

Court Moor School

Spring Woods, Fleet, Hampshire, GU52 7RY

Inspection dates

25–26 April 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Students are very happy, feel safe and enjoy coming to this school; attendance is well above average. Their exceptionally respectful and considerate behaviour contributes significantly to the calm and purposeful atmosphere in the school.
- Students achieve well; most usually gain better than average GCSE results across the majority of subjects. Throughout the school, they demonstrate confidence in tackling work of a high level. Their education at this school equips students well for post-16 and higher education.
- Teaching is typically good and sometimes outstanding. Excellent relationships enable teachers to know students well. This means they can plan lessons that help them to make good progress.
- Parents and carers generally express high levels of satisfaction with this school because they know their children are welcomed and that their personal, social and learning needs are being met effectively.
- The headteacher has put into place a well-structured framework of leadership that provides a consistently challenging but caring approach to school performance and improvement.
- Governors in this school are knowledgeable and committed to the provision of a high quality education for the students. They challenge and support school leaders well.

It is not yet an outstanding school because

- In some lessons, students are not stretched or challenged sufficiently for them to reach their highest potential level of achievement quickly enough.
- Teachers do not always give students sufficiently detailed feedback on their work to enable them to make more rapid progress.
- Although improving, standards in English and modern foreign languages have not been as high as in other subjects

Information about this inspection

- Inspectors observed teaching and learning in 46 lessons, some of which were observed with senior leaders. Some briefer visits were made to look at students’ work and other aspects of learning, including during tutor time.
- They held discussions with school leaders and governors and read a wide range of documentation, including safeguarding records, minutes of meetings of the governing body, the school’s own analysis of how well it is doing and the plans for improvement.
- Inspectors met with two groups of students to listen to their views of the school and also talked to students in lessons and around the school during breaks.
- They considered a range of evidence from parents and carers, including the 121 responses to the online Parent View survey, other survey results, two letters and an email message.

Inspection team

Jacqueline Goodall, Lead inspector	Additional Inspector
Victor Chaffey	Additional Inspector
Steve Williams	Additional Inspector
Gordon Jackson	Additional Inspector

Full report

Information about this school

- Court Moor School is larger than the average-sized secondary school.
- Most students are of White British heritage.
- The proportion of students eligible for the pupil premium (additional government funding) is below the national average. Most of these students are from service families, but a small number are eligible for free school meals and a very few are looked after children.
- The proportion of disabled students and those with special educational needs who are supported through school action is well below average and is the proportion supported through school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- A very small number of students attend a local further education college for vocational courses.
- A local alternative education centre is used occasionally to cater for a very small number of students for whom the normal school provision is inappropriate.

What does the school need to do to improve further?

- Ensure that all students make rapid progress to attain the highest levels of which they are capable, through:
 - providing opportunities for exceptional learning in all lessons through high-quality questioning and challenge
 - an explicit focus on implementing more effective feedback techniques to promote rapid progress for all.
- Sustain and extend the improvements put into place for learning in English and modern foreign languages to ensure that students' achievement in examinations is consistently high in all subjects.

Inspection judgements

The achievement of pupils is good

- Students join the school in Year 7 with above average starting points. Through good teaching and high expectations, they mostly make rapid progress from these starting points to attain well above average examination results at the end of Year 11.
- There was a slight downward trend in results last year, however. The GCSE results for English in 2012 were lower than anticipated and not all students made the expected progress in this subject. However, the strategies put in place by school leaders to restore attainment and rates of progress in English are robust and are effective. Current students in Year 11 are well placed to achieve highly in this year's examinations.
- Attainment and progress in modern foreign languages have been below those in other subjects and the GCSE results for the last two years have been lower than expected. School leaders have now addressed the improvement needed in teaching and students in all year groups are making rapid progress. Students in Year 7 are making exceptional progress in Spanish speaking skills. The GCSE results for this year are predicted to be much improved.
- Students are articulate, and literacy is a continuing focus across the school. From their entry into the school, students are introduced to quite difficult texts. For example, inspectors saw Year 7 tackling war poetry maturely, identifying examples of alliteration. The recently introduced Reading Initiative is proving to be very effective in increasing students' reading ages.
- Disabled students and those with special educational needs typically make at least as much progress as other students. This is because teachers have high expectations of their achievement and there is focused support for these students. The progress made by students in support studies, which give students opportunities to improve their English and mathematics, is outstanding.
- Pupil premium funding is used well in a variety of ways to support the learning of those known to be eligible for free school meals, looked after students, or those of service families. In-class support or one-to-one mentoring help students to catch up in their learning. The school ensures that all students can access extra-curricular experiences and activities. These strategies mean that students achieve nearly as well as others in the school.
- The gap between the achievement in mathematics of students eligible for free school meals and that of other students was just over one grade lower. This group of students achieved more highly in mathematics than in English, however, although the gap in achievement was just under one GCSE grade lower.
- Students who attend the college vocational courses make good progress in their learning. Alternative provision gives effective support to individuals so they can continue with their learning and then return to school, or move to further education or employment.
- The quality of teaching and students' excellent behaviour both contribute to the high standards, which allow students to progress further in their chosen pathways. Furthermore, students are motivated and well prepared socially, morally, spiritually and culturally to go confidently out into the world.

The quality of teaching is good

- Teaching is characterised by excellent classroom relationships and the provision of a variety of well-constructed activities. Students are expected to tackle high-level work from Year 7 onwards and they respond very well to this expectation. The highly effective use of pictures and videos to stimulate reflection, discussion and learning in humanities lessons is impressive.
- In the more effective teaching, excellent questioning techniques help students to develop their understanding and also provide opportunities for them to work independently.
- There is some variability in the quality of teaching, which prevents it from being outstanding. Occasionally, teachers do not always challenge the students to work hard enough and ensure

their progress is rapid enough. This means that students do not always attain as highly as they could.

- Teachers support students well in their learning, sometimes with the proactive help of teaching assistants. The feedback given to students, however, particularly on their written work, is not always sharply focused enough to really encourage and help students to make rapid improvement.
- Most students know their targets and are keen to know how to achieve them. Inspectors saw some excellent use of peer review and assessment, for example in Year 7 art lessons.
- Students are articulate and literacy across the curriculum is strong. Disabled students and those with special educational needs also make good progress in literacy across the curriculum.
- Students achieve well in mathematics and science, which prepares them securely for their futures. Some students were entered early for their mathematics examination last year, but this did not disadvantage them. All students will take the summer examinations this year.
- Students make good use of information and communication technology to help them learn. For example, from Year 7, students use computer software maturely to enable them to compose music and to improve and edit their compositions.
- Students have many opportunities within lessons and outside of the normal day to develop leadership and work-related learning skills, learn how to get on with people and to make the most out of their lives. Students are motivated and enjoy the variety of experiences offered.

The behaviour and safety of pupils are outstanding

- Attendance at this school is well above average, which reflects the enthusiasm of the students for their school. There is a very happy and positive atmosphere in this community. The attendance levels of students eligible for free school meals have been slightly lower, but the school's strategies to improve their attendance are generally successful.
- The conduct of students is exemplary. They are courteous, respectful and kind to each other and to adults.
- The considerate behaviour of the vast majority of students means that there is very little bullying and virtually no incidents relating to racial or other prejudice-based differences. Students said that any incidences of bullying that do happen are generally dealt with quickly.
- Students want to learn and most have an excellent work ethic. In many lessons, inspectors saw students who knew how to manage their own learning and worked exceptionally well with their teachers. They work cooperatively in practical subjects such as science, design and technology and food technology.
- Most parents, carers and students believe that the school is a safe place in which to be. Students know how to keep themselves safe in a variety of contexts. The mature and sensible attitudes of students mean that they know how to ensure that safe practices are maintained in the classroom, especially in practical lessons.
- Students make a strong contribution to their community through the student council and other groups. Student leadership is evident throughout the school. For example, school council representatives lead their tutor groups in discussions about improving aspects of school life and other students lead some extra-curricular activities, such as the video development and editing group. The student newspaper reflects the vibrancy and excitement evident in the school.

The leadership and management are good

- The headteacher is enthusiastic and committed to improving the educational provision of the school. The motto of 'Caring to Achieve' sums up the dual approach of genuine support alongside challenge to 'do one's best'. All policies and practice endeavour to ensure every student receives the same high level of provision and to promote equality of opportunity for all.
- Whilst examination results have historically been well above average, there is no complacency

and leaders had already identified areas for improvement in English before the examination results last year.

- The headteacher, together with her able senior team and strong governors, have ensured that improvement strategies have been put into place. Evidence shows that they have restored high quality teaching and learning in English and modern foreign languages, with secure predictions for higher performance in this year's GCSE examinations.
- Senior leaders are extremely accurate in their monitoring and evaluation of the school's performance. They know how to improve teaching and learning and have comprehensive plans to raise the quality of leadership and management, teaching and achievement further. Leadership and management are not yet outstanding, because teaching is not yet helping all students to achieve the highest standards of which they are capable.
- Over the last year and a half, the headteacher and governors have set out to make leadership and management more rigorous so that all leadership teams are now motivated to accept only the highest performance from both staff and students. Improvements are evident over time in their observations, discussions and documentation.
- Performance management is linked closely to teachers' day-to-day performance, with a comprehensive and focused programme to help teachers improve their practice. Pay is linked to performance, giving a clear message that only the best is acceptable.
- The curriculum meets the needs of the vast majority of students. Local college courses and some BTEC courses, including in science, supplement the main curriculum, whilst alternative provision for those at risk of exclusion helps to ensure every student leaves with appropriate qualifications.
- The many activities offered to enhance and extend the core curriculum are greatly appreciated by students and provide opportunities for social, moral, spiritual and cultural development. In humanities lessons, particularly, inspectors saw examples of teaching which developed an understanding of the notion of duty, the work of the United Nations, eco-systems and life in Nazi Germany.
- The extra-curricular programme, which includes activities such as drama, music, sport, an engineering project to build a plane and photography, contributes much to the personal and social development of students and promotes creativity, a healthy lifestyle, teamwork and resilience.
- A strong and valued partnership exists between the school and the local authority, which has supported, in particular, the improvements in English.
- Keeping students safe is a high priority for the school and all statutory requirements for safeguarding and other key aspects are in place.
- **The governance of the school:**
 - The governing body has a very good understanding of the school, supports and challenges senior leaders and has actively recruited new governors to increase its expertise. Governors have a very positive attitude to training and ensure that they receive the training they need.
 - Governors understand the school's data and how leaders and staff use the data to raise standards. They keep a close eye on the achievement of disabled students and those who have special educational needs, as well as students supported through the pupil premium.
 - They regularly monitor levels of achievement, especially in English, and know how to compare the school's performance with that of other schools. They have also played an active part in improving the provision for modern foreign languages through making funding available to attract high quality teachers. They also actively support the headteacher in the performance management of staff to ensure that pay is awarded only for good performance. They monitor and control the school's finances well.

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	116412
Local authority	Hampshire
Inspection number	412316

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	1097
Appropriate authority	The governing body
Chair	Roger Buck
Headteacher	Beverley Stevens
Date of previous school inspection	11–12 March 2009
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