

Crofton Hammond Junior School

Mancroft Avenue, Fareham, Hampshire, PO14 2DE

Inspection dates 18–19 September 2012

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

Summary of key findings for parents and pupils

This is an outstanding school.

- Outstanding teaching means that pupils make excellent progress and reach high standards. Although their writing standards are well above average, they do not usually match those in reading, which are exceptional high.
- Pupils have very positive attitudes to learning and strive to do their best. They behave extremely well in lessons and around the school.
- Pupils feel entirely safe. They are well aware of how to keep themselves safe and they look out for one another, participating enthusiastically in the whole-school buddy system.
- Teachers interpret the curriculum in imaginative ways to provide a wealth of rich experiences for pupils. Lessons fully engage pupils and move at a brisk pace. Teachers skilfully modify work to take account of pupils' particular interests and individual abilities.
- Visits, visitors and extra-curricular activities contribute significantly to pupils' academic achievement and personal development. Sport and music are particular strengths, providing opportunities for pupils to hone their skills and develop their talents.
- School leaders and governors have a relentless commitment to sustaining high standards. They keep a close eye on the quality of teaching and meticulously monitor pupils' progress in order to provide further challenge or extra support when necessary.

Information about this inspection

- Nineteen lessons led by 12 teachers were observed, together with sessions taken by teaching assistants working with individuals or small groups of pupils.
- Discussions were held with pupils, teaching staff, school leaders and members of the governing body.
- Inspectors looked at self-evaluation and planning documents, assessment records, displays and samples of pupils' work.
- They took account of the the views of 49 parents and carers expressed through the Parent View survey and the 21 questionnaires completed by school staff.

Inspection team

Rob Crompton, Lead inspector

Additional inspector

Stephanie Matthews

Additional inspector

Full report

Information about this school

- The school is average in size, with two classes per year group.
- The proportion of pupils known to be eligible for free school meals is below average. The proportions of pupils from minority ethnic backgrounds or who speak English as an additional language are below the national average.
- The proportion of disabled pupils and those who have special educational needs and the proportion supported by school action plus or with a statement of special educational needs are below average. These needs relate mainly to moderate learning difficulties.
- The school meets the floor standards, which are the minimum standards for attainment and progress expected by the government.
- The school receives additional funding for around a fifth of pupils through the pupil premium because their parents and carers serve in the armed forces. This is an above average proportion of pupils.
- At the time of the inspection, the school was being led temporarily by the deputy headteacher following the retirement of the previous headteacher.

What does the school need to do to improve further?

- Build further on the most-able pupils' excellent reading skills to promote even higher attainment in writing by:
 - sustaining the current emphasis on developing pupils' use of imaginative vocabulary through oral storytelling, role play and drama
 - encouraging pupils to incorporate more of the vocabulary and literary devices they come across during their extensive reading.

Inspection judgements

The achievement of pupils is outstanding

- As they enter the school, pupils have above average skills. They build extremely well on these and levels of attainment have been consistently high for the last six years. The proportion of pupils reaching the higher levels in English and mathematics is typically well above the national average, although writing somewhat lags behind reading
- As pupils move through the school, a rapid pace of learning is sustained. Pupils develop extremely good skills in reading. They read widely and are eager to discuss their preferences for different authors. As one explained, 'I bury my head in books rather than watch television.'
- Pupils' writing often reflects their awareness of the ways in which authors engage their readers. One boy wrote, for example, 'The old man pulled up to a dilapidated house built next to the rough sea...The waves crashed against the house with vehemence and all the sand vibrated. Thunder roared. Blood on the walls...'
- Although the writing of the most-able pupils is well crafted, it does not always fully reflect such insights and build on their excellent reading. The school is, rightly, promoting the use of oral activities including debate, role play and drama, in order to develop pupils' confidence in experimenting with language and in using more of the vocabulary and literary devices they come across in their extensive reading.
- In mathematics, pupils' learning moves on apace because most have a very good grounding in basic number facts, including multiplication tables, and know how to apply these when tackling increasingly complex problems. Year 6 pupils, for example, were asked to work out how many candles a 73-year-old would have blown out so far in her life. They approached this systematically and, with skilful prompting by the teacher, they saw how their knowledge of square numbers could help solve the problem quickly.
- Disabled pupils and those who have special educational needs achieve as well as all other groups of pupils in all year groups. They engage in learning well in daily lessons and benefit from additional support within lessons or in small withdrawal groups.

The quality of teaching is outstanding

- Teachers take full account of pupils' individual starting points and their enthusiasm for learning. They promote pupils' skills in literacy and numeracy highly effectively. Teachers and support staff are skilled in ensuring all pupils are challenged, including those who enter the school lacking confidence in literacy and numeracy. For example, last year, all those whose reading was below average at the start of Year 3 reached the expected levels by Year 6.
- Teachers use assessment information very effectively to negotiate ambitious targets with pupils and frequently engage them in usefully reviewing their own work and that of their classmates. They provide excellent feedback through their marking of pupils' work, identifying strengths and suggesting improvements.
- Teachers use a wide range of resources to engage pupils and sustain their interest. Year 5 pupils were fully absorbed as they collected woodlice and set up investigations into their preferred habitat. They handled the woodlice carefully and used resources including pipettes accurately to ensure equal quantities of water, cola and lemon juice, and observed carefully to see the creatures' preferences.
- In planning tasks with an appropriate level of challenge for pupils of different abilities, teachers set tasks in meaningful contexts and draw on their very secure subject knowledge. For example, after watching a video of the Olympic 100 metre final, Year 6 pupils enthusiastically set to work, matching graphs with the axes not labelled to various Olympic records. Throughout the lesson, they benefited from the teacher's very skilful questioning.
- Similarly, disabled pupils and those with special educational needs are supported extremely well. Teachers take full account of pupils' prior learning, and deploy knowledgeable and

experienced support staff very effectively. For example, during one morning, a teacher worked very effectively on mathematics with eight less confident pupils, while teaching assistants successfully checked on the early reading skills of Year 3 pupils and worked individually with a disabled pupil.

The behaviour and safety of pupils are outstanding

- Pupils have exceptionally positive attitudes to learning and this contributes significantly to their excellent progress in lessons. Attendance rates are high and the atmosphere is calm and purposeful. The school is a harmonious community where adults and pupils get along with one another extremely well.
- Pupils are attentive in lessons and their increasing ability to work independently, share resources fairly and engage in discussions sensibly, has an extremely positive impact on their learning and progress. Behaviour around the school is typically impeccable. Following educational trips the school frequently receives letters paying tribute to pupils' excellent behaviour.
- During an assembly, led by Year 6, pupils' enthusiasm and commitment were clearly evident. There was much spontaneous applause as pupils received awards including the Henry Hoover weekly prize for the best keep classroom chosen by the cleaning staff. Posters around the school proclaimed the merits of the candidates for election to the school council and there was a buzz of excitement as pupils prepared for the election the next day.
- Every pupil has a 'buddy' of a different age and these relationships are highly valued. Pupils are sensitive to the needs of their classmates, including those who, because of their disabilities, require continuous support.
- Pupils say that they feel extremely safe and well looked after, and their parents and carers agree. Pupils have a mature awareness of the different forms bullying can take. They are adamant that bullying is very rare; they know what to do should it occur and know how the school would respond, but could not recall any incidents.

The leadership and management are outstanding

- The temporary headteacher is working highly effectively with members of the governing body to ensure that the high quality of teaching is sustained and that pupils continue to thrive in a vibrant learning environment. Subject leaders provide valuable guidance and support for colleagues and provide excellent role models in their teaching.
- All staff feel valued and supported. They were unanimous in expressing their pride in being members of the school team. Leaders go to great lengths to sustain the high quality of teaching, and well-established procedures to monitor teachers' performance work extremely well. Staff benefit from insightful feedback on their teaching and were very positive about the arrangements for further professional development, citing several examples of how extra training had improved their effectiveness.
- The school has developed a strong partnership with parents and carers and is held in high regard. A home/school booklet, continuously maintained throughout each year, provides an excellent conduit for information about various aspects of pupils' learning, personal development and welfare.
- The curriculum promotes pupils' spiritual, moral, social and cultural development exceptionally well. Assemblies, curriculum topics, visits and visitors incorporate learning about different cultures, faiths and lifestyles, and all contribute to broadening pupils' horizons. Pupils gain an excellent understanding of core British values of democracy and citizenship through the school council and a strong focus on rights and responsibilities.
- **The governance of the school:**
 - Governors take seriously their roles in ensuring pupils are safe and in holding the school to account. They use a wide range of strategies to monitor pupils' achievement and the quality of teaching. These include liaising with subject leaders, careful analysis of assessment information and visits to gain first-hand evidence of pupils' attitudes,

engagement and behaviour.

- An annual questionnaire for parents and carers enables governors to gain their views and, where appropriate, respond. For example, following their suggestions, the reception/office area was extended and refurbished, and the transition from Year 6 to Year 7 was improved.
- Self-evaluation is well informed by such activities and provides a secure basis for well-founded strategic planning.
- Governors, along with other school leaders, are committed to including all pupils equally and eliminating discrimination. They ensure the funds from the pupil premium are used very effectively.

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	116058
Local authority	Hampshire
Inspection number	401285

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	243
Appropriate authority	The governing body
Chair	Jacqui Dye
Headteacher	Alison Russell
Date of previous school inspection	17–18 October 2007
Telephone number	01329 664451
Fax number	01329 663930
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