

Inspection of a good school: Court Lane Junior Academy

Hilary Avenue, Cosham, Portsmouth, Hampshire PO6 2PP

Inspection dates:

11 and 12 June 2024

Outcome

Court Lane Junior Academy continues to be a good school.

The headteacher of this school is Laura Flitton. This school is part of the University of Chichester Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jennese Alozie, and overseen by a board of trustees, chaired by Jane Longmore.

What is it like to attend this school?

Parents describe this school as 'caring, supportive and nurturing'. This is exemplified at lunchtimes when older pupils help younger pupils to enjoy an engaging range of outdoor play and learning opportunities. Playtimes are joyful and harmonious. Behaviour expectations are high, ensuring that classrooms are purposeful and industrious. The school fulfils its vision to 'believe, inspire and achieve' with strong aspirations for all. High-quality support for pupils with special educational needs and/or disabilities (SEND) creates an inclusive environment where everybody can thrive and succeed. Pupils achieve well across the curriculum.

The school prioritises mental health and well-being through an extensive pastoral offer. Pupils are well prepared for secondary school as a result of carefully considered assembly and lesson activities. Visitors boost pupils' understanding of how to stay safe. This includes the police community support officer, lifeboat volunteers and a national children's charity.

Pupils' talents and interests are encouraged and celebrated through a wide extra-curricular offer. There is something for everyone, with pupils enjoying music, competitive sports, inclusive festivals, gardening and outdoor education. Leadership roles range from prefect to house captain. School councillors are democratically elected. They are proud to represent Court Lane at the local 'Student Council', collaborating with pupils from other schools across the area.

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

Reading is at the heart of this thriving school. Staff expertise has been prioritised, ensuring that pupils who struggle receive effective help. The school gives pupils the support they need with phonics. Pupils practise consistent strategies using precisely matched books. They enjoy 'Find a book Friday', and pupils choose new books every week from the impressive school library. Pupils learn to become fluent and confident readers. This sharp focus prepares pupils well for secondary school and future learning.

With strong collaboration across the trust, the school's curriculum has been planned with precise knowledge, skills and vocabulary. In history, pupils learn to be historians, questioning sources and investigating what artefacts could tell them about the past. In mathematics, pupils apply concepts and strategies to solve investigations with skill and confidence. Pupils with SEND access the full breadth of the curriculum and achieve well, as a result of expert help. Teachers and leaders communicate and collaborate to identify strategies and resources needed. Support is frequently reviewed to ensure that it is effective.

Teachers have secure subject knowledge. They check for misconceptions and adapt lessons to revisit key content, helping pupils to remember their learning over time. Pupils achieve in line with the national average in English and Mathematics, and disadvantaged pupils achieve well. However, pupils' progress is not consistently high across the whole curriculum. The school is driving improvements to teaching to ensure that pupils make strong progress across every subject.

Behaviour is positive around school, and learning is rarely disrupted. Relationships are compassionate, and pupils are friendly and welcoming. When pupils need help, staff provide nurturing pastoral care. Leaders take bullying seriously. If anyone has a concern, the school takes swift action to address it and resolve pupils' worries. Attendance is slightly below the national average for primary schools. Some pupils are missing out on learning because of holidays during term time. The school is doing everything reasonably possible to address this.

Pupils' spiritual development is enriched through religious education and links with the church. Pupils from all faiths feel included and valued. Moral development is enhanced through charitable activities, including work with food banks and national charities. The school offers a range of ways to engage families in school life. Events include workshops to inform and consult parents about curriculum approaches, including mathematics and relationships and sex education. 'Learning showcase' afternoons open the classroom doors for parents to enjoy a celebration of their children's work.

Governors and trustees give impressive support and challenge to bolster the work of leaders, who are inclusive, reflective and dedicated. Teachers, including those early in their careers, are blossoming with effective training opportunities. Staff feel well supported, and well-being is valued highly across the whole school community. As a result, pupils are flourishing in this forward-thinking and inclusive school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teaching does not secure exceptional pupil achievement in every subject. This means that some pupils do not make strong progress from their starting points in some subjects. The school must ensure that curriculum implementation is highly effective across every subject to ensure that pupils make strong progress across the whole curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in December 2018.

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 information from Ofsted Parent View 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.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years,

looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143316
Local authority	Portsmouth
Inspection number	10322021
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	476
Appropriate authority	Board of trustees
Chair of trust	Jane Longmore
CEO of trust	Jennese Alozie
Headteacher	Laura Flitton
Website	www.courtlanejunior.co.uk
Dates of previous inspection	4 and 5 December 2018, under section 5 of the Education Act 2005

Information about this school

- Court Lane Junior Academy is part of the University of Chichester Multi-Academy Trust.
- The school offers a before- and after-school club, overseen by an external provider.
- The school currently uses no alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The lead inspector met with the headteacher, the deputy headteacher, the special educational needs and disabilities coordinator, subject leaders, teachers, trust staff and support staff.
- The inspector met with governors, trustees and the chief executive officer of the trust.

- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector listened to a range of pupils read. He observed catch-up interventions to evaluate how staff provide extra support to pupils.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the responses to the staff survey and spoke to a range of staff about their views of the school.
- The inspector evaluated responses to the pupil survey and spoke with a range of pupils in meetings, lessons and breaktimes.
- The inspector spoke to a range of parents on the playground before school, considered communication from parents via emails to Ofsted and took account of responses to the Ofsted Parent View survey and the free-text responses.

Inspection team

Scott Reece, lead inspector

His Majesty's Inspector

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