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Dear Mrs Aplin

Additional, remote monitoring inspection of Cranbourne

Following my remote inspection with Shaun Jarvis, Her Majesty's Inspector (HMI), of your school on 30 March 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

This monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received two successive judgements of requires improvement. The school's most recent section 5 inspection took place in November 2019.

Having considered all the evidence and taking into account the impact of COVID-19 (coronavirus) on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Leaders and those responsible for governance should take further action to:

- continue to review and implement the personal development curriculum to support pupils' knowledge and understanding of current social issues.

Context

- Since the last inspection, one senior leader has left the school. There have been two new appointments to the governing body.
- Approximately eight out of ten pupils were educated at home in the spring term, before the school reopened to all pupils. Around four fifths of vulnerable pupils, and just over half of pupils with an education, health and care plan, were educated on site during this time.
- Nearly all pupils have returned to school since the school fully reopened. At the time of inspection, no groups of pupils were needing to self-isolate because of COVID-19.

Main findings

- The deep commitment of senior leaders to their school community is reflected in the thoughtful actions taken during this difficult period. Pupils, parents and staff have really valued this care. Where needed, individual support has been given to help pupils and their families. This has included staff delivering food parcels from the school's own food bank, using donations from staff and members of the local community.
- Leaders have been developing the school's curriculum over a number of years. Teachers are using their improved subject expertise to ensure pupils are secure in their knowledge before they move on to new learning. Teachers are currently assessing what pupils know and can remember from the period of remote education. For example, in science, pupils are conducting practical experiments that require them to apply different knowledge from the spring term. Small group and individual support are provided when teachers see any gaps in what pupils should know and understand.
- Some aspects of the personal development curriculum have needed to be paused or delivered in a different way because of the pandemic. For example, the school's 'Discovery Days' that cover aspects of personal, social and health education have not taken place. Leaders are very aware of this and are now implementing any missed learning into a revised curriculum. These plans also include sessions that reflect issues that concern young people today.
- Pupils who require remote education have continued to follow the processes put in place from when the school was partially closed. This support includes staff regularly checking in with pupils about their learning and their well-being.

- Leaders are rightly proud of the support they provide for all of their pupils with special educational needs and/or disabilities (SEND). Staff have received regular and up-to-date training so know how to meet the needs of pupils. Staff in the resourced provision for dyslexia, the learning support unit and 'The Oaks' (nurture provision) work closely together to ensure the right support is provided at the right time. Relationships between school staff and families of pupils with SEND are strong. This was reflected in responses to Ofsted's Parent View. These parents were unanimous in agreeing that the school gives their child the support they need to succeed.
- Leaders are passionate about reading. It is central to the Cranbourne experience of education. Pupils have access to a wide range of high-quality books that they often read together with staff. The library's 'click and collect' service has ensured pupils continue to enjoy their chosen books despite restrictions due to COVID-19. Any pupils who are struggling with reading are quickly identified as soon as they join in Year 7. Staff are highly trained and provide timely, intensive support for these pupils to help them access the curriculum.
- Staff thought sensitively about the remote education offered to Year 11 pupils and the support needed on their return to school. There is a focus on identifying what knowledge and skills pupils are secure in and where they need further help. Teachers are ensuring each individual pupil gets the guidance they need.
- Governors have a detailed understanding of the challenges from the past year as well as the ongoing school improvement journey. They helpfully stepped up communication with senior leaders during this period, listening and providing reassurance. Governors are asking thoughtful questions about the education that is currently being provided. They check that leaders know how pupils are progressing through the curriculum.
- Staff and pupils benefit from the strong relationship between the school and the local authority. Some of the more intense support that was needed in previous years is no longer required. This is because school staff, including non-specialist teachers, now have the expert knowledge they need to deliver the school's curriculum.

Evidence

This inspection was conducted remotely. We spoke to you, other senior leaders, staff, representatives of those responsible for governance and a representative of the local authority to discuss leaders' actions to provide education to all pupils during a national lockdown. We also met with a group of pupils.

We considered curriculum planning and looked at minutes of governing body meetings. We looked at responses to Ofsted's online questionnaire, Parent View, including 31 free-text responses, and 39 staff questionnaires.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Hampshire. This letter will be published on the Ofsted website.

Yours sincerely

Aimee Floyd
Her Majesty's Inspector