

Craneswater Junior School

St Ronan's Road, Southsea, PO4 0PX

Inspection dates

14–15 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- Pupils make good progress and reach standards of attainment which are above average, particularly so in mathematics.
- Disabled pupils and those with special educational needs make good progress in their reading and mathematics.
- Most teaching is good, and there is some which is outstanding. Lessons move along at a good pace and pupils get a lot of work done.
- Teachers know a lot about the topics they teach and are confident in using a wide range of approaches to engage the pupils.
- The behaviour of pupils is outstanding because they are keen to learn and enthusiastically respond to the opportunities they are given.
- Pupils feel particularly well cared for at school and know how they can keep themselves safe.
- Senior leaders have worked well together to make sure that the key issues at the previous inspection have been tackled and that teaching continues to improve.
- Members of the governing body are well informed about how well the school is doing, and ask challenging questions to check the information they are given. They make sure that all statutory requirements are met.

It is not yet an outstanding school because

- There is not yet enough teaching which is outstanding, and a small proportion of teaching that sometimes requires improvement.
- Very occasionally, the pace of lessons slows, when teachers do not make sure there is a sense of urgency and pupils work at a leisurely rate. In a very few lessons, teachers do not give pupils enough opportunities to think for themselves what they need to do next.
- The pace of progress in writing for disabled pupils and those with special educational needs is not as rapid as it is in reading and mathematics. This is because adults do not always expect enough of these pupils, and teachers do not always check on their progress or adapt the support they receive often enough in the light of this.

Information about this inspection

- The inspectors observed 22 lessons or parts of lessons taught by 12 teachers. They also observed small groups of pupils being taught in sessions led by teaching assistants. Senior leaders participated in some observations alongside the inspectors.
- Discussions were held with senior leaders, teachers with responsibility for leading English and mathematics, the special educational needs coordinator and members of the governing body. Inspectors also met with pupils and a representative of the local authority.
- Inspectors listened to pupils read, talked to pupils about their work and looked at the work they have done in their books.
- A range of the school’s documents were considered, including the school’s review of how well it is doing, records to keep track of the progress pupils make, documents to make sure pupils are kept safe, and a range of key policies.
- The inspectors spoke informally to parents and carers at the start and end of the school day, and took account of the 49 responses to the online survey for Ofsted, Parent View. Questionnaires completed by staff at the school were also considered.

Inspection team

Andrew Saunders, Lead inspector

Additional inspector

Una Stevens

Additional inspector

Susan Hunnings

Additional inspector

Full report

Information about this school

- This school is larger than average for a junior school and has three classes in each year group.
- The majority of pupils are of White British heritage. An average proportion of pupils represent a wide range of other minority ethnic backgrounds. A few pupils speak English as an additional language.
- The proportion of pupils supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils eligible for the pupil premium is average. This is additional government funding for pupils who are known to be eligible for free school meals, children looked after by the local authority, or pupils from armed services families.
- There is a breakfast club on the school site run by a private company. This was not part of this inspection but is subject to separate inspection arrangements. The latest report can be found on the Ofsted website.
- Three pupils are registered to attend school at The Harbour School, an alternative provision for the education of pupils in the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Key Stage 2.

What does the school need to do to improve further?

- Make sure that an even greater proportion of teaching is outstanding, by:
 - sharing the best practice already in the school so that all teachers know exactly how to bring about rapid learning
 - making sure that all teachers maintain a sense of urgency and that pupils work more quickly
 - giving pupils more time to think for themselves and get on with their work.
- Increase the pace of progress in writing for disabled pupils and those with special educational needs, to match their progress in reading and mathematics, by:
 - raising the expectations adults have of these pupils in their writing
 - more frequently checking how well their writing is improving
 - making sure teachers review and adapt the support for these pupils more quickly.

Inspection judgements

The achievement of pupils is good

- Pupils usually join the school with skills and knowledge which are average for their age. There are good arrangements to help them settle in quickly and they make a good start to their learning.
- By the end of Year 6, pupils have made good progress in English and mathematics so that they reach standards which are above average, particularly so in mathematics. Observations of lessons and work in pupils' books show that this good progress is typical across all year groups.
- Pupils develop great confidence in their reading because teachers and other adults are skilled in how they teach pupils to link letters and the sounds they make (phonics). Good resources at school, as well as support for parents and carers to help their children, means that pupils enjoy and understand what they read.
- Pupils have clear targets to help them know what they should be aiming for next, in their reading, writing and mathematics. In writing, these targets are readily accessible, whatever subject they are writing about. This helps them to make sure they are always focused on what they should be improving.
- The more-able pupils are challenged well and are helped to reach beyond the expected levels. A greater proportion of pupils than average reach the highest levels in mathematics because of the high expectations and good teaching they receive.
- Disabled pupils and those with special educational needs are well supported in lessons and in the extra sessions they benefit from, so that they make good progress in their reading and mathematics.
- Their progress in writing is not yet as quick because not enough is expected of some of these pupils, and not all teachers check that each of these pupils is catching up as quickly as they should. Until recently, the way some of these pupils were helped to develop their skills in writing was not changed quickly enough when it was not making a difference rapidly.
- Pupils who speak English as an additional language are particularly well supported because of the close proximity of the local authority support and the good partnerships the school has developed. Consequently, these pupils quickly become confident speaking and listening in English and their progress accelerates rapidly.
- The additional funding to support pupils who are eligible for the pupil premium funding is used well to make sure that these pupils get additional individual support from adults, and that the teaching assistants are well trained to understand how they can best help these pupils. It is also used to give them extra time with a teacher to help them catch up. As a result, the progress of these pupils has improved in English and mathematics. They are on track to reach close to similar average points scores in both English and mathematics to other pupils in the school.

The quality of teaching is good

- Most teaching is good, and some is outstanding, because teachers are clear what is expected of them in each lesson and they know a lot about the subjects they are teaching, particularly in mathematics. In the best lessons, the teachers' enthusiasm is infectious and pupils greatly enjoy learning.
- Teachers plan carefully so that the tasks pupils are given to do closely match their different needs. Lesson observations, work in pupils' books, and the school's own records to check the quality of teaching show that good teaching is typical.
- The pace of almost all lessons is good so that pupils learn new skills quickly and do not waste time. For example, in a French lesson, Year 4 pupils developed new vocabulary rapidly and enjoyed exploring the new sounds accurately, working in pairs.
- Very occasionally, learning in a few lessons slows down when teachers spend too long explaining

what pupils need to do, or when pupils are allowed to work at a leisurely pace so that they complete too little work in the lesson. These few lessons lack a sense of urgency.

- Good relationships between adults mean there is a sense of teamwork and teaching assistants play a strong role in supporting learning. Teachers increasingly share ideas about how to improve what they do, for example by watching each other's lessons, but this is not yet as widespread as it could be.
- In the very best lessons, pupils are given lots of opportunities to think for themselves and set themselves challenging targets. However, this is not always the case and in some lessons teachers do not give pupils enough chance to answer the questions posed, or they give pupils too much direction about what they need to do.
- Teachers and teaching assistants keep a close check on how well all pupils are learning, with particular attention on the progress of disabled pupils and those with special educational needs, although more in reading and mathematics than in writing. Additional support helps these pupils to develop their confidence and make good progress, particularly in reading and mathematics. Measures to develop pupils' writing skills have only recently become a focus for the school.
- Marking is particularly effective because senior leaders and the teachers have agreed an approach which is used consistently across the school. This means that pupils know what they need to do to improve, and are in the habit of responding to these comments, so that they reinforce the progress they have made during each lesson.

The behaviour and safety of pupils are outstanding

- Pupils have highly positive attitudes towards their school and their learning. They like being at school and their attendance is above average. Parents and carers agree that their children have a very positive experience at the school and learn well.
- In their lessons, pupils are highly cooperative and keen to do what they are asked. They know what targets have been set for them and work towards these enthusiastically.
- Pupils like the topics they study and are confident to ask interesting questions. They are inquisitive about the world around them and show great maturity in thinking about the lives of those who live in different parts of the world. They make an exceptional contribution to their own learning.
- The very few pupils who find it more challenging to be well behaved at all times are supported very sensitively, so that they are helped to make more positive choices. Consistent approaches to managing all behaviour means learning continues without interruption. Pupils readily remind each other what is expected of them.
- During free time and during lessons, pupils get along with each other very well. They particularly like it when they get the chance to play in teams or to create music together. They say there are plenty of opportunities to take part in clubs after school.
- Pupils feel very safe at school, and know a lot about how they can keep themselves safe, for example by learning how to cycle on the roads safely, or when using the internet. Those pupils registered to attend The Harbour School are known to be safe.
- Pupils say that bullying is very rare because they sort things out, with the help of an adult if necessary, before issues get out of hand. They are aware of different kinds of bullying, including cyber-bullying, but are convinced that any incidents would be dealt with quickly if they raised these with an adult.

The leadership and management are good

- The headteacher and senior leaders provide good leadership, helping other teachers to share the vision for continuing improvements. As a result, teaching has improved since the previous inspection and standards have risen. Behaviour has also improved. Consequently, the school has

significantly improved during this time from being satisfactory to being good now.

- The headteacher makes sure that teachers who lead subjects have plenty of data about how well pupils are doing, and helps them evaluate this to identify any areas that need to be tackled. These leaders across the school play an effective part in bringing about improvements, especially in teaching.
 - The local authority has worked with the school to check the accuracy of the school's views about its performance, and to train governors in being more challenging alongside their support. The school helps other schools to look at how accurately teachers evaluate pupils' work, and at how writing is taught. Some of the best teachers share their ideas with other schools in the local authority.
 - Together with governors, the school shows a strong determination to make sure that all pupils achieve as well as they can, supporting a firm commitment to equal opportunities.
 - There are thorough arrangements for keeping track of how well pupils are learning, and this information is shared with teachers.
 - The topics pupils study are well organised and give lots of opportunities for pupils to do real tasks, such as writing to the Prime Minister about their views. The opportunities to think about difficult ethical issues, or to take part in concerts and residential trips, supports well the spiritual, moral, social and cultural development of pupils.
 - Accurate reviews of the quality of teaching help the senior leaders and governors to ensure that performance management, and the training and support provided, have been successful in raising pupils' achievement.
 - Parents and carers have very positive views about the school and appreciate the opportunities to understand how they can help their children's learning, for example by understanding the school's approach to teaching calculations in mathematics.
 - The school liaises well with The Harbour School and tutors for the few pupils who are registered to attend this resource. This ensures there is continuity in their learning and that the school checks on their progress and attendance.
 - **The governance of the school:**
 - Members of the governing body are well informed about the effectiveness of the school's plans to bring about improvements, because they gather first-hand information about this when they visit the school. They have sought out training to help them improve their skills in understanding what the data say about the performance of the school compared to other schools and are now confident in challenging the school. They know about the strengths of teaching and the areas for improvement. They have a good understanding of their responsibilities, and they make sure that all the arrangements to keep pupils safe are in place and reviewed regularly. Governors hold the headteacher to account for the improvements in the school, setting performance management targets which are reviewed regularly. Together, they make sure that teachers' pay is linked to their performance, to help pupils achieve well. Governors keep track of how the pupil premium is spent. They check rigorously that it is proving effective in making sure the pupils who are eligible benefit from it and reach the standards they should.
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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	116223
Local authority	Portsmouth
Inspection number	401576

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	355
Appropriate authority	The governing body
Chair	Adam Clow
Headteacher	David Jones
Date of previous school inspection	9–10 February 2010
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