

Ranvilles Junior School

Oldbury Way, Fareham, Hampshire, PO14 3BN

Inspection dates 3–4 June 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Ranvilles Junior is an improving school. The senior leadership team, strongly led by the headteacher, is effective and highly ambitious for the school.
- The determined teamwork of the headteacher, senior leaders and governors has rapidly improved the quality of teaching and pupils' achievement this year. By working closely together, they have overcome the effects of last year's significant changes in the leadership team.
- Teaching is now good, and occasionally outstanding. Adults have high expectations of pupils' attitudes to learning. Consequently, all groups of pupils make good progress. Standards are rising in all year groups.
- By Year 6, pupils attain well above average standards in reading and mathematics. Their attainment in writing is above average and improving rapidly.
- The dip in writing last year has been successfully addressed. Pupils' progress in writing has accelerated through improvements to teaching and the range of subjects taught (curriculum).
- Teaching assistants make a valuable contribution to pupils' learning, particularly for those who are disabled or have special educational needs.
- Pupils' behaviour is good. High levels of trust and respect have been established between pupils and towards adults.
- Pupils feel very safe and their attendance is above average.
- The rich curriculum is excellent in promoting spiritual, moral, social and cultural development. Traditional British values are developed very well through many of pupils' learning activities.
- The committed governing body is well informed and highly supportive. Governors hold the school's leadership strongly to account, and have an accurate view of the school's performance.

It is not yet an outstanding school because

- Not enough is done to reinforce correct spelling and good handwriting across some classes in the school.
- Occasionally, in lessons, teachers do not correct a few pupils' misunderstandings quickly enough. This hinders the consistency of their otherwise rapid progress.
- There are not enough links with the infant school on site to ensure continuity in the curriculum and assessment for pupils between Year 2 and Year 3.

Information about this inspection

- The inspectors jointly observed teaching in 16 lessons with senior leaders.
- Inspectors looked at work in pupils' books and listened to a sample of pupils read across the school.
- Inspectors met with groups of pupils, school staff, members of the governing body and a representative from the local authority.
- Inspectors observed the school's work and looked at a number of documents. These included the school's own information on pupils' current attainment and progress, the school's checks and records relating to safeguarding and child protection; documentation relating to behaviour and attendance; information about how teaching is managed and the school's improvement plan.
- Inspectors took account of the 60 responses to the online questionnaire, Parent View, and 22 responses to the staff questionnaire. They also took account of the school's own parental questionnaire, recently given to parents, and spoke to several parents.

Inspection team

Eileen Chadwick, Lead inspector

Additional inspector

David Shears

Additional inspector

Full report

Information about this school

- The school is an average-sized junior school. There are two classes in each year group.
- Most pupils are White British. Few speak English as an additional language.
- The proportion supported through the pupil premium (additional government funding for pupils who are known to be eligible for free school meals and for children who are looked after) is below average.
- The proportion of disabled pupils and those with special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- During 2013 and 2014, both the headteacher and a deputy headteacher were off school for most of the year. The other deputy headteacher was acting headteacher during this time. Nearly half of the teaching staff joined the school in the last two years and most were newly qualified teachers when they were appointed.
- The proportion of pupils joining or leaving the school during the school year other than at the usual times is above average. Approximately one third of pupils are from military families with parents serving mostly in the navy.
- Pupils have access to Barn Owls, a breakfast and after-school club which is on the same site as the school. It is privately managed and subject to a separate inspection. The report for this provision can be found on the Ofsted website.

What does the school need to do to improve further?

- Improve the quality of teaching and raise pupils' achievement by making sure that teachers always:
 - ensure pupils consistently develop good spelling, including by the application of phonics (the sounds that letters make) when spelling
 - give pupils clear guidance through their marking of how to improve their spelling
 - help all pupils to improve their handwriting by learning to join their letters up properly
 - quickly identify and address pupils' misconceptions so the pupils make rapid progress in all parts of lessons.
- Work closely with the infant school on site to develop effective curriculum and assessment continuity between Year 2 and Year 3 in English and mathematics.

Inspection judgements

The leadership and management are good

- The headteacher provides strong leadership and is ably supported by other senior leaders and governors. They are highly ambitious for pupils and there is a shared determination for continuous improvement. Consistently strong leadership this year, now that the school has a full complement of senior leaders, has brought rapid improvements in the quality of teaching and pupils' achievement.
- Leaders and managers have created a strong ethos where high quality teaching is recognised to be of utmost importance. This fully supports pupils' good personal development and their good behaviour.
- Staff, some of whom are quite new to the teaching profession, strongly support the drive for improvement, as is evident from discussions with them during the inspection and from their questionnaires. New staff are given appropriate help and have added to the range of expertise among the school's staff.
- The leadership of teaching is rigorous and effective. A strong feature of the school's leadership is the comprehensive way in which leaders evaluate the quality of teaching and its impact on pupils' academic progress. These checks are followed up promptly with training and support to improve teachers' practice.
- Subject leaders' roles are developing well, although some are new appointees and are still developing their leadership skills. Senior leaders are coaching these staff to enable them to take a full part in raising attainment and progress across the school.
- The headteacher rigorously manages staff performance. She expects staff to produce positive results, and sets suitably challenging targets for improving their performance. Teachers' salary increases are linked closely to the progress their pupils make.
- School leaders have been active in putting the new curriculum in place and the school is well advanced in developing a new system to assess pupils' progress.
- Pupils enjoy a rich curriculum, which provides high quality opportunities for pupils to learn and enjoy their time in school. The school's work to develop pupils' spiritual, moral, social and cultural development is outstanding and this underpins pupils' keenness to learn. Assemblies and religious education lessons strongly promote Christian values and also enable pupils to learn about other religions and cultures. The inspiring curriculum helps pupils to develop enquiring minds and a sense of wonder in the world around them, for example through high quality literature and history experiences.
- Pupils are prepared very well for life in modern Britain and the school gives them a clear understanding of British values. Learning about British values and achievements is threaded through much of the school's topic work. Year 5 pupils benefit from learning about the British parliamentary system and the importance of democracy and the right to vote.
- Leaders have used pupil premium funding effectively to increase the support it gives to disadvantaged pupils, and they rigorously evaluate its impact for improving their achievement.
- The school's commitment to equal opportunities for all is evident in the good progress made by all pupils, regardless of ability or background. Leaders effectively promote good relationships. Pupils all learn in an orderly and supportive atmosphere in which discrimination is not tolerated. The school provides a wide range of activities for pupils to develop their interests and talents, both inside and outside school.
- Leaders make good use of the primary sport funding to widen the range of sports and sports clubs provided and to improve the quality of teaching in sport, including in gymnastics and dance. Pupils are now given greater opportunities to take part in competitions with other schools. Teachers are developing their own skills by learning alongside local authority physical education advisers as they teach pupils.
- The school works in effective partnerships with other schools, including for sport. It is just starting to strengthen links with the infant school on site to secure continuity in the new curriculum and new assessment practices in writing. The local authority is facilitating links for assessment in writing between the two schools to ensure continuity in practices.
- The school is aware that more needs to be done to secure continuity in reading, writing and mathematics, as well as in assessment, between the two schools. Several parents commented to inspectors that this was an area they wished to see developed to ease the transition between the infant and junior school.
- Most parents who completed Parent View, the school's own parental questionnaire or who spoke to inspectors were pleased with the progress their children were making.
- The local authority has provided light touch support. The school has valued its support and is welcoming the local authority's initiative for furthering learning links between the infant and junior school.
- The school meets all safeguarding requirements effectively. There are robust procedures for checking on all adults working with pupils and those coming into school. Child protection procedures are securely

established, and the day-to-day management, care and protection of pupils are good.

■ The governance of the school:

- Governance is effective. Governors are very supportive of senior leaders and provided strong support during the disruptions to senior leadership last year. Governors have an accurate and in-depth view of the school's performance, including the quality of teaching and pupils' achievement. They regularly review and challenge the school to improve, and monitor the success of the actions taken by senior and middle leaders. They manage the school's finances closely, including the pupil premium and primary school sport funding, to ensure that pupils benefit directly from spending. Governors ensure there are effective arrangements for managing the performance of staff and that of the headteacher. Teachers' pay is closely linked to performance. Governors bring a broad range of skills to their role and ensure these are kept up to date with training.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are proud of their school. They greet visitors warmly and are keen to talk about their work and the way adults keep them safe and take good care of them.
- The school places a very strong emphasis on developing pupils' spiritual, moral, social and cultural development. The success of this can be seen in how pupils learn to reflect on their own actions and take responsibility for them. They appreciate similarities and differences between people and value each other's contributions. Pupils work and play happily together.
- Pupils who join the school at other than the normal time are made very welcome. As a result, they quickly settle into school routines and make new friends.
- Pupils behave well in class and around the school. They are kind and considerate of each other and adults in the school. They respond well to their teachers' and teaching assistants' high expectations of their behaviour.
- Pupils' very positive attitudes contribute well to their good learning and progress, although a few do not take enough care with their handwriting. Pupils are very keen and usually sustain good levels of concentration. However, sometimes, when a few are uncertain about what they are learning, their attention drifts and their progress slows.
- Attendance is consistently above average and this reflects pupils' enthusiasm for school.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school. The very large majority of parents who completed Parent View or who spoke to the inspectors agree that their children are well looked after and kept safe.
- Pupils are clear that bullying, derogatory or aggressive language are not tolerated, and incidences are rare. They understand what constitutes bullying and the different forms this can take, such as cyber bullying and racist name calling. However, they are confident that when any problems occur they are sorted out effectively.
- The small number of pupils who have emotional needs are well managed and cared for by staff, so their learning is not disrupted.
- Pupils know how to keep themselves from harm because the school provides effective training, such as how to keep safe on the internet.

The quality of teaching is good

- The quality of teaching has improved significantly since the disruption in staffing last year. It is now consistently good and is enabling pupils to make good progress.
- A particular improvement has been in the very thorough planning for the implementation of the new curriculum. The new curriculum is improving the levels of challenge for all pupils, including the most able.
- Pupils relish the extra challenge in mathematics. For example, Year 5 pupils are able to accurately convert complex mathematical verbal problems into calculation sums when working on problems related to a forthcoming celebrity performance. Pupils accurately calculated the number of seats that could be gained from using different seating arrangements, and the profits that would be made from refreshment sales. They adeptly multiplied three-digit numbers by two-digit numbers, including when using decimal numbers. Both mathematical problem solving and pupils' knowledge and understanding of number facts and

calculation are systematically well developed throughout the school.

- The teaching of reading is good. Daily guided reading sessions and regular use of the school library stimulate pupils' competences and enthusiasm for reading. Teachers guide pupils carefully to ensure that their self-chosen books widen the range and depth of their reading and develop their thinking. There are excellent opportunities for pupils to read both imaginative and factual texts associated with the topics they are studying. For example, in science, pupils read extensively about innovations such as the electron microscope and marvel how advances in science and technology improve the quality of people's lives.
- The school provides daily phonics sessions for those who are still struggling with their reading on entry to the school. These pupils are also heard to read their individual books to a member of staff every day. This speeds up their progress.
- Staff have been well trained to implement the new National Curriculum for writing. Writing skills are well taught, and further enhanced by the application of writing skills across the curriculum. Pupils' language and thinking skills are very well developed through discussion prior to writing. Pupils are given excellent opportunities to apply their writing to other subjects. Writing tasks are often underpinned by tasks across the wider curriculum, including through reading stimulating texts, practical tasks and visits.
- There is a steady build-up of writing skills, and this year the school has stepped up the teaching of spelling, punctuation and grammar. These skills are now systematically taught in every class. However, there are a few instances when teachers do not reinforce the importance of good spelling, including the need for pupils to use their phonic skills when spelling out words.
- Teaching assistants are deployed and briefed well by teachers when supporting learning. Those working with individual disabled pupils and those who have special educational needs have a clear understanding of the pupils' learning difficulties. They are skilled at interacting with the pupils to move their learning forward without making them over dependent.
- Teachers' marking is developing well. However, a few teachers do not pick up some pupils' careless spelling errors or the need for pupils to consistently improve their handwriting skills.
- Teachers ask probing questions that make pupils think about their learning and so deepen their knowledge and understanding. They successfully plan activities that build on what pupils have achieved previously, including for the most able. However, occasionally during lessons, teachers do not act quickly enough to correct a few pupils' misunderstandings and this causes pupils to hesitate in their learning.

The achievement of pupils is good

- The achievement of pupils is rising. Decisive action to raise attainment is paying dividends as pupils' progress is accelerating quickly, especially in writing. The school is now building well on pupils' typically above-average levels of attainment for their age on entry to the school.
- Year 6 test results have fluctuated over the past three years. Pupils' overall attainment was above average in 2013. However, in 2014, pupils' attainment was significantly above average in reading and a little above average in mathematics, but dropped to broadly average in writing.
- In 2013 and 2014, Year 6 pupils made good progress in reading and mathematics compared with their attainment on entry to Key Stage 2. However, in 2014, not enough pupils attained average and higher levels in writing compared with their attainment on entry to the school.
- Current school information, confirmed by work in pupils' books and lesson observations, shows that pupils in the present Year 6 are on course to reach well-above-average standards in reading and mathematics and above average standards in writing. Almost all are working at least at the expected levels in reading and mathematics, while nine out of 10 are doing so in writing.
- Greater proportions of Year 6 pupils are now working at higher levels in all three subjects compared with last year. A large number of pupils are achieving at the higher levels in reading and mathematics, whilst half of the pupils are now attaining higher levels in writing. The proportions of pupils making expected and more rapid progress are now securely in line with national figures.
- The school has increased demands on the most able pupils in all subjects. Activities are tailored to encourage them to think analytically, make deductions and give reasons. This sparks their interest especially well. The new curriculum challenges pupils and enables them to reflect, for example, on world issues, to solve problems and to write for a variety of different purposes.
- Some excellent writing was seen when Year 6 pupils wrote from Nelson Mandela's perspective of his victory in becoming the first black president of South Africa. Throughout the school, the broader curriculum is used to underpin reading and writing activities extremely well. For example, Year 3 pupils made excellent progress when writing about Romulus and Remus during their Roman project. They wrote long accounts using exciting vocabulary and very well constructed sentences with advanced punctuation.

- The school's actions to address the shortcomings in spelling, punctuation and grammar have been mostly effective. However, a few pupils across the ability range make too many spelling errors. Most write very neatly using a joined script. However, a small minority has not developed the ability to consistently join their letters up properly.
- Pupils with parents serving in the armed forces make the same good progress as their peers. Those who join the school later than in Year 3 achieve well. The school quickly identifies their achievements and provides extra help for those who need to catch up.
- The attainment of disadvantaged pupils in Year 6 in 2014 was slightly above others nationally in reading, one term below in mathematics and two terms below in writing. Compared with others in the school it was in line in reading and writing and one term below in mathematics.
- The school's actions, including the application of increased intervention programmes, are having a positive impact. Current information shows that compared with pupils nationally, the attainment of disadvantaged pupils is above average in reading, in line in mathematics and less than one term below in writing. The gap in mathematics has closed, and in writing is rapidly narrowing because disadvantaged pupils are making rapid progress from their differing starting points.
- The abilities and needs of disabled pupils and those with special educational needs are quickly identified. Well planned support and help are effective in addressing any gaps in their learning. Lower attaining readers make good progress in developing and applying their phonic skills and applying these when reading new words.
- Pupils' love and enjoyment of reading are nurtured throughout the school. Many pupils have well developed reading skills on entry to the school and build upon these to become avid readers. Pupils speak very enthusiastically about their reading, choice of authors and themes.
- Pupils learn well across a wide range of subjects. Pupils' learning in history is particularly strong. There is some specialist music teaching for pupils in all classes, and pupils in all year groups are learning to play percussion instruments.

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	116019
Local authority	Hampshire
Inspection number	448796

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	The governing body
Chair	David Proctor
Headteacher	Angela Williams
Date of previous school inspection	17 May 2010
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