

# Crofton Anne Dale Junior School

## Inspection report

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<b>Unique Reference Number</b>	115880
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338676
<b>Inspection dates</b>	3–4 February 2010
<b>Reporting inspector</b>	Ken Bryan

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	352
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Evans
<b>Headteacher</b>	James OBrien
<b>Date of previous school inspection</b>	4 February 2010
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## Introduction

This inspection was carried out by three additional inspectors. In total, 70% of the inspection focused on pupils' learning. The inspectors visited 23 lessons and assemblies and held meetings with governors, staff and groups of pupils. Thirteen teachers were observed. Inspectors observed the school's work and looked at school development planning, minutes of governors' meetings and school policies, including those associated with safeguarding procedures, assessment and tracking documentation, teachers' planning and samples of work. The views of parents in the 229 Ofsted questionnaires returned were considered, together with those completed by 350 pupils and 23 members of staff.

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

- the rates of progress made by pupils, especially in mathematics, and how teaching contributes to their learning
- the effectiveness of assessment strategies to accelerate the progress of all learners
- the role of the school's leadership and management at all levels in securing and sustaining improvements, especially in the quality of teaching and the progress pupils make
- the strengths in pupils' personal development and well-being.

## Information about the school

This is a larger than average primary school. Most pupils attending the school are from White British backgrounds and nearly all speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is below the national average. The school is in receipt of the Healthy School, Artsmark, Activemark and Football Association Charter School awards.

During the inspection, the school was led and managed by the deputy headteacher and the assistant headteacher. This was due to the absence of the headteacher who had sustained an injury during the recent snowy weather.

**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

Crofton Anne Dale Junior is a justifiably popular and good school. Pupils are thoughtful, motivated and well-behaved. Pupils make good progress and attain high standards in English, mathematics and science. The spiritual, moral, social and cultural development of the pupils is outstanding.

The headteacher and all his staff have the interests of every pupil at heart, with time to spare for any pupil who comes to them with concerns. Pupils feel safe and secure in the school's care. The pupils are a credit to the hard work and commitment of all the staff. As one parent commented, 'The school is a very happy, secure and stable environment.' Another parent enthusiastically stated, 'A brilliant school, where our children are very happy and are always keen to be included in the school's many in- and out-of-school activities.'

In the headteacher's absence, the quickly re-formed leadership team have very capably led and managed the school. Since the last inspection, the headteacher and his leadership team have ensured that the quality of teaching is more consistently good and pupils' achievement is good. For example, as a result of effective self-assessment procedures, leaders identified the need to improve assessment procedures. As a result, the analysis of this data has ensured that teachers set challenging targets and carefully plan the steps of learning that pupils need to follow to achieve well. Leaders know that attainment in mathematics, while being above the national average, remains relatively lower than English and science. Plans are underway to close the gap, but there is still more to do. There are missed opportunities to plan a wider range of problem-solving activities across the curriculum, thus allowing pupils to practise and extend their numeracy skills. The school demonstrates a good capacity to sustain improvement.

Pupils' wider personal development is good. The school is rightly proud of its promotion of drama, music and sport. One pupil exclaimed, 'This is the best school in the world because we have music teachers and we learn instruments from Brazil!' The curriculum is exciting, giving pupils opportunities to perform, compete and develop creatively. Outstanding enrichment and enhancement enables the most-able pupils to experience elements of the secondary school curriculum.

The quality of teaching is good. In a few lessons some of the most-able pupils do not make as good progress as their classmates because they are not given sufficient scope to move their learning on at faster pace. Marking praises good effort and results, but is not always consistent in suggesting ways that pupils can strive to improve their work. Ensure that the most-able pupils do as well as possible by:

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## What does the school need to do to improve further?

- Ensure that the most-able pupils do as well as possible by:
  - quickening the pace of learning in lessons
  - ensuring that lessons challenge and encourage all pupils in their learning
  - making better use of incisive questioning to help pupils to develop their thinking skills
  - checking that pupils know exactly how to improve their skills
  - making sure more lessons are outstanding
- Improve the provision for mathematics by planning a wider range of problem-solving and cross-curricular activities which enable pupils to practise and extend their numeracy skills. Improve the provision for mathematics by planning a wider range of problem-solving and cross-curricular activities which enable pupils to practise and extend their numeracy skills

## Outcomes for individuals and groups of pupils

2

Pupils love their school and enjoy being given responsibility. They are articulate, reflective, caring and enterprising young people who are very well prepared to realise their ambitions when they move on to their next schools. Pupils are enthusiastic learners, hungry to find out more and keen to give their ideas. They complete work neatly and tidily, taking great pride in their presentation; this is particularly evident in their writing books and in the numerous well-produced classroom and corridor displays that reflect high standards in information and communication technology and other subjects. In the lessons seen, pupils readily assessed and reviewed their work, and enjoyed opportunities to work collaboratively with their peers. Pupils are polite, courteous and eagerly raise funds for national charities, such as the RSPCA, and also are valuable members of the local Stubbington community. Pupils know about different faiths within the United Kingdom and in the wider world. During the inspection, pupils demonstrated energetic participation in sports and made healthy food and drink choices at lunchtime.

Pupils arrive in Year 3 with standards above the national average in English, mathematics and science. Boys and girls make good progress in their learning and leave with high and sometimes exceptionally high standards. For example, pupils were observed in a Year 5 class writing informative and detailed accounts of the reasons for the Haiti earthquake, as part of a news report. However, in a minority of lessons, and especially in mathematics, the learning of the highest-attaining pupils loses momentum, because the pace of learning is too slow for them and because marking, although very positive, does not challenge them to do even better. Pupils with special educational needs and/or disabilities and the very few who do not speak English at home make similarly good progress because they are well supported.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Lessons are often lively and interesting because teachers organise activities that engage pupils both mentally and creatively. Teaching makes very interesting links between some subjects, especially using literacy skills, so learning is never dry or dull. Projects on The Aztecs and The Slave Trade enthuse pupils to research things for themselves. There are, however, too few opportunities to develop numeracy skills within a wide range of subjects. Teachers know their pupils' precise academic needs and plan work to match their learning accurately. In several lessons observed, teachers had extension work ready and waiting for the most-able pupils so they could forge ahead: in a Year 6 mathematics lesson the pupils were asked to devise even more devilish strategies to solve timetable problems. However, on a few occasions the most-able pupils are not given sufficient scope to get on faster.

Many parents and carers mention the engaging curriculum as a key factor in the success of the school. Partnerships with the local community enhance the provision in sport and music. The joy of music is pervasive throughout the school both in lessons and after school. The sound of woodwind instruments was to be heard throughout the inspection.

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

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Pupils are introduced to Spanish and French as well as business and enterprise initiatives; the school newspaper is informative and thriving. An extremely varied range of extra-curricular clubs plays a very important part in extending pupils’ experiences and developing their personal skills.

Pupils are very well cared for. Pupils who are new to the school settle in very quickly because of close liaison between staff before transfer and the warm welcome from the junior school. In addition, the school ensures that there is a smooth transition to the local secondary school with plenty of visits. Vulnerable children progress well due to careful attention to their needs and good use of outside agencies. The school has established effective links with other local schools to share extended services, which enhance the all-round care of pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher and his senior leaders work very well as a team to determine what is going well and what needs to be improved. They have a clear strategic plan to move the school forward, based on well-researched and manageable development priorities. The views of pupils, staff, parents and carers feed into development planning well. Safeguarding procedures are excellent because staff are well trained and are extremely vigilant in their attention to health and safety, risk assessment and child protection procedures.

Community cohesion is promoted effectively. The school is held in high esteem within the locality and promotes the importance of community involvement among its pupils by participating enthusiastically in sports, drama and musical events. Charitable links with other countries such as Ethiopia are well established and the pupils are thoroughly knowledgeable and at ease with people from different religions, ethnic origins and socio-economic backgrounds.

Despite the relative need to strengthen the achievement of the most able in mathematics, the promotion of equal opportunities is good. Leaders tackle any form of discrimination and they go out of their way to ensure no pupil misses a chance to make the most of their academic, creative and sporting talents.

The committed governing body maintains a tight oversight of the finances and fabric of the building. They are clear about the school’s strengths and weaknesses, especially through a good understanding of school-wide data and the curriculum.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

A very large majority of the parents who returned the questionnaires agreed that their children enjoyed school and that the school kept them safe and free from harm. One typical comment was, 'The school is a welcoming and happy learning environment.' Others commented favourably about how the school had improved its communication with parents in recent years. Many felt that the quality of teaching was now good and they spoke of the dedication of the staff. A small number of parents expressed individual concerns. For example, some were concerned about how the school dealt with unacceptable behaviour, although the majority thought behaviour was good. A small proportion of parents felt that the school did not listen to their concerns. However, the majority of parents thought their views were taken into account. Inspectors considered these comments and judged that pupils' behaviour was good and that parents were kept well informed. A small number of parents are concerned about the rate of progress made by their children. Inspection evidence can confirm that the school has already taken steps to address this.



### Responses from parents and carers to Ofsted's questionnaire

The inspection team received 229 completed questionnaires by the end of the on-site inspection. In total, there are 352 pupils registered at the school.

Ofsted invited all the registered parents and carers of pupils registered at Crofton Anne 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	108	47	109	48	5	2	0	0
The school keeps my child safe	122	53	93	41	5	2	0	0
The school informs me about my child's progress	84	37	123	54	12	5	1	1
My child is making enough progress at this school	74	32	130	57	13	6	1	1
The teaching is good at this school	78	34	131	57	7	3	1	1
The school helps me to support my child's learning	68	30	131	57	17	7	1	1
The school helps my child to have a healthy lifestyle	65	26	142	62	11	5	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)	72	31	126	55	8	3	0	0
The school meets my child's particular needs	67	29	141	62	9	4	1	1
The school deals effectively with unacceptable behaviour	48	21	137	60	21	9	2	1
The school takes account of my suggestions and concerns	51	22	133	58	16	7	4	2
The school is led and managed effectively	57	25	135	59	15	7	9	4
Overall, I am happy with my child's experience at this school	99	43	113	49	7	3	1	1

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



5 February 2010

Dear Pupils

Inspection of Crofton Anne Dale Junior School, Stubbington, PO14 3PH

Thank you for such a warm and caring welcome to your school and for helping us during the inspection. We found that you are getting a good education. You are clearly very happy and you are well supported by your teachers and other adults in the school. Here are some of the strong features we found.

- The teachers plan and provide interesting lessons that enable most of you to enjoy learning and achieve high standards.
- Your behaviour and attitudes are good – well done and keep this up.
- You clearly enjoy the wide range of clubs, school visits and other activities provided by the school.
- All adults in the school take good care of you.
- It is clear that you know how to be safe and to eat healthily and lead healthy lifestyles.
- You do very well overall in gaining the skills needed for your future lives.

The school runs smoothly. We much enjoyed the very colourful displays demonstrating your high levels of skill. The headteacher, his staff and the governors clearly know what the school needs to do to improve and how well it is doing. We have asked them to do the following to make the school even better:

- make sure that those of you who find learning easy always have plenty of challenging things to do
- make sure that teaching is as good as possible in mathematics, by quickening the pace of the lessons, and by making the lessons more challenging
- ensure that all of you have a good understanding of how well you are doing and

what you need to do to improve

- plan more opportunities for you to use your numeracy skills in all subjects as well as mathematics.

You can help make these things happen by continuing to care and work hard.

Yours sincerely

Ken Bryan  
Lead Inspector

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