

Ranvilles Junior School

Inspection report

Unique Reference Number	116019
Local Authority	Hampshire
Inspection number	290396
Inspection dates	27–28 June 2007
Reporting inspector	Beryl Richmond

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 on roll	
School	237
Appropriate authority	The governing body
Chair	Mrs Pam Smith
Headteacher	Ms Caroline Wilkins
Date of previous school inspection	1 October 2001
School address	Oldbury Way Fareham PO14 3BN
Telephone number	01329 841679
Fax number	01329 843877

Age group	7–11
Inspection dates	27–28 June 2007
Inspection number	290396

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Ranvilles Junior is an average sized school. Pupils come from a wide range of social and economic backgrounds including those from naval families. An above average proportion of pupils join or leave the school other than at the normal time. There has been high turnover of staff during the last four years.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Ranvilles Junior is committed to 'igniting a passion for learning in its pupils and success in a culture of respect and responsibility where the rights of every child matter'. It provides its pupils with a good education. Some aspects of its work are outstanding. Pupils' personal development and well-being are excellent and consequently they are developing a wide range of skills that will help them become successful as adults. Pupils eat healthily in school, drink water regularly, participate in a wide range of class and extra curricular activities to keep fit and know how to stay safe. They make an outstanding contribution to their own and the wider community in many ways, for example, as members of the 'Green Team', which rewards efficient energy saving, and by contributing to charities. Parents and pupils hold the school in high regard. One parent said, 'I think the school is very good at recognising and celebrating pupils' achievements at all levels...it makes you feel that your children are valued by the school.'

Leadership and management are excellent. The headteacher provides enthusiastic strong leadership. She works very effectively with the assistant headteacher, who has successfully led initiatives to improve standards and achievement in English. Responsibility for school development is widely shared and effective. Good monitoring of teaching and learning has led to good teaching overall but teachers do not always provide opportunities for pupils to learn in a variety of ways.

Pupils achieve well. Standards in Year 6 are above average in English, mathematics and science. There has been a good improvement in pupils' achievement in the last two years because of the good teaching they receive. In addition, staff track pupils' progress rigorously and provide effective support wherever needed. Writing has been a focus for improvement, which the school addressed by revising the curriculum and by providing more opportunities to write at length. Pupils value the weekly writing prize, which is donated by pupils, parents, staff and governors. The impact of this work has been good, particularly for the more able pupils, but writing continues to be an area for improvement because pupils' achievement is not consistently good throughout the school. Pupils now have more meaningful writing opportunities and there is a focus on improving spelling.

Care, guidance and support are outstanding. As a result pupils' confidence and self-esteem are very good and they make good progress in their learning. An outstanding curriculum offers pupils a wide range of interesting and exciting opportunities. Consequently pupils say that their enjoyment of school is excellent. Accommodation and equipment for information and communication technology (ICT), music, drama and the library have been improved so that pupils benefit from excellent specialist classrooms.

The school has exceptional links with a wide range of organisations to promote pupils' well-being and achievement. It has an extremely accurate view of its effectiveness. Improvement since the last inspection has been good and there is excellent capacity to improve.

What the school should do to improve further

- Improve consistency in achievement in writing across year groups by giving pupils more meaningful opportunities to write at length and by improving standards in spelling.
- Ensure that teachers always take account of the different ways in which pupils learn, so that achievement improves further.

Achievement and standards

Grade: 2

Achievement is generally good and sometimes excellent because the school sets challenging targets for improvement, implements initiatives effectively, monitors pupils' progress rigorously and ensures that they are taught well. Pupils are on track to achieve their targets in Year 6 from broadly average starting points. There has been some fluctuation in standards since the last inspection, particularly during the time when there was high staff turnover. Since 2006 standards in Year 6 have been above average in English, mathematics and science. Whilst writing standards have improved, particularly for the more able pupils, this subject continues to be an area for improvement. Pupils now have personal targets in 'Planning Diaries' so that they have a much better understanding of how to improve their writing. They are now given more opportunities to write at length in subjects like history and spelling is a focus for improvement but the full impact of this work is yet to be realised.

The school's rigorous tracking of different groups of pupils' progress, not only in reading, writing, mathematics and science, but in other subjects as well is being used effectively to bring about further improvements in standards and achievement. Pupils make good progress overall, and rapid progress in Years 5 and 6 because teaching and learning are consistently good in these year groups.

Pupils with learning difficulties are making excellent progress because of the very good support that they receive when taught in small groups. The school has successfully eliminated variations in pupils' achievement by the end of Year 6 so that all groups of pupils achieve at least well, including those who join the school other than at the normal time.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. Pupils say they thoroughly enjoy school. Attendance is excellent. The school has very efficient procedures and rigorously monitors absence. Pupils contribute very well to the school community in many ways, including by being a 'buddy' to new pupils and through being a member of the school council. Decisions taken by the school council, such as the fitness trail, have been acted upon and contribute to pupils' enjoyment of learning. Pupils are learning well how to take care of their classroom environment through the 'Perfect Pig' and 'Triumphant Tree' awards to the tidiest and greenest classrooms each week. Pupils' social skills are particularly well developed and are helped by regular opportunities for work and play in different groups. Overall, pupils' spiritual, moral, social and cultural development is outstanding. They benefit from excellent assemblies. Pupils' cultural development is good overall because of the many opportunities they have to learn about their own and other cultures; pupils told us they would like to further increase their understanding of life in multicultural Britain. Although a few parents have concerns about behaviour, inspectors found that pupils' attitudes to work and their behaviour is good, enabling them to learn in a positive atmosphere.

Quality of provision

Teaching and learning

Grade: 2

Pupils say, 'Teachers make learning fun'. Teachers and pupils enjoy good relationships and consequently classrooms are harmonious. Work is usually well matched to pupils' needs in individual and group work and there is some outstanding work in this area. However, in some whole-class sessions the learning needs of all pupils are not always catered for. This means that pupils do not learn as well as they might at these times, particularly when opportunities to work cooperatively with their learning partners are missed or when teachers do not provide enough visual prompts or practical activities to support learning. Teachers use their good subject knowledge well to challenge pupils to think by questioning them well and extending their thinking and understanding. Support staff and teachers work together effectively to plan for the needs of pupils with learning difficulties. Consequently, these pupils make excellent progress. Teachers' feedback to pupils is usually good because they often give clear indication of how pupils can improve. Pupils are given good opportunities to check how well they are learning against their individual targets.

Curriculum and other activities

Grade: 1

The school provides a very broad and interesting curriculum. A well planned programme of visits and visitors adds extra enjoyment and makes a valuable contribution to pupils' learning. Residential visits, such as that made by Year 6 pupils to a centre for outdoor adventurous activities, make a significant contribution to pupils' social development. The curriculum ensures that the needs of pupils identified as more able or gifted and talented are provided with effective challenges. The excellent leadership ensures that this is not a school to rest on its laurels and has made further improvements to the good curriculum in English to ensure that standards in writing rise even further. Pupils with learning difficulties have full access to the curriculum as a result of the excellent teaching support they receive. The curriculum is further enhanced by the provision for all pupils to learn French. The school provides extensive opportunities for pupils to develop their musical abilities including playing a variety of instruments and having the opportunity to perform in the 'Musical Extravaganza'. Pupils with learning difficulties learn to play percussion instruments, and the school reports that this has a positive impact on their ability to concentrate generally. Provision for personal, social and health education is excellent.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding and embedded in the ethos of the school. This is reflected in pupils' good achievement and in their outstanding personal development. Pupils receive very effective guidance from their 'Planning Diaries', which set achievable targets that are regularly reviewed. Teachers' marking contains useful comments on how work can be improved. This helps all pupils including those with learning difficulties, to build confidence and self-esteem. The buddy system helps new pupils feel happy, confident and secure. In order to introduce healthy eating, pupils were given tasting sessions to introduce healthy options to school meals. This provided opportunities for pupils to comment on the meals, and consequently they were more willing to change their diets. Parents are kept informed through the provision of regular newsletters and parent evenings. The school is committed to safeguarding pupils;

child protection procedures are securely in place. A range of outside agencies provides excellent support. Pupils' progress is monitored carefully, and they are continually involved in evaluating their own progress. This helps them to be responsible for their learning. Very good links have been established to ensure a smooth transition to the next stage in education.

Leadership and management

Grade: 1

The headteacher provides excellent leadership. Much of her practice and that of the assistant headteacher is exemplary, particularly the systems they have established for the rigorous regular monitoring of pupils' progress in all subjects by all staff and effective planning for successful improvement. Teamwork is a strength of the school with staff committed to a strong shared belief that the rights of every child matter. All subject leaders are held to account for standards and achievement in their subjects. They regularly check on pupils' progress and standards through the 'call in' assessment system. This has not only had a positive impact on pupils' progress in English, mathematics and science but in all other subjects. Leadership and management's impact on pupils' personal development and well-being, the curriculum and care, guidance and support is outstanding. The impact of its work on standards and achievement is good and sometimes outstanding, particularly for pupils with learning difficulties and the more able pupils. The school is in an excellent position to improve further. Achievement and standards in writing have improved, but the full impact of work to ensure consistency in achievement throughout the school is still to be realised. The headteacher has an accurate view of the quality of teaching and learning gained through regular monitoring and the impact of this work is good. The school evaluates its work accurately; it is not complacent and there is a strong shared commitment to improvement.

The outstanding governing body makes an important contribution to strategic thinking, is very supportive of the school's work and acts as an effective critical friend.

The school values its community's views, including those of pupils and parents. The school takes this information very carefully into account when evaluating its work and planning for future improvements.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
--	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

11 July 2007

Dear Pupils

Inspection of Ranvilles Junior School, Fareham, PO14 3BN

I am writing to let you know how much my colleague and I enjoyed our visit to your school. We think that your school is good, with some outstanding features. We found it to be a friendly and happy place. Thank you for making us welcome and for helping us, particularly by talking to us about your school.

Here are some of the most important things that we want you to know.

- You enjoy coming to school and joining in the wide range of activities that your school offers you. Your attendance is excellent.
- Your behaviour is good and you get on well with each other and with your teachers.
- You work together well, especially in group activities, and you are achieving well.
- You contribute well to your school community in many ways, for example, as members of the Green Team, the School Council, as buddies and in other ways that help the school run smoothly.
- Teachers and teaching assistants teach you well and look after you very well. They check up regularly on how well you are doing in all subjects to help you to improve.
- You benefit from an exceptional range of interesting opportunities to learn.
- You have a good understanding of what you need to learn to improve your work.

These are the things that we think could be better.

- Although you have improved your writing, we think that you could do better still.
- We have asked teachers to provide you with more written and practical guidance as well as talking to help you learn even better.

Best wishes for your future success.

Beryl Richmond Lead inspector