

Grange Junior School

Inspection report

Unique Reference Number	116170
Local Authority	Hampshire
Inspection number	338747
Inspection dates	25–26 May 2010
Reporting inspector	Peter Thrussell

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	230
Appropriate authority	The governing body
Chair	Mr Chris Kirkland
Headteacher	David Jones
Date of previous school inspection	19 June 2007
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Introduction

This inspection was carried out by three additional inspectors. Eleven teachers were seen and 25 lessons were observed. Meetings were held with the headteacher, governors, senior teachers and groups of pupils. Inspectors looked at documents, including the school improvement plan, monitoring files, data on pupils' progress, documents relating to safeguarding, and the results of questionnaires returned by staff, pupils and 46 parents and carers.

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

- pupils' attainment and their progress, noting any differences between boys and girls, and how well teaching contributes to pupils' learning, especially in writing and mathematics
- the effectiveness and use of assessment information and the support systems to drive improvement
- the role of leaders and managers at all levels, including governors, in securing and sustaining improvements, particularly relating to pupils' attainment and progress
- the effectiveness of curriculum developments in raising achievement and promoting community cohesion.

Information about the school

The school is slightly larger than average. Most pupils are from White British backgrounds and the proportion known to be eligible for free school meals is just above average. About a third of pupils have special educational needs and/or disabilities, the most significant need being moderate learning difficulties. More pupils than average leave or join the school other than at the normal times. The school has gained a number of awards including Healthy Schools, Activemark and Gold Artsmark.

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?

3

The school's capacity for sustained improvement

3

Main findings

Grange Junior is a satisfactory school. From their starting points in Year 3, pupils' make satisfactory progress in their learning and, at the end of Year 6, attainment in writing, mathematics and science is broadly average, but better in reading where pupils make good progress. Outstanding care, guidance and support and a well- enriched curriculum result in a high level of personal development, shown in pupils' exemplary behaviour and very positive attitudes to school and learning. Year 6 pupils' are especially proud to become 'Grange Guardians', who help with the smooth running of the school and provide support for younger pupils. In all of the lessons observed by inspectors, pupils quickly settled, were fully attentive, and always wanted to do their best. Despite these very positive attributes, including good spiritual, moral, social and cultural development, pupils' learning and progress are satisfactory. Although showing signs of improvement, progress is restricted because work does not consistently match pupils' particular aptitudes and levels of attainment, so that work for some lacks challenge and for others is too difficult.

New assessment procedures are being introduced and teachers are becoming more confident in making and using assessments of pupils' work to plan the next steps in their learning; this is shown in the better progress now being made in writing and mathematics when compared with the previous year. Although an area for improvement at the previous inspection, the school recognises that more work is needed in improving the use of assessment information to make teaching consistently good so as to ensure good learning and progress throughout the school. Older pupils, especially those in Year 6, make better progress. This is because additional focused support is provided, and pupils are aware of the levels they are expected to reach by the end of Year 6 and are very keen to meet these. Individual targets that show pupils how to improve are set throughout the school. These are especially effective in Year 6 in guiding pupils towards their expected levels. This is shown in the increased proportion now on track to reach the higher level in mathematics, which was significantly low in the previous year.

The school monitors pupils' progress and has a range of intervention strategies for those who are falling behind in their learning, or who have moderate learning difficulties. However, for some pupils, this monitoring does not pick up on underachievement soon enough, nor fully evaluate the effectiveness of any interventions to ensure that these are working as well as possible. The monitoring of the quality of teaching is regular, but does not provide a strong enough focus on its impact on pupils' learning, nor ensure that development points are always followed up.

Leaders' planned actions, including developing teachers' confidence in making and using assessments, are starting to improve learning and progress. Good liaison with the

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adjoining infant school is ensuring that work on sounds and letters and the reading materials provided, result in the continuity of provision as pupils start in Year 3. Along with specific lessons on comprehension, this ensures continuing good progress in reading. A strong focus on role play and drama is helping pupils to develop their ideas and vocabulary for writing; termly writing assessments, which are levelled and moderated by staff, are providing points for development that are also helping to improve progress. Consultancy support, a focus on problem solving, and the improved use of resources are having a positive impact on progress in mathematics. Along with accurate self-evaluation, these positive actions show that the school has a satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Raise attainment and progress, especially in writing and mathematics, by improving the quality of teaching, ensuring that the fullest use is made of assessment information to:
 - plan the next steps in pupils' learning so that all make the best progress possible
 - readily identify underachievement and monitor the effectiveness of interventions put in place to remedy this.
- Ensure more rigour in the monitoring of teaching and learning, particularly with regard to pupils' progress.

Outcomes for individuals and groups of pupils**3**

Achievement is satisfactory for all groups of learners, including the more able pupils and those with special educational needs and/or disabilities. Inspectors observed no difference in the learning of boys and girls. Standards seen in lessons and pupils' books were broadly average, although the presentation of work, seen in a few books, shows that taught skills are not being sufficiently applied. Pupils feel safe in school, enjoy lessons, want to do their best and make satisfactory progress. This enjoyment was clearly evident in a lesson in Year 5, where pupils were preparing to write a diary entry. The use of 'hot seating' and pupils' eager and enthusiastic responses to questioning prepared them well for their writing task. Lower attaining pupils in Year 6 enjoyed planning a patio area for a garden, and were keen to talk about what they were doing. Talking with them, however, about their designs and costing the use of different-sized paving slabs, showed that some were not being sufficiently challenged in their learning. In a Year 4 lesson on explanatory texts, a link with the topic on ancient Egypt added purpose and interest to pupils' learning. All pupils were able to sequence the different stages of mummification and to give reasons for each stage, but more able pupils were not required to complete more of the task. Pupils are encouraged to play a fuller part in their learning by assessing for themselves how well they are doing and then selecting an appropriate task. This is backed up by watchful staff who provide some further guidance in the choices made, based on their own ongoing assessment of individual pupils.

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When working in groups, pupils behave very responsibly, and are always willing to cooperate and help each other with their learning. They are proud of their own and others' successes. Pupils are very keen to take on responsibilities and play a full part in the life of the school and local community. They have carried out a local traffic survey, entered 'Gosport in Bloom' and helped to clear up local beaches. Although fully involved in their own community, their understanding of different communities beyond their locality is less well developed. Pupils have many opportunities for sport and understand the importance of a healthy diet. Consequently, they are well on the way to adopting healthy lifestyles, recognised in national awards. Year 6 pupils take part in an enterprise week, where they have an opportunity to plan and carry out different ventures, costing materials and keeping an eye on finances. This, along with, very strong personal skills and an adequate yet improving grasp of basic skills, prepares pupils well for the next stage of their education. One parent commented, 'The school has totally prepared pupils for secondary school'.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

¹ 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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Lessons are well prepared and managed. Very good relationships ensure that pupils quickly settle to work. Interactive whiteboards are used well to introduce lessons and model work. Pupils are encouraged to evaluate their understanding and how well they are doing, sometimes indicating this by putting thumbs up or down. However, these indications are not always followed up with immediate questioning, for example, to ascertain what difficulties may have been encountered. Learning support assistants generally provide effective help for the groups assigned to them, but occasionally take on more of a supervisory role, rather than supporting and developing pupils' learning through further questioning and discussion. Planned activities usually take account of the range of ability within classes, but often pupils are given additional support to complete a common activity, rather than teachers making fuller use of assessment information to adapt activities to suit pupils' different levels of ability and aptitude. Occasionally, the pace of learning is too slow, particularly when teachers do not indicate what they expect pupils to complete in the lesson.

The school is well on the way to introducing a more creative curriculum that makes links between different subjects and encourages pupils to use and develop their key skills. This approach engages pupils in interesting and purposeful topic work, and is increasingly providing them with further opportunities to consolidate their writing and computer skills in particular. There is very good provision for pupils' personal and social development. A range of well-attended clubs and many educational visits, including residential visits, contribute effectively to this. Many pupils benefit from musical tuition, with Year 4 pupils having the opportunity to 'have a go' at different instruments, supported by an outside specialist. Creative subjects, such as art and design, dance, music and drama, are well catered for, shown in the school's Gold Artsmark award. Good links with other local schools effectively support the school's provision, for example, through coaching for different sports and additional opportunities for gifted and talented pupils.

The school provides a very safe and secure learning environment for pupils and ensures an excellent level of pastoral care. Very strong relationships between staff and pupils mean that any concerns are quickly identified and supported. There are good arrangements to help those pupils joining beyond the normal starting points to settle quickly into school. Often these pupils come with low self-esteem and present social and behavioural needs. These and other vulnerable pupils, and their families, are extremely well supported, drawing on the particular skills of learning support assistants and the expertise of the school's home link worker and other outside specialists. Transition arrangements for pupils starting in Year 3 or transferring to Key Stage 3 are well developed and effectively support those making these moves. Good procedures for following up absences and encouraging attendance have resulted in higher than average levels of attendance.

These are the grades for the quality of provision

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The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Staff are very proud of their school and want to do their best for its pupils. The headteacher, assistant headteachers and other senior staff are clear about the actions needed to drive school improvement. The areas identified for improvement are based on accurate self-evaluation. These are starting to raise levels attainment and progress, but have yet to be fully embedded. The monitoring of teaching and learning, although regular, has not been sufficiently rigorous to ensure that improvements are made and sustained. Inconsistencies in the quality of teaching and learning mean that the school's promotion of equal opportunity is satisfactory rather than good. Governors are very supportive of the work of the school and ensure that safeguarding arrangements are fully in place. They know where improvements are needed. However, they have not been sufficiently focused in their monitoring of school improvement and in challenging the school on the impact of its actions to bring this about. The school has good links with parents and carers, who are encouraged share their concerns and to play their part in their children's education. The school's promotion of pupils' understanding of, and respect for, different communities is effective in the immediate locality. It is less effective in the national and global dimensions, making the provision for community cohesion satisfactory, although the school has started to make plans to remedy this shortcoming.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	3
	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2

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The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

A relatively small number of parents and carers completed inspection questionnaires. A very large majority of these are happy with their child's experience at school. The very few individual concerns that were raised were considered, but found not to constitute any significant trend of disagreement about the school's provision.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grange 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. The inspection team received 46 completed questionnaires by the end of the on-site inspection. In total, there are 230 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	63	17	37	0	0	0	0
The school keeps my child safe	32	70	14	30	0	0	0	0
The school informs me about my child's progress	27	59	18	39	0	0	0	0
My child is making enough progress at this school	24	52	21	46	1	2	0	0
The teaching is good at this school	29	63	16	35	0	0	0	0
The school helps me to support my child's learning	24	52	21	46	1	2	0	0
The school helps my child to have a healthy lifestyle	27	59	19	41	0	0	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)	28	61	17	37	0	0	0	0
The school meets my child's particular needs	20	44	24	52	1	2	0	0
The school deals effectively with unacceptable behaviour	21	46	20	44	1	2	1	2
The school takes account of my suggestions and concerns	16	35	26	57	1	2	0	0
The school is led and managed effectively	27	59	18	39	1	2	0	0
Overall, I am happy with my child's experience at this school	30	65	15	33	0	0	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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



21 May 2010

Dear Pupils

Inspection of Grange Junior School, Gosport, PO13 9TS

Thank you for taking part in the inspection. We spoke with some of you during our visit and found you interesting to talk to, and extremely polite and helpful. You spoke enthusiastically about enjoying school and all the things you take part in. Grange Junior is a satisfactory school, which means that some things are good but some things need to be improved.

These are the things that the school does well:

- The school looks after you extremely well and supports those who need extra help.
- Your behaviour is outstanding and you are always eager to do your best in lessons.
- The school encourages you to eat healthily and keep fit.
- The school provides many additional activities for you. You benefit from many different clubs and educational visits to places of interest.
- You are keen to take on responsibilities both in school and in your local community. Grange Guardians and the school council should be very proud of their work for the school.

We have asked the school to work on the following things:

- The school should help you all to make good progress, especially in writing and mathematics.
- Teachers should use the information on how well you are doing to plan challenging work that is just right for each one of you, to identify those of you who need extra support, and to check how well this is helping you to improve.
- The school should make better checks on teaching and your progress to ensure that you are all learning as much as possible.

Thank you again for your help. You can do your bit to help by working even harder in lessons and continuing to enjoy all that you do in school.

Yours sincerely

Peter Thrussell

Lead inspector

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