

Inspection of Cranbourne

Wessex Close, Basingstoke, Hampshire RG21 3NP

Inspection dates: 20–21 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this school?

The past two years were difficult for Cranbourne as it amalgamated with another local school. It is now a settled and harmonious community where pupils enjoy being part of a more diverse group.

Positive relationships between staff and pupils are a strong feature of this school. Pupils feel that teachers expect them to do their best. Pupils told us that teachers work hard to 'connect' with them.

Pupils are happy and feel safe in school. The school is calm and well ordered so that teachers can teach and pupils can learn. Pupils behave well around the school. Pupils rarely worry about bullying because they know that if it should occur, staff will deal with it quickly and effectively.

Most pupils are enthusiastic about their learning because they develop a body of knowledge and skills from expert teachers. Pupils become less focused in lessons when they are taught by teachers who are not experienced in the subjects they teach.

Pupils have some catching up to do in some subjects so they know what they need to in order to be ready for their next stage in education.

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

The quality of education pupils receive is variable. Over the past two years, leaders have created curriculum plans that detail the knowledge and skills that pupils will learn. Most subjects are planned so they build on pupils' existing knowledge, especially in English, languages and geography. In these subjects, pupils engage in enjoyable activities and complete work of high quality. In some other subjects, pupils have gaps in their knowledge because teachers do not build on what has been learned before.

Most teachers know their subjects well but where teachers have less subject expertise they do not plan lessons based on what pupils already know and can remember. Pupils become restless because they find the work too easy and are frustrated when they do not understand how to complete the work they are set.

Leaders plan the assessment process to prevent stress on pupils and teachers. Leaders check that assessments of pupils' learning are sensibly organised to test pupils' knowledge and understanding at appropriate times. In most subjects, teachers' feedback provides pupils with valuable information on how to improve.

Most teachers clearly explain their expectations of the standard of work pupils should achieve. Pupils generally respond well and produce work of a high quality. Pupils present their work neatly and their well-kept notebooks provide a useful

resource to help them remember content learned in previous lessons.

The headteacher has a clear vision for an inclusive school. Leaders have improved pupils' behaviour dramatically and reduced exclusions since the school was last inspected. Pupils who are vulnerable to exclusions learn in an environment that is welcoming and has a supportive atmosphere. Where necessary, leaders identify suitable alternative options to ensure that pupils stay in education and avoid becoming involved in any risky behaviour.

Pupils who have special educational needs and/or disabilities (SEND) are supported well by experts in the specialist centre. Well-trained staff create resources for pupils with SEND so they can participate in lessons and achieve well. Parents of pupils with SEND highly praise this area of the school.

The attendance of a small group of pupils is too low. Leaders have processes in place to reduce absence but this group still do not attend school regularly enough.

Leaders provide a varied programme of extra-curricular activities, including visits abroad, activity weeks and theatre trips. Pupils take on responsibilities and develop leadership skills through many activities including the Duke of Edinburgh's Award scheme. Leaders motivate pupils with rewards and pupils wear their recognition badges with pride. Pupils do not know or understand as well as they should the meaning of the term 'British values'. However, they model the school's ethos well, showing tolerance and respect for one another and visitors.

Safeguarding

Governors and leaders drive a strong culture of vigilance in the school. Governors regularly monitor safeguarding and ensure that proper checks are made on adults who work at, or are regular visitors to, the school.

Leaders train staff well to recognise when a pupil may need specific help and are quick to report concerns. Staff keep a careful check on pupils who study at provisions off-site.

Pupils are taught to keep themselves safe through a programme of personal development. They know and understand the dangers that exist online and within their local community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Most subject leaders have ambitious plans for pupils' learning that reflect the school's vision created by the headteacher and governors. However, there is inconsistency in the implementation in some subjects, leaving pupils with gaps in their knowledge and understanding. Leaders need to ensure that the implementation and impact of curriculum plans are improved through greater

consistency in the quality of teaching.

- Leaders need to ensure that training and support are put in place to support non-specialist teachers so they have a better understanding of the subject-specific knowledge and skills that pupils need to learn.
- Some teachers' expectations of what pupils should achieve are not high enough. Leaders should take effective action to ensure that all teachers have the highest expectations of all pupils, setting appropriately demanding work, so that pupils achieve well.
- Pupils' attendance has been slightly below the national average over the past two years. A determined effort by staff has led to disadvantaged pupils and those with SEND now attending school more regularly. However, there is a small but growing number of pupils who are absent far too often. Staff need to focus on this group of pupils to have a positive impact on attendance overall.
- Pupils do not possess a detailed enough knowledge and understanding of British values. Leaders should audit curriculum plans and the programme of discovery days to make sure that the British values are taught explicitly.

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 Ofsted Parent View information 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're 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	116432
Local authority	Hampshire
Inspection number	10111145
Type of school	Secondary comprehensive
School category	Maintained
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	605
Appropriate authority	Local authority
Chair of governing body	Melissa Paxton
Headteacher	Jane Aplin
Website	www.cranbourne.hants.sch.uk/
Date of previous inspection	5–6 July 2017

Information about this school

- The school amalgamated with Fort Hill School in September 2017.
- The school uses the following alternative providers: Ashwood Pupil Referral Unit and Inclusion Hampshire.
- The school has a resource-based unit for 16 pupils with dyslexia. It is funded by the local authority.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held meetings with the headteacher, the deputy headteacher and other leaders. We also met with a large range of teachers and support staff.
- We did deep dives in: English, mathematics, science, modern foreign languages and geography. We discussed curriculum design with leaders, visited lessons, scrutinised pupils' work and spoke to pupils and teachers about the curriculum from the lessons visited.
- We evaluated the effectiveness of safeguarding. We reviewed the school's single central record and met with the designated safeguarding lead.

- We met with six members of the governing body, including the chair and vice-chair.
- We considered the views of 44 members of staff who responded to Ofsted's online survey.
- We took account of the 50 responses to the Ofsted Parent View survey and the free-text responses.
- We met with groups of pupils to discuss their views on the school and talked to pupils informally about the school. We took account of the 99 responses to Ofsted's online pupil survey.

Inspection team

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