

Inspection of Cranbourne

Wessex Close, Basingstoke, Hampshire, RG21 3NP

Inspection dates: 24 June and 13–14 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Outstanding
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils know that the adults in Cranbourne want the very best for them. Everyone recognises the expectations of what can be achieved are very high. The vast majority of pupils demonstrate a positive attitude to their learning. They are determined, persistent and ambitious. Appropriate support is provided for those pupils who find it more difficult to be resilient as learners. This creates a nurturing learning environment where everyone can flourish.

Showing respect and thinking of others is an everyday part of school life. One pupil described the school community as a 'family' where everyone is welcome. Pupils can confidently share their views about who they are and what makes them unique in a safe way. They do this knowing that bullying is not tolerated and is, therefore, very rare.

Across the curriculum, pupils are taught to reflect upon what they can do to make a difference to the world around them. They explore challenging topics, such as equality and intolerance. Outside of the classroom, many pupils are eager to make a positive contribution to the school as a house or sports captain or as a British Values Ambassador. Extra-curricular clubs and trips foster pupils' many talents and interests. Pupils and staff remember these experiences fondly.

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

Leadership across the school reflects the ambition for 'excellence in everything'. The school is deeply inclusive. Senior leaders are determined that every pupil and member of staff will succeed. This is also evident in the provision for all pupils with special educational needs and/or disabilities (SEND), including those who attend the resource provision or 'The Oaks'. Time is taken to know each and every individual and identify what they will need to help them achieve.

Subject leaders have focused on making sure learning helps pupils to build important knowledge and skills. This is now embedded consistently in the majority of subjects. While some subjects are at an earlier stage of development, clear plans are in place to ensure that they are also carefully sequenced. Pupils are confident in their learning because of the regular checks their teachers make. Opportunities to think and debate in lessons also help pupils acquire the detailed knowledge they need to achieve well.

Leaders prioritise reading highly. They fully recognise the impact of reading on pupils' learning and achievement. All pupils are engaged and immersed in reading a wide range of quality texts regularly. These texts deal with many issues and represent different cultures. Weaker readers' needs are identified accurately and thoroughly. Highly trained staff use their expertise and appropriate resources to provide support. This has a positive impact on pupils' reading and learning across subjects.

Learning in lessons is calm and purposeful. There is a consistent approach to promoting good behaviour that all staff know and apply. Where required, skilful staff work with a small minority of pupils who need more guidance to improve their behaviour. Leaders have been very aware of the emotional and mental health challenges some pupils have experienced because of COVID-19 (coronavirus). Staff and pupils really value the opportunities to think about their well-being and access support if this is needed.

A range of opportunities, that extends beyond the classroom, is on offer. Staff provide a wide range of extra-curricular clubs as well as trips and outside speakers. While some activities have been paused because of COVID-19 restrictions, leaders are eager to reinstate these as soon as possible. Pupils also engage with valuable careers guidance. Pupils told inspectors of their ambitious and aspirational plans for their future and how their education is preparing them for this.

A knowledgeable governing body provides valuable support for senior leaders. The impact of this can be seen in the significant improvements that have been made. Staff work hard but do this knowing their workload and well-being are always being considered. They also appreciate the high-quality training they receive that they know is continuing to enrich learning across the school.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Thorough procedures are in place, supported by a comprehensive knowledge of pupils and their families. The pastoral team are resilient and determined in making sure all pupils get the right support at the right time. This includes securing assistance from external agencies when required.

Pupils trust the adults in the school. They feel they can report any worries they have, knowing staff are very mindful of pupils' well-being. Pupils value the advice they receive about how to keep themselves safe. This includes specific lessons and assemblies on online safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum across the school is ambitious in its intent. It reflects leaders' determination to meet the needs of their pupils and to build a depth of knowledge over time. Leaders are aware that, in a very small number of subjects, further refinements are needed to embed the curriculum securely and consistently. This will ensure pupils know and remember more across every subject.

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 are the school and you are 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	10184423
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	549
Appropriate authority	The governing body
Chair of governing body	Melissa Paxton
Headteacher	Jane Aplin
Website	http://www.cranbourne.hants.sch.uk/
Date of previous inspection	30 March 2021, under section 8 of the Education Act 2005

Information about this school

- The school has a resource-based unit for pupils with dyslexia. It is funded by the local authority.
- The school is currently using two alternative providers.
- At the time of the inspection, Year 11 had formally left the school having completed their courses. However, ongoing support was in place to provide careers advice and guidance.

Information about this inspection

This inspection began on 29 June 2021 as a monitoring inspection under section 8(2) of the Education Act 2005. Having found that the school performance appeared to be improving, the inspection was deemed to be under section 5 of the Education Act 2005. As a section 5 inspection requires more inspector time to complete than a monitoring inspection, we returned on 6-7 July to complete the full inspection.

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic

with the school, and have taken that into account in their evaluation of the school.

- Inspectors met with senior leaders, staff, pupils and representatives of the local governing body, including the chair. An inspector also met with a representative from the local authority.
- The inspection team did deep dives in English, modern foreign languages, geography, art, computing and business studies. We discussed the curriculum with subject leaders, staff and pupils, visited lessons and looked at pupil's work.
- Inspectors considered the views of parents shared through Ofsted's Parent View survey. They also took account of the responses to the confidential staff survey as well as the views of pupils that were gathered throughout the inspection.
- To evaluate the effectiveness of safeguarding, inspectors viewed the school's website and policies, met with the designated safeguarding leader, spoke with pupils and staff, checked school records of safeguarding checks carried out on adults working at the school and spoke with governors.

Inspection team

Aimee Floyd, lead inspector	Her Majesty's Inspector
Shaun Jarvis	Her Majesty's Inspector
Matthew Haynes	Her Majesty's Inspector
Matthew Newberry	Her Majesty's Inspector (24 June 2021)

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