

Crane Park Primary School

Inspection report

Unique Reference Number	132263
Local Authority	Hounslow
Inspection number	341329
Inspection dates	18–19 October 2010
Reporting inspector	Alison Thomson

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	0–11
Gender of pupils	Mixed
Number of pupils on the school roll	366
Appropriate authority	The governing body
Chair	Chris Bruton
Headteacher	Sue Hardwick
Date of previous school inspection	11 July 2007
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Age group	0–11
Inspection dates	18–19 October 2010
Inspection number	341329

**Number of children on roll in the registered
childcare provision**

**Date of last inspection of registered
childcare provision**

Not previously inspected

Age group	0–11
Inspection dates	18–19 October 2010
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 13 teachers and 16 lessons, and held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and analysed 59 questionnaires from parents and carers, 97 from pupils in Years 3 to 6 and 18 from staff. The team looked at documents and policies, including those relating to the safeguarding of pupils, information the school had collected about the pupils' progress and the school's records of its monitoring of the quality of teaching.

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

- What are the current levels of attainment in Years 3 to 6, particularly in English and for White British pupils and for girls?
- How effective is the use of assessment in lessons, including the involvement of pupils in checking their learning?
- What is the effectiveness of the monitoring and evaluation of leaders at all levels in helping to raise attainment in areas that are less strong?

Information about the school

This primary school is larger than average. The proportion of pupils eligible for free school meals is much higher than average. The proportion of pupils from minority ethnic groups, including those who speak English as an additional language, is much higher than average. The proportion of pupils who have special educational needs and/or disabilities is above average, as is the proportion of those who have a statement of special educational needs. The school has many awards including Artsmark Gold and Healthy School Status, for the promotion of a healthy lifestyle. There is pre-school provision in the form of a playgroup, a breakfast club and extended day care nursery provision in the Neighbourhood Nursery. There is a specialist unit, the Ace Zone, for pupils who have autism. Since the previous inspection, there have been many changes in staffing. Separate children's centre provision and an after-school club share the school site, but these are subject to a separate inspection.

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

Crane Park is a good school with a very stimulating and caring environment. Parents and carers, staff and pupils are very positive about the school. Pupils reported, when asked to describe their school, 'It's interesting because we have fun lessons and we get challenges' and 'It's fantastic because you get to learn things that you haven't learned at home'.

A main strength of the school is its outstanding and innovative curriculum. This has been instrumental in improving many of the outcomes for the pupils. In particular, it has resulted in pupils having increased enjoyment and an excellent understanding of a healthy lifestyle. Who would not be excited about camping in a tepee and experiencing native Northern American culture or having some lessons in a yurt, traditionally used by nomads in the steppes of Central Asia?

Since the previous inspection, the progress pupils make and their attainment have improved. By the time pupils reach the end of Year 6, attainment is broadly average. This represents good progress from their starting points in the Nursery. Progress is now much more uniform throughout the school and rates of progress increased significantly last year, especially in English in Years 3 to 6. Previously underachieving groups, such as White British pupils and girls, progress well and in line with their peers. The quality of teaching has improved and is good. However, there is still some teaching which is only satisfactory and does not involve pupils enough in assessing how well they are learning.

Central to the improved success of the school is the school's strong leadership team. The headteacher leads the school very effectively. Roles and responsibilities are delegated well and there is a real sense of staff working towards a common goal of improvement and wanting the best experiences for the pupils. Self-evaluation is rigorous and results in the many improvements but there is much good practice in teaching which is not shared well enough. In addition, there is not a clear enough overview of lesson observations to sharpen the focus on previously identified areas for development. As a result, improvements in teaching, and therefore in pupils' learning and achievement, are slower than they might be. The school has been successful in reducing the number of persistent absences and the number of absences due to holidays abroad which was a previous area for development. However, attendance still remains low. Despite this, the many improvements since the previous inspection and accurate self-evaluation mean that the capacity to improve even further is good.

What does the school need to do to improve further?

- Ensure that all teaching is consistently good or better in order to further improve learning and progress and thus attainment, by:

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- providing clear success criteria for learning so that pupils can be more reflective and involved in checking how well they are doing in lessons
- using assessment data more rigorously to inform lesson planning so that activities always match closely the needs of all pupils.
- Improve some aspects of leadership and management in order to accelerate improvements, by:
 - sharing more effectively the good practice in teaching that already exists within the school
 - having a clear overview of lesson observations to help improve more quickly the aspects of teaching and learning that are less strong
 - strengthening community cohesion through building links with other schools nationally and internationally that have a different socio-economic and ethnic make-up.
- Raise attendance to be at least average by:
 - building on the already improving engagement with parents to persuade more of them of the importance of regular attendance
 - continuing to implement strategies to reduce the amount of absence caused by holidays taken in term time.

Outcomes for individuals and groups of pupils**2**

Children enter Nursery with varying skills, attitudes and knowledge well below those expected for their age. A significant number do not speak English and skills in communication, language and literacy are well below expectations. Pupils make good progress throughout their time in school. This includes those pupils who have special educational needs and/or disabilities, pupils who do not speak English as their first language and pupils in the Ace Zone, who have autism. Pupils thoroughly enjoy their education. For example, in an English lesson, pupils in Year 3 and 4 enthusiastically incorporated into a newsletter the information they had gleaned from a recent visit to a synagogue. In an English lesson in Years 1 and 2, pupils worked well in mixed-age pairs to explore onomatopoeia by using video clips of noisy lorries. In Year 6, pupils enjoyed a role play exercise to demonstrate strategies, such as cooling down techniques for coping in difficult situations. These examples also illustrate the pupils' good spiritual, moral, social and cultural aspects.

Pupils' good behaviour impacts well on their learning and, only occasionally, do they need to be reminded to keep on task. They say that adults look after them well and that they feel safe in school. Pupils enjoy the opportunity to take on responsibilities, such as Young Leaders, and help to support younger children at breaks and lunchtimes. The school council has a very strong voice. It has been instrumental in securing more playground equipment and is currently working on proposals to widen further the healthy food choices at lunch. Pupils enjoy running their own market garden and collecting eggs from the school's chickens. Pupils are extremely well thought of in the local community and raise money for a variety of charities. They receive many 'thank you' cards, some from the older members of the community saying how well they have been looked after following their visits for lunch at school. Pupils' basic skills, including strong information and

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communication technology (ICT) skills and involvement in enterprise activities, such as running the tuck shop, prepare them satisfactorily for their future. However, the attendance of some pupils is not as high as it could be.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

and sometimes excellent personal qualities. Literacy, numeracy and ICT are skilfully woven into interesting topics. For example, the stimulus of looking at the life of native North Americans has lifted attainment in writing. The many enrichment experiences allow pupils to have memorable experiences, from theatre trips to residential visits that boost their confidence and help to enhance team spirit. The school is rightly proud of its good care, guidance and support and its reputation as an inclusive school. The breakfast club, playgroup and extended care in the Neighbourhood Nursery widen this provision. Pupils are known well as individuals. There is a very warm and caring atmosphere in school and great importance is placed on providing sensitive support to all pupils, including those who are vulnerable. Parents and carers agree that the school prepares the pupils well to move on to their next class or next school. The school has made some inroads into improving aspects of attendance, although overall it remains low. The school has not managed to convince enough parents and carers of the importance of regular attendance.

Good and occasionally outstanding teaching is characterised by good pace and enthusiastic teaching. For example, in a lesson in the Ace Zone, the teacher very

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successfully engaged Key Stage 2 pupils to produce good information booklets about the zone, despite the approach of lunchtime. Tasks are usually matched well to the needs of pupils and teaching assistants provide good, proactive support. This allows pupils who have special educational needs and/or disabilities, and those for whom English is an additional language, to be fully involved in lessons. Teachers usually explain to pupils what it is they should be learning and they assess the pupils well throughout the lesson. In lessons where teaching is less strong, these good features are not always apparent. As a result, in those lessons, learning and progress are not as good as they could be. Teachers' marking is usually clear and helpful, and most pupils know their targets and how to improve their work.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher, very ably assisted by the deputy headteacher, has provided the school with good ambition and direction that has had a significant impact on its development. There is effective leadership at all levels. The whole staff share a clear commitment to raising achievement. Team spirit is very robust and everyone's contribution is valued. Any previous gaps in pupils' performance, such as the lower performance of White British pupils, are closing. This, along with the cohesive and harmonious nature of the school community and the school's zero tolerance of racism, indicates that equality of opportunity is good. The school knows its strengths and areas for development well. For example, it acknowledges that to accelerate improvements, the management of teaching and learning needs to be even more incisive and that good practice needs to be shared more widely. Members of the governing body are knowledgeable about the school's strengths and areas for improvement. They challenge the school very well but are not fully involved in evaluation at present.

Safeguarding procedures are good, with thorough child protection arrangements. Most policies are very clear and there are secure risk assessment systems, although some risk assessments in the Neighbourhood Nursery are not fully documented. Parents and carers strongly agree that the school takes good account of their views, and provides them with good advice to help them support their children's learning, for example, through family workshops. Turnout for these has increased significantly. While the promotion of community cohesion within school and locally is strong, plans to develop links with other schools internationally and within the United Kingdom are still in the early stages of development. Nevertheless, the pupils' understanding of other cultures is good. There is a wide range of very effective partnerships, including a sporting partnership with another local school. Along with initiatives such as setting up a boxing club, this helps the pupils to

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have an excellent understanding of a healthy lifestyle and involves their families in the work of the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children greatly enjoy their learning and gain much in confidence during their time in the Early Years Foundation Stage settings. They make good progress and, by the end of Reception, their development in the different areas of learning has risen, but overall remains below that expected for their age, particularly in writing. Outcomes are good for children aged 0–3 years. Young babies are nurtured well. They demonstrate that they feel safe as they give and receive good eye contact with staff and welcome cuddles. In all the Early Years Foundation Stage settings, the environment is stimulating; children have a variety of engaging and creative activities which sustain their interest. For example, in a Nursery/Reception literacy session, children enthusiastically gave the sounds of each of the letters for the names of objects they had chosen from the puppet's box. Although there are good opportunities for children to develop their spoken language skills, there are relatively fewer opportunities to develop their writing, and progress in this area is a little slower. During the activities that children choose for themselves, adults keep a good overview of what is happening, intervene to question and to discuss and so move learning on well. Effective learning occurs outdoors in the Nursery/Reception classes, with activities often extending those begun indoors. This was especially apparent in the extended day care in the Neighbourhood Nursery, where the children have tremendous opportunities to explore nature, climb, balance, dig, plant and use their imaginations as they invent their own games. The 'no-shoe' policy in the rooms used by the youngest children ensures that babies can crawl and play on the floor with no obvious health risk.

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Good welfare arrangements and relationships with parents and carers in all the settings ensure children feel safe and secure and settle quickly. They play well together and follow well-practised routines, such as sitting down quietly when eating their fruit. Leadership and management in all the Early Years Foundation Stage settings are good. Staff work together effectively in teams within each setting and where necessary liaise well between the settings. All settings have very positive relationships with parents and carers. For the 0–3 children, 'all about me' forms are completed by parents and carers to ensure their children's key person has all the details required to provide consistent and appropriate care. In addition, babies' home routines are followed by adults to help each one settle easily. Assessment is improving strongly and, compared with previously, is now much more accurate and robust, although this is not formalised enough in the playgroup. Adults regularly assess what the children know and can do. While these assessments point to generally good progress, they are not always used to identify fully the next steps in children's learning and ensure even better progress. The 0–3 provision in each setting complies with the requirements for registration.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

About 15% of parents and carers returned the questionnaire. Almost all are extremely positive about all aspects of the school, including the extent to which the school keeps their children safe and the way that the school helps them to support their children's learning. A very few disagreed that their children were making enough progress. Inspection evidence indicates that for some children that may be the case.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Crane Park Primary 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 386 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	49	29	49	1	2	0	0
The school keeps my child safe	31	53	27	46	0	0	0	0
My school informs me about my child's progress	26	44	33	56	0	0	0	0
My child is making enough progress at this school	23	39	30	51	1	2	0	0
The teaching is good at this school	27	46	30	51	0	0	0	0
The school helps me to support my child's learning	29	49	28	47	0	0	0	0
The school helps my child to have a healthy lifestyle	31	53	25	42	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)	12	20	32	54	1	2	0	0
The school meets my child's particular needs	17	29	33	56	1	2	0	0
The school deals effectively with unacceptable behaviour	21	36	31	53	1	2	0	0
The school takes account of my suggestions and concerns	19	32	32	54	0	0	0	0
The school is led and managed effectively	26	44	28	47	0	0	0	0
Overall, I am happy with my child's experience at this school	27	46	31	53	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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 pupils' 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.



20 October 2010

Dear Pupils

Inspection of Crane Park Primary School, Feltham TW13 5LN

Thank you for welcoming us to your school recently. We enjoyed talking with you and seeing you learn. Yours is a good school where you develop well and achieve good results in your work.

You have a very happy and interesting environment where you enjoy learning. We enjoyed seeing a lesson in the yurt and loved hearing about the other exciting things that you do. You have an excellent understanding of how to keep healthy. You behave well and contribute to your community well. You said that you enjoy school very much and enjoy your lessons because they are 'exciting'. You said that you feel very safe and that the adults in school care about you a great deal. We agree with you. Your parents and carers told us that they are extremely happy with all aspects of the school and that they appreciate the help that the school gives them to help you with your learning.

We have asked your headteacher to help you to reach higher levels of attainment by asking your teachers to give you ways of being able to say how well you are learning. We would like your teachers to use the information from marking your work to help them plan lessons better. We have asked your headteacher to make sure that improvements happen as quickly as possible by monitoring your lessons more closely and asking your teachers to share good ideas. We would like your headteacher and other leaders to stress to all parents and carers the importance of your regular attendance.

You can help by asking your teachers to make it clear to you, if you are unsure, how you can tell if you are doing a good job in each of your activities in class. You can all try your best to attend school regularly. We wish you all the best for the future and hope that you continue to enjoy school.

Yours sincerely

Alison Thomson

Lead Inspector

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