

# Craneswater Junior School

## Inspection report

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<b>Unique Reference Number</b>	116223
<b>Local Authority</b>	Portsmouth
<b>Inspection number</b>	338763
<b>Inspection dates</b>	9–10 February 2010
<b>Reporting inspector</b>	Michael Pye

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>	Junior
<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>	355
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs M Bunn
<b>Headteacher</b>	Mr D Jones
<b>Date of previous school inspection</b>	8 March 2007
<b>School address</b>	St Ronan's Road Southsea PO4 0PX
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## Introduction

This inspection was carried out by three additional inspectors. They spent approximately half of their time observing 12 lessons and visiting 12 others; in total 12 teachers were observed. Meetings were held with pupils, governors, and staff. Inspectors observed the school's work and looked at progress data, development plans, curriculum and lesson plans, and policies and records relating particularly to health and safety and safeguarding matters. Pupil, staff and a total of 104 parent and carer questionnaires were scrutinised.

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

- pupils' attainment and progress, particularly in writing, and especially for boys
- how well teachers use assessment data to plan work for pupils of different abilities, particularly higher attainers in English
- how effectively subjects across the curriculum contribute to supporting pupils' literacy and numeracy skills
- the apparent strengths in personal development and care, support and guidance for pupils.

## Information about the school

This larger than average junior school has an average proportion of pupils at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is above average. These mainly consist of pupils with behavioural, emotional and social difficulties and those with moderate learning difficulties. There are seven pupils with a statement of special educational needs. The school has the National Healthy School and Activemark awards.

There is a privately run pre- and after-school club on the site which is inspected separately.

**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

The school provides a satisfactory education. It has a number of good aspects, not least in safeguarding of pupils, the level of care, guidance and support it provides, and in the quality of governance. The work done to qualify for the national awards helps ensure that pupils feel safe and have a good understanding of healthy lifestyles. Parents and carers agree. One wrote, 'My child was nurtured and encouraged during a year when she desperately need to be motivated and have her confidence built up.'

Entry levels into the school vary but are broadly average. Pupils make satisfactory progress and leave with average standards overall. Reading standards have been consistently above average, but writing levels are weaker. Boys and higher attaining pupils did not do as well as expected in writing. The school has identified this as a focus for improvement. Teaching is sound. Good relationships are established in lessons and pupils consequently want to participate and do well. Teachers' secure management of pupils, together with positive attitudes, results in good behaviour. The pupils say they enjoy school and that they have a range of activities to do in lessons. For example, they made lanterns when studying Chinese festivals as part of the school's effective inter-cultural day.

Pupils with a statement of special educational needs are well supported by knowledgeable teaching assistants. Some other pupils with special educational needs and/or disabilities do not make as much progress as expected nationally. The school effectively records and tracks their progress and the impact of any interventions. However, in lessons, the particular needs of such pupils are inconsistently met because they are not addressed in planning. Teachers have a good level of assessment and other information but it is insufficiently used to plan work for pupils of different abilities. Consequently, some groups of pupils such as high attainers do not progress as well as others.

Leaders and managers oversee the school following a well-developed cycle of monitoring. However, evaluation is insufficiently rigorous and subject development plans do not clearly show where and how they support the whole school development plan. This is particularly relevant where subjects such as history might contribute to developing pupils' writing skills. Success criteria are not always measurable and this makes it difficult for the school to identify the impact of any changes introduced. However, the school has had some notable successes, including arrangements such as sending text messages to parents to improve attendance, which has now risen to above average. Similarly, school actions to improve the standards and progress of pupils in mathematics have brought success. Standards are average and progress satisfactory. A good range of external links such as with the local community improvement partnership

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benefit pupils and their families extremely well, particularly in sport and support and guidance. These factors reflect a satisfactory capacity to sustain improvement.

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

- Accelerate pupils' progress and standards in writing by:
  - ensuring all teachers plan challenging work for pupils of different abilities
  - maximising the opportunities for pupils to write at length in subjects across the curriculum.
- Improve the progress of pupils with special educational needs and high attaining pupils through ensuring that their specific needs are addressed in lesson planning and during lessons.
- Ensure that leaders and managers:
  - carry out rigorous analysis of the information gathered from their monitoring
  - identify success criteria against which the impact of any changes can be measured
  - ensure that subject improvement plans clearly show where and how they support the aims of the whole school development plan.

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

Pupils share resources, cooperate well and have positive attitudes to learning, which contribute to their satisfactory achievement. Year 6 pupils remained focused on the teacher as they explored, at length, the development of a written piece of work, for example. However, when the work is less challenging a minority of pupils take the opportunity to talk off task. Year 4 pupils showed enjoyment and worked well in teams as they wrote sentences based on photographs of different world environments. Such opportunities, together with activities such as when Year 6 pupils research prices and develop products to sell, contribute well to their preparation for later life.

Despite the strengths in reading, English standards overall are average. This reflects the impact of lower writing standards. The school's analysis accurately indicates that boys and high attainers do not meet the standards expected of them. The achievement of pupils with a statement of special educational needs, and those at an early stage of learning English, is in line with that of other pupils and, on occasions, better. New books that appeal to boys, together with the introduction of 'Talk for Writing' sessions, have been introduced but it is too early to see the full impact of such measures.

Pupils contribute well to their community. They raise funds for charity and show empathy when producing slide shows demonstrating their understanding of the suffering of Haitian people after the earthquake. School councillors participate in meaningful decision making, for example when suggesting improvements to the school buildings. Spiritual, moral, social and cultural development is good. Pupils are considerate and understand well a range of moral issues. While there are opportunities for reflection in

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assembly there are missed opportunities in lessons to promote thinking time.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</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>2</b>

## How effective is the provision?

Pupils are motivated to learn during lessons that have pace. Teachers have secure subject knowledge. However, the use of challenging open questions is not consistent. A good range of resources and activities, including the use of modern technology, stimulated Year 3 pupils during a French lesson. However, progress slows where the work is insufficiently focused for different groups of pupils, such as pupils with special educational needs and/or disabilities, or boys in writing lessons. Marking is generally good, particularly in literacy where pupils gain clear feedback on how to improve their work. Regular assessments lead to targets being set which the pupils know and refer to. The satisfactory curriculum provides good enrichment for cultural development; pupils know why it is important to learn other languages. The curriculum promotes good personal development with visitors contributing well, for example, to the pupils' understanding of health, sex and relationships. There is good provision for physical education. A greater use of problem-solving opportunities in mathematics has

<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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contributed to improved standards. The range of extra-curricular activities is satisfactory, although participation rates in some year groups are limited. In topic work, links between subjects help make learning real for pupils. However, in other areas there are missed opportunities to make such links and particularly to support literacy and aspects of numeracy. Plans do not show, for example, what key vocabulary is to be reinforced.

Parents and carers value the caring ethos and support provided. Pupils say they feel safe, respected, and that their views are listened to. Small group support is well organised, effective, and the impact well tracked. There are very detailed records about the progress and requirements of pupils with special educational needs. However, this level of knowledge is not used sufficiently in teachers' daily lesson planning. Consequently, the needs of those pupils without a statement are not always fully met during whole-class sessions. Vulnerable pupils have clearly-targeted support which helps them make, often, significant progress.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

Staff share the school's vision for improvement. Consequently standards, particularly in mathematics, have improved and strategies to improve attendance have been very effective. However, the pace of change could be faster. For example, the monitoring of teaching, while bringing some improvement, is not rigorous enough. Managers insufficiently focus on the quality of learning. Similarly, leaders monitor and collect a wide range of information that prompts development planning, but there is an insufficient depth of analysis and inconsistent use of measurable criteria against which success can be judged. Governors use a wide range of strategies to monitor the school. This enables them to raise relevant questions. They are particularly effective in holding the school to account over health, safety and safeguarding procedures and records, which are detailed and well maintained. The school promotes equality of opportunity and tackles discrimination in a satisfactory manner. However, while the achievement of different groups of pupils is well tracked, there still remain differences between the progress of some groups such as boys and the more able. Senior managers have conducted good research into the ethnic, socio-economic and religious characteristics of the school population and consequently they know the pupils well. Links with the local community are secure and the school maintains productive links with two schools in

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Ghana. The school acknowledges the need to develop the national aspect of its work to promote community cohesion.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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>3</b>

## Views of parents and carers

The great majority of parents and carers are supportive of the school. They particularly feel their children are safe and enjoy school. Most believe that the teaching is good. Inspectors found that while there are examples of good and better teaching, overall it is satisfactory. Many parents felt that their child's particular needs are not fully met. Inspectors agree and have suggested that in lesson planning the abilities of all groups of pupils are addressed. Most felt that the school is managed effectively.



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

Ofsted invited all the registered parents and carers of pupils registered at Craneswater 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 104 completed questionnaires by the end of the on-site inspection. In total, there are 335 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	60	38	37	2	2	0	0
The school keeps my child safe	66	63	36	65	1	1	0	0
The school informs me about my child's progress	49	47	46	44	3	3	2	2
My child is making enough progress at this school	38	37	53	51	8	8	4	4
The teaching is good at this school	49	47	51	49	1	1	1	1
The school helps me to support my child's learning	40	38	5	53	4	4	0	0
The school helps my child to have a healthy lifestyle	38	37	61	59	3	3	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)	35	34	57	55	3	3	1	1
The school meets my child's particular needs	35	34	55	53	10	10	1	1
The school deals effectively with unacceptable behaviour	35	34	55	53	7	7	2	2
The school takes account of my suggestions and concerns	29	28	62	60	5	5	2	2
The school is led and managed effectively	49	47	47	45	2	2	0	0
Overall, I am happy with my child's experience at this school	55	53	43	41	3	3	2	2

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.**



11 February 2010

Dear Pupils

Inspection of Craneswater Junior School, Southsea, PO4 0PX

Thank you for your kind welcome when we inspected your school. You were keen to share your views about the school. We listened carefully to what you had to say.

We believe your school is satisfactory. This means that it does some things well but other things could be improved.

You told us how much the adults care for you and that you feel safe. Your knowledge of how to live healthily is good. We liked the many ways that you make a contribution to the community. Your school councillors make good decisions, including helping to improve the toilets. You behave well, although when your work becomes too easy a few of you begin to lack concentration. You could help by telling your teachers when you find the work too easy or too difficult. We have asked that your teachers make sure that all of you have challenging work in lessons. You also told us that lessons are fun and that you have many different things to do. Your attendance has improved ' well done!

The standard of your work is the same as most other pupils in the country. Your reading is good, but your writing levels could be improved. We have asked that you get the chance to practise writing in all your subjects.

The headteacher and his staff have worked hard to ensure you benefit from good links with organisations outside the school. They have good plans for the future of the school and are going to make sure that all subjects make a contribution. We have asked them to look more deeply at how any changes they have introduced affect your progress.

Thank you once again for your help. On behalf of the team, I wish you all the best for the future.

Yours sincerely

Michael Pye

Lead Inspector

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