well cared for. They behave well and are kind and supportive to each other.

Information about this inspection

- The inspectors observed 16 lessons of which several were joint observations with senior staff. In addition, the inspectors made a number of other short visits to lessons.
- Meetings were held with several groups of pupils, the Chair of the Governing Body and two other governors, the leadership team and other senior staff. A telephone conversation was held with a local authority officer.
- The inspectors took account of the 51 responses to the online Parent View survey and the views of parents and carers spoken to during the inspection.
- The inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Janet Sinclair , Lead inspector

Additional Inspector

Stephanie Matthews

Additional Inspector

Ken Bryan

Additional Inspector

Full report

Information about this school

- Court Lane is an above average-sized primary school.
- The proportion of pupils supported at school action, school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils known to be eligible for free school meals is below average.
- The proportion of pupils from minority ethnic groups is below average, very few of whom are at an early stage of learning English.
- The number of pupils eligible for additional funding because they are the most vulnerable, known as the pupil premium, is below average.
- The school meets the current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- There has been a great deal of staff turbulence since the previous inspection. A new headteacher was appointed in September 2011.

What does the school need to do to improve further?

- Improve pupils' achievement through consistently good or better teaching by ensuring:
 - greater challenge for pupils through planning that provides clearly for their differing needs
 - questioning challenges and extends pupils' thinking
 - pupils are more involved in their learning through a clearer understanding of the next specific steps they need to take to raise their attainment
 - pupils are given more responsibility for their learning.
- Improve provision in mathematics through:
 - providing more opportunities for pupils to solve practical problems
 - improving feedback to pupils so that it incorporates further challenge and explanation
 - more challenging and fast-paced mathematics lessons.
- Improve the capacity of leadership and management to sustain improvement by ensuring that :
 - new initiatives are consistently applied by all staff through thorough monitoring
 - the school development plan has clear and measurable success criteria for all aspects so that leaders can accurately measure the impact of all their actions.

Inspection judgements

The achievement of pupils

requires improvement

- Although attainment is mainly above average, pupils' progress across the school requires improvement because too few pupils exceed the expected rate of progress in most year groups.
- A legacy of underachievement has mainly been addressed through the recent strong drive to bring about improvement, particularly in reading and writing. Progress in mathematics lags behind English.
- Progress in mathematics is hampered by too few opportunities for practical work linked to solving real-life problems, marking that does not sufficiently take learning forward and lessons that lack pace and challenge because planning does not ensure that work is well matched to pupils' needs.
- The recent introduction of regular guided reading sessions that are highly structured, well organised and clearly matched to pupils' needs is improving pupils' performance and ensuring enjoyment and engagement. For example, in Year 3, there was good use of pupils' work on poetry to encourage them to look for powerful vocabulary and in Year 4 pupils were making good use of information texts to extract relevant data.
- Progress across the school was accelerated in 2012, with some good progress being made in all year groups. This was due to a strong drive led by the new headteacher and careful monitoring and additional support for pupils who needed it.
- The progress of pupils supported by the extra funding under the pupil premium initiative and those with special educational needs is sometimes less than for other pupils. The inclusion manager now ensures that their progress is tracked very carefully and support staff are deployed more effectively to provide specific small group work in order to close the gaps in their performance.
- Pupils have increasing opportunities to use their literacy and numeracy skills in different subjects and this enhances their achievement. For example, pupils in Year 4 wrote a news report about the finding of Tutankhamen's tomb and used evidence of the treasures found in their mathematics work.
- Pupils make good progress in ICT and use their skills well across the curriculum. For example, they use PowerPoint presentations in their topic work and create animations using 'Colour Magic'.

The quality of teaching

requires improvement

- Teaching over time requires improvement as not enough of it is good or better. As a result, pupils do not learn well enough.
- Where teaching is good, teachers have high expectations, good subject knowledge and challenge pupils well through effective questioning and good match of work. In these lessons, pupils are engaged and motivated and keen to do well. For example, as a result of effective teaching, pupils in Year 3 were excited by their learning and made good progress in identifying the key features in the poem they were studying.
- Where teaching requires improvement, work is not well enough planned to meet pupils' needs, and questioning does not challenge them fully or give them opportunities to explain what they know or understand. There is often a lack of pace and lessons are too teacher led with not enough opportunities for pupils to be responsible for their own learning.
- Although teachers mark pupils' work regularly and pupils have targets that help them improve, they are not clear enough about the next steps they need to take to improve and this slows progress.
- All pupils are grouped by ability for mathematics and this is helping to accelerate their progress. However, pupils do not always get enough opportunities to solve problems related to real-life

situations and lessons lack pace and this slows progress. A scrutiny of books shows that marking is inconsistent and not sufficiently focused on challenging pupils further or in helping them to understand where they have gone wrong.

- Good teaching of guided reading is helping to improve pupils' enjoyment and skills. Teachers plan well for these sessions and provide relevant and interesting activities that engage pupils well and promote good learning.
- Statemented pupils get good levels of one-to-one support from teaching assistants and all staff work hard to ensure they are fully included.
- There is appropriate small group support for pupils with special educational needs and those for whom the pupil premium applies and this is increasing their confidence and improving their skills.
- Teachers provide good opportunities for home learning that enable pupils to show their skills and creativity and support learning in school well.

The behaviour and safety of pupils are good

- Pupils behave well in lessons and around the school and are kind and considerate to each other. Play leaders help to make play-times enjoyable and purposeful. Most parents and carers, staff and pupils agree that behaviour is good.
- Pupils understand the expectations for behaviour and say that house points for good behaviour encourage most pupils to behave well. They are also clear about the sanctions that apply if they do not behave well.
- In the past, there have been some issues about the behaviour of pupils with emotional and behavioural difficulties. This has been fully addressed by the new headteacher who has ensured they get the support they need in order to minimise any disruption.
- Pupils say that they feel very safe in school and are confident that adults will give them help and support them if they need it. The few parents and carers who responded to the online inspection survey agree that their children are safe in school.
- Pupils have a good understanding of how to stay safe, and have had talks on fire and rail safety. They are clear about safe use of the internet and the school's procedures for it.
- Pupils say that bullying is rare, 'only occasional name calling and rude words', and when it does occur it is handled firmly by staff. The annual anti-bullying week ensures pupils are clear about what bullying is and how to handle it.
- Attendance is high. Pupils enjoy coming to school, have good attitudes to their work and say that lessons are fun.
- All policies and procedures to ensure the behaviour and safety of pupils are in place.

The leadership and management requires improvement

- The new headteacher and restructured leadership team are now ensuring a strong drive for improvement. They have put much in place to ensure this, although these are not yet fully embedded or consistent in practice so at times this limits their impact. Leaders have shown their capacity for improvement through successful initiatives, particularly in achievement, brought about within a short space of time.
- Subject leaders have been supported well in developing their skills and expertise including good attention to their professional development. This has already ensured an improving picture in terms of inclusion, ICT and reading. The school is aware that the new mathematics leader will

need support to improve provision in mathematics.

- Good support from the local authority has enabled the school to move forward quickly on several fronts.
- There is effective monitoring of teaching and learning, performance management and professional development that, although fairly new, is ensuring an improving picture in terms of accelerating progress.
- The school improvement plan is a useful tool, but its success criteria are not always specific enough to be clearly measurable and this makes it more difficult for senior leaders to monitor outcomes effectively.
- Rigorous tracking of pupils' progress and effective help for those falling behind is helping to close the gaps in performance and ensure greater equality of opportunity for all pupils.
- The new curriculum makes good use of topics such as 'pirates' and 'explorers' and effective links between subjects that engage pupils in their learning. However, it is newly in place so its impact is limited as yet. Good curricular enrichment promotes pupils' personal development well.
- Pupils' spiritual, moral, social and cultural development is promoted well through music, dance, sport, performance and community involvement.
- There were few responses to the online Parent View survey relative to the number on the school roll; they were mainly positive. Parents and carers spoken to during the inspection were very positive about the school, particularly communication, the helpful website and the new headteacher.

■ **The governance of the school:**

There has been a good improvement in governance since the previous inspection. Governors have a clear understanding of the school's strengths and weaknesses and have been fully involved in recent improvements, particularly the restructuring of the senior leadership team, in order to improve its effectiveness. They monitor the school's work rigorously including teaching, the performance of all staff and how this links to increases in salary. Governors regularly evaluate pupils' progress, including how the pupil premium is being used to bring about improvements in pupils' achievement. They have rigorous procedures in place for monitoring the finances of the school. They ensure safeguarding procedures are secure so that pupils and staff are kept safe and that no one is discriminated against.

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 pupils' 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 pupils' 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	116185
Local authority	Portsmouth
Inspection number	401572
Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	481
Appropriate authority	The governing body
Chair	Brian Greenwood
Headteacher	Hilary Faulkner
Date of previous school inspection	12–13 May 2010
Telephone number	02392 375444
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