

Ranvilles Junior School

Inspection report

Unique Reference Number	116019
Local Authority	Hampshire
Inspection number	338704
Inspection dates	17–18 May 2010
Reporting inspector	Andrew Saunders

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	8–11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	Dave Proctor
Headteacher	Ms Angela Williams
Date of previous school inspection	18 May 2010
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed nine teachers and saw 17 lessons. They held meetings with senior leaders, groups of pupils, staff and governors, and spoke to parents and carers informally. They looked at pupils' work, the school's tracking of pupils' progress, school policies and procedures. The team also considered school leaders' monitoring of teaching and learning, the school development plan, minutes from governors' meetings and the questionnaires received from 51 parents and carers, as well as responses from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of strategies to ensure pupils progress well, particularly in mathematics, and for girls, middle-ability pupils and those who are more able
- how assessment informs teaching, through planning and within lessons
- the quality of the care, guidance and support provided, particularly for any pupils who are vulnerable
- the impact of the new leadership team in bringing about improvements.

Information about the school

Located in an urban area of Fareham, this is an average-sized school. The headteacher joined the school in September 2009. A very small minority of pupils are eligible for free school meals. The very large majority of pupils are from a White British background. The proportion of pupils with special educational needs and/or disabilities is broadly average. Within this, the proportion with a statement of special educational needs is lower than average. Pupils' particular needs include those with specific learning difficulties and behavioural, emotional and social difficulties. More pupils join or leave the school other than at the expected times, often coming from schools in other countries or from the independent sector. A small minority of pupils come from families linked with military forces; this proportion is often higher than at present.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where pupils are well cared for. Pupils are provided with interesting and challenging learning opportunities which ensure that they make good progress. The new headteacher has quickly established a clear, accurate view of the strengths of the school and identified where improvements need to be made, because of accurate self-evaluation. She has worked well with her leadership team to implement effective strategies to tackle aspects identified. In particular, this has improved the quality of teaching and learning. In addition, teachers and other senior leaders have improved their skills at interpreting assessment data; as a result, this informs the decisions made about how to help the pupils to do better. The capacity for further improvement is good, and there is considerable determination to ensure that pupils do well, and leaders are successful in this. For example, pupils achieve well and thoroughly enjoy their learning; many said how much they like their teachers and lessons. Pupils' outstanding rates of attendance demonstrate their enthusiasm for school. Parents and carers commented that their children enjoy being part of the school. As one parent said: 'My daughter loves coming to school and I'm amazed at how motivated she is to learn at home.'

Systems for tracking the progress of each individual are robust and well used by all staff to identify any pupils who need additional support or challenge. As a result, provision for pupils with special educational needs is good, but not as effective in mathematics for this group. Pupils who have particularly abilities or talents in specific areas are clearly identified and given good opportunities, such as the highly regarded master classes, to excel.

Pupils express great confidence in the school because they know that there is always someone they can turn to if they are worried. They are given good guidance about their personal development and their learning. In particular, pupils develop an outstanding awareness of how to adopt healthy lifestyles. There are very good relationships between pupils and adults, and between the pupils themselves. Behaviour for the vast majority of pupils is good. A very few pupils find it difficult to stay within these expectations and the school is working hard with other partners to provide these pupils with the support they need. Pupils are proud of the outstanding work that they do within their wider community, for example with the nearby schools. Shared music lessons give them a chance to understand the views of others, and pupils enjoy the opportunity to support younger pupils' learning at the infant school. Their understanding of the United Kingdom as a multicultural society is not as strong, because developments in promoting community cohesion are recent.

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What does the school need to do to improve further?

- Ensure that pupils make consistent progress across the school in mathematics, by providing more personalised learning, particularly for pupils with special educational needs.
- Increase pupils' awareness of the beliefs and lifestyles of others within the United Kingdom by building on, and extending, community cohesion.

Outcomes for individuals and groups of pupils

2

Attainment is above average and from pupils' starting points, this represents good progress. The work that pupils do in lessons shows that the rate of progress has improved since the last inspection. For example, during the inspection pupils learnt a great deal about acids and alkalis because of the investigative approach used. Progress in mathematics is also improving but is not yet consistent across the school. Those who are more able are given work that is challenging, often as open-ended tasks so that they can show what they are capable of. Pupils with specific learning difficulties have appropriate individualised learning plans which, although not as effective in mathematics, ensure that they make good progress. There are well-developed strategies for managing behaviour, which include positive rewards and clearly defined sanctions. This helps them to remain well focused and work independently or as part of a team.

Pupils routinely help each other with work or in the playground, and remind each other about the high expectations for behaviour in the school. They enjoy the wide range of opportunities to develop responsibility and they take these very seriously. For example, the green team, healthy team, rights, respects and responsibilities (RRR) team and school council all have an impressive impact on the school and the pupils. Pupils clearly understand what they can do to live healthy lifestyles, and are enthusiastic about doing so. As a result of pupils' views, a healthy tuck shop has been implemented and is being improved further through the pupils' desire to gain Health and Safety certificates. Most pupils walk to school. They are well aware of how they can contribute to the school and local community, for example through the junior community team, and this aspect is outstanding. This helped the school to achieve the UNICEF Rights Respecting School award. Their involvement and awareness of environmental issues helped the school to achieve the Eco-Schools Green Flag award. Pupils' spiritual, moral and social development is good. Their cultural development is good in terms of developing an awareness of the arts, of different faiths and some world-wide issues. However, pupils' understanding of the cultural diversity of the United Kingdom is not well enough developed.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Reading is a strength of the teaching and the curriculum; the daily focus on high quality reading for a purpose ensures pupils are confident readers. This also contributes towards improving progress in writing. Teaching is good and they make activities interesting and meaningful to pupils, such as writing an advert for real products, for the 'Junior Apprentice'. This enhances their use of skills across the curriculum, such as information and communication technology and keyboard skills. Targets are used consistently and the guidance pupils receive, for example through marking, means that they understand what they need to do next. In the best lessons, pupils regularly respond to such guidance, and have opportunities to reflect on what they have learnt. The curriculum is further enriched through topic weeks, a good range of clubs and activities, and interesting visits and visitors, such as the residential trip and the visit of an author.

Provision for pupils' personal development is very effective. Together with the strong focus on rights, respect and responsibilities, this contributes to the positive relationships and good attitudes to learning. Pupils are particularly well prepared to join the school and they are given strong support to help them prepare to move onto secondary school. Pupils said how welcome they were made to feel. This reflects the deep commitment of the adults to care for and nurture the pupils.

These are the grades for the quality of provision

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
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The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The new headteacher has ensured there is a strong, vibrant vision for the school, which is widely shared by the staff. This is exemplified by the 'can do' attitude which is promoted, and the ongoing quest for high-quality teaching and learning. Middle leaders are a key part of this drive to improve the areas they are responsible for.

Governors provide the school with good support and appropriate challenge, because they are well informed about the school. Safeguarding is satisfactory, policies are regularly reviewed and are increasingly being personalised to the school's situation. Equality of opportunity and understanding between pupils is promoted effectively. The school does not tolerate discrimination.

The school has strong links with other partners which benefit the pupils. For example, those with behavioural, emotional and social difficulties receive appropriate support and the school does much to work with parents and carers on this.

□ School leaders have undertaken an audit of the contribution to community cohesion. This recognises that the school has been effective in developing community cohesion at a local level, and through links with schools in Kenya and Uganda, but is not yet as effective at a national level. Consequently, pupils have limited understanding of life within a multicultural United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Through the inspection questionnaire and informal discussions, parents and carers expressed an overwhelmingly positive view of the school. In particular, all responses agreed or strongly agreed that their children enjoy school, the school keeps pupils safe, and that parents and carers feel well informed about their child's progress. They also all agreed that teaching is good and that the school helps pupils to have a healthy lifestyle. Almost all parents and carers responded positively about the progress their children make, the support they get for learning, that parents' and carers' suggestions and concerns are heard, and that the school is led and managed effectively. A few raised concerns about how effective the school is in managing the poor behaviour of a very small minority of pupils. In line with most parents and carers, inspectors found that there are effective strategies in place to manage behaviour and that these are implemented consistently and with sensitivity to each individual situation. Where parents and carers have raised other concerns, the school is aware of these and is working satisfactorily to tackle them.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 51 completed questionnaires by the end of the on-site inspection. In total, there are 232 pupils registered at the school.

Ofsted invited all the registered parents and carers of pupils registered at Ranvilles Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	61	20	39	1	2	0	0
The school keeps my child safe	31	61	20	39	1	2	0	0
The school informs me about my child's progress	26	51	25	49	1	2	0	0
My child is making enough progress at this school	23	45	24	47	4	8	1	2
The teaching is good at this school	26	51	25	49	0	0	0	0
The school helps me to support my child's learning	24	47	25	49	1	2	1	2
The school helps my child to have a healthy lifestyle	22	43	29	57	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	47	24	47	2	4	0	0
The school meets my child's particular needs	26	51	21	41	4	8	0	0
The school deals effectively with unacceptable behaviour	19	37	21	41	9	18	0	0
The school takes account of my suggestions and concerns	19	37	30	59	2	4	0	0
The school is led and managed effectively	22	43	28	55	1	2	0	0
Overall, I am happy with my child's experience at this school	28	55	20	39	3	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 May 2010 □□□□□□□□□□

Dear Pupils

Inspection of Ranvilles Junior School, Fareham, PO14 3BN

Thank you for welcoming us to your school. We thoroughly enjoyed chatting with so many of you, looking at the learning and seeing the work you are doing. Many of you told us how much you enjoy coming to school, and we could see this from the way you join in with the lessons your teachers have prepared. We have found that your school is a good school. These are some of the things that we particularly liked.

- Your teachers know a lot about how well you are doing, and use this information to make sure the work they give you is just right, so that you learn new things quickly. You do particularly well in your tests.
- The headteacher and other leaders know the school well and are doing the right things to improve it further for you.
- We were very impressed with how well you behave and help each other. A very few of you find this more difficult; you can help by making sure you live up to the expectations the school has of you, so that you can learn well.
- You have lots of opportunities to help improve the school, through the different teams and the school council, and you make the most of these opportunities.

Even though it is a good school, we have asked your school help you do even better, by improving the following areas.

- Teachers need to make sure that you make progress across all year groups, in mathematics, particularly by giving some of you more support when you find it difficult.
- The school should help you to understand more about the beliefs and lifestyles of people from different cultures or backgrounds by, for example, developing links with different schools in the United Kingdom.

From the way you already enjoy your learning, I am confident you will do everything you can to work hard and continue to help make your school such a pleasant, positive place to be.

Yours sincerely

Andrew Saunders Lead inspector

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