

Court Lane Junior School

Hilary Avenue, Cosham, Portsmouth, PO6 2PP

Inspection dates 21–22 October 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This school is good because pupils achieve high results and because pupils currently in the school make good progress. Pupils' results and progress have improved securely over time.
- Most pupils in all year groups make good progress from their starting points across the school.
- Pupils' most recent results in all subjects were above the most recent national averages. Pupils' results at the higher levels improved over the previous year and were also above average.
- Teaching is typically good across the school. Pupils are given high levels of challenge. Teachers' clear explanations ensure that pupils learn well.
- Pupils typically behave well. They are proud of their learning and achievements. They cooperate well with each other and are friendly and polite.
- The school ensures that pupils are kept safe and cares for them well.
- The headteacher, along with other leaders and governors, has ensured that staff have high expectations of their pupils' learning and achievement. They have ensured that all the points for improvement set at the previous inspection have been met.
- Rigorous performance management and effective actions have led to secure improvements to pupils' achievement and strong improvements to the quality of teaching.

It is not yet an outstanding school because:

- The school's work in developing pupils' appreciation of the range of cultures in modern Britain is not as effective as it could be.
- The school's communication with parents and carers has not been effective in securing their understanding or confidence in the work of the school.

Information about this inspection

- The inspectors saw teaching across the school. They observed one assembly, 16 lessons and pupils' behaviour in the playground and at lunchtime. Three lessons were observed jointly with the headteacher.
- Discussions were held with pupils, eight members of the governing body, the headteacher and other members of staff.
- The inspectors observed many aspects of the school's work, including support for pupils who need extra help. They heard pupils read and examined pupils' work in their exercise books and on classroom and corridor wall displays.
- The inspectors looked at a number of documents, including plans for what pupils will learn in each subject, plans for the school's future development and the school's use of sports premium and pupil premium funding. They also scrutinised the school's arrangements for keeping pupils safe, pupils' attendance records, minutes of governing body meetings, records of how pupils' learning is checked and tracked, and records of how the quality of teaching is checked.
- The views of parents and carers were taken into account through taking note of the 73 responses to the online Parent View survey, three messages that were received, and through discussions with several parents and carers.
- Staff views were taken into consideration by looking at questionnaires completed by 38 staff members and through discussions with several members of staff.

Inspection team

Steven Popper, Lead inspector

Additional Inspector

Peter Thrussell

Additional Inspector

Stephanie Scutter

Additional Inspector

Full report

Information about this school

- The school is a larger than the average-sized junior school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils who are eligible for additional government funding, known as the pupil premium, is much lower than the national average. This extra money is provided for children known to be eligible for free school meals.
- The proportions of disabled pupils and those who have special educational needs, including pupils supported through school action or school action plus and those with statements of special educational needs, are lower than in most other schools. Some pupils have speech, language and communication needs, while others have behavioural, emotional and social difficulties or other needs.
- Most pupils are of White British heritage.
- The assistant headteacher and the English leader both joined the school in September 2013.

What does the school need to do to improve further?

- Strengthen the effectiveness of the school's work in developing pupils' appreciation of the range of cultures in modern Britain.
- Develop the effectiveness of the school's communication with parents and carers to ensure better understanding and raise confidence in the work of the school.

Inspection judgements

The leadership and management are good

- The headteacher, supported by other leaders and governors, has strongly raised expectations across the school. Staff now have consistently high expectations of pupils' achievement and learning. As a result, the quality of teaching and pupils' achievement have improved and are now good. This is the key reason why leadership and management are good.
- The leadership team and governors have ensured that all the points for improvement identified at the previous inspection have been met.
- The headteacher and other leaders check the quality of teaching systematically and accurately. Weak teaching has been removed from the school through rigorous and effective performance management and good support and training for teaching staff. However, the secure improvements to teaching have not yet resulted in all pupils making rapid progress over a sustained period of time. This is why leadership and management are not outstanding.
- The school's evaluation of its strengths and areas for development is detailed, thorough, accurate and regularly reviewed. Leaders carry out regular and in-depth analysis of data about pupils' results and progress, and use this analysis to set well-judged priorities for the school.
- The headteacher, governors and senior and middle leaders, including the inclusion leader and the English and mathematics subject leaders, contribute well to the effective school development plan. Actions taken as a result of previous school development plans have led to secure improvements to pupils' progress and results and to the quality of teaching.
- Middle leaders contribute to school improvement well. They lead training for staff in their subjects and areas of responsibility, and monitor the quality of pupils' work. Middle leaders' actions have helped to ensure that the quality of teaching and of pupils' performance is consistently high across the school.
- The curriculum offered by the school is good overall. Pupils learn a wide variety of subjects and have many opportunities to engage in a range of musical and sporting activities. The school prepares pupils well for life in modern Britain through its teaching about British institutions, democracy and other forms of government. It promotes pupils' spiritual, moral, social and cultural development through, for example, work about D-Day and Olympic values, and through engaging pupils in charity work and links with local elderly residents. Such activity helps to promote equal opportunities and guard against discrimination. However, the school's work in developing pupils' appreciation of the range of cultures in modern Britain is not as effective as it could be.
- Sports premium funding is spent effectively on developing teachers' expertise in teaching physical education and sports and on enhancing pupils' engagement in competitive sports. The school offers a wide range of sports clubs, such as girls' football, judo, hockey and gymnastics. Pupils' performance, for example in swimming, has developed as a result, and physical education teaching has improved in quality.
- Other additional funding is spent effectively on supporting eligible pupils' academic performance, well-being and attendance. Eligible pupils make good progress and have high rates of attendance as a result.
- The school's safeguarding arrangements meet statutory requirements. Staff and governors receive up-to-date training and are clear about proper safeguarding procedures. The school works well with outside agencies to ensure that safeguarding is good.
- The local authority has supported the school well. It has given training to staff and governors and confirmed the accuracy of the school's assessment of pupils when they enter and leave the school.
- The school works well with parents and carers in practice, as can be seen in the high attendance of pupils and through examples of the school's work with particular pupils and families. The school uses newsletters and the school website to keep parents and carers informed about its work. However, the school's communication with parents and carers has not been effective in gaining their confidence or securing their understanding of some aspects of the work of the school. As a result, while the majority of parents and carers who offered an opinion thought that the school was well led, a sizeable minority did not .
- **The governance of the school:**
 - The governing body knows the school well. It monitors the quality of school provision systematically and regularly and contributes well to the school development plan. Governors analyse information about pupils' achievement with understanding and offer strong challenges to school leaders about the progress made by different groups of pupils. Governors keep themselves well informed about the quality of teaching in the school and ensure that senior leaders do enough to improve teaching through performance management and support for staff. Governors check that any pay awards made are properly justified by good performance. They check that school finances are spent in ways that lead to improvements in pupils' achievement and well-being. The governing body has contributed to the raising

of expectations in the school. Its impact on school improvement is good.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils enjoy learning and take pride in their achievements. Their positive attitudes to learning have contributed to the improvements made to their results and progress over time. However, pupils' positive attitudes to learning have not yet enabled pupils to make rapid progress in all subjects over a sustained period. This is why behaviour is not outstanding.
- Pupils concentrate well and show high levels of engagement during lessons. Low-level disruption is very uncommon. However, a few pupils can become distracted during the few times when teaching is less effective.
- Pupils are well mannered, friendly and cooperate well with each other. They look after each other and behave well in the playground, during lunchtime and when travelling around the school.
- Staff have high expectations of behaviour and the school manages pupils' behaviour effectively. Pupils who talked to the inspectors said that behaviour was good and praised the use of a 'circle of friends' strategy to help sort out any disagreements between them. Pupils also approved of the availability of staff whom they could go to if there was any problem.
- The school ensures that pupils understand about different forms of bullying and carries out regular 'anti-bullying' weeks. The school takes the use of racist, sexist or homophobic language seriously, and has worked with a national organisation to develop pupils' understanding of these forms of derogatory language and the impact that they can have.
- School records show some incidents of bullying or other forms of poor behaviour over time. However, records also show that any incidents have been responded to well by the school, and that the behaviour of some particular pupils has been improved.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils are taught about keeping safe in different situations, such as while using the road and railways and when cycling. The school carries out much work about e-safety, and pupils who talked to the inspectors demonstrated knowledge of ways they could keep themselves safe when online. Pupils also said that they felt safe in the school.
- Pupils are supervised well at all times. School grounds are safe and secure. The school cares for its pupils well.
- Attendance is higher than in most other schools and has improved over time. This is because of the school's clear messages about the value of good attendance, both to pupils and to parents and carers.
- A very large majority of parents and carers who offered an opinion thought that their children were happy and safe at school, and a majority of parents and carers thought that the school managed pupils' behaviour well. However, a sizeable minority of parents and carers were not convinced that the school managed behaviour or dealt with bullying effectively.

The quality of teaching is good

- Teaching in the school has strongly improved since the time of the previous inspection. Most teaching across the school is now consistently good, and some teaching is outstanding. As a consequence, pupils' achievement in reading, writing and mathematics has improved and is now good. This is the key reason why the quality of teaching is good.
- Teachers have high expectations of pupils' learning and achievement.
- Teachers give pupils, including the most able, high levels of challenge in all subjects. As a result, most pupils, including the most able, make good progress in reading, writing and mathematics across most of the school. A greater proportion of most able pupils attained results at the higher levels at the end of Key Stage 2 last year as a result of the increased challenge presented to them.

- Teachers know their subjects well. They give pupils clear and accurate explanations that enable them to learn and develop their knowledge and understanding in reading, writing and mathematics.
- The teaching of reading has become more focused and systematic. Pupils have developed sophisticated reading skills and a love of reading as a result. Pupils' strong reading has contributed to improvements to the quality of their writing across the school.
- The school's organisation of pupils in mathematics lessons has enabled teachers to pitch their teaching effectively to pupils with different levels of mathematical understanding. This has contributed to pupils' improved results and progress in the subject.
- Pupils and adults have good working relationships. Pupils follow instructions well and are confident to offer opinions and share their work and ideas.
- Teachers assess pupils' learning and achievement carefully. They use their understanding of pupils' abilities and needs to plan the next steps in their learning.
- The school has introduced a consistent and effective approach to marking. Teachers give pupils clear and constructive advice about how to progress further. Pupils make use of the advice they are given to improve their work.
- Teaching assistants have been deployed increasingly well to support pupils, including disabled pupils, those with special educational needs and those eligible for additional funding. The progress made by the pupils they support has improved as a result.
- A majority of parents and carers who offered an opinion thought that their children were taught well.

The achievement of pupils

is good

- Pupils' results at the end of Key Stage 2 in reading, writing and mathematics are higher than in most other schools and have improved over time. The progress made by pupils has also improved, and most pupils now make good progress. This is why the achievement of pupils is good.
- The school checks pupils' starting points carefully when they first enter the school, and the local authority has confirmed the accuracy of the school's assessment of pupils on entry. Most pupils currently in the school make good progress from their starting points in all year groups. However, while last year's Year 6 pupils made good progress from their starting points as assessed by the school, their progress was weaker when calculated from official figures. This is why the achievement of pupils is not outstanding.
- The progress of the most able pupils has improved, and these pupils now make good progress across the school. They attain high standards in all subjects. A greater proportion of most able pupils attained results at the higher levels at the end of Key Stage 2 last year than in the previous year.
- The attainment of disabled pupils and those who have special educational needs is lower than that of other pupils, both nationally and in the school. However, the progress made by these pupils strongly improved last year and continues to improve. The gap between these pupils and other pupils nationally and in the school is being reduced successfully by the school. This is because of the more effective and well-pitched teaching that disabled pupils and those who have special educational needs receive.
- The school is successfully narrowing the gap in attainment between pupils eligible for additional funding and other pupils in the school. There are currently gaps in performance of approximately half-a-term in reading, writing and mathematics at the end of Key Stage 2. These are narrower gaps than in the previous year. Eligible pupils' progress in reading, writing and mathematics across the school is in line with that of other pupils overall, and is sometimes faster. Their attainment in reading, writing and mathematics is above that of other pupils nationally.
- A majority of parents and carers who offered an opinion thought that their children made good progress.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116185
Local authority	Portsmouth
Inspection number	449084

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 of pupils on the school roll	477
Appropriate authority	The governing body
Chair	Brian Greenwood
Headteacher	Hilary Faulkner
Date of previous school inspection	7–8 November 2012
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