

Cranbourne Primary School

Inspection report

Unique reference number	100935
Local authority	Bracknell Forest
Inspection number	377994
Inspection dates	21–22 March 2012
Lead inspector	Janet Sinclair

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair	Dr Valerie Forster
Headteacher	Ruth Huckle
Date of previous school inspection	20–21 October 2012
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Age group	4–11
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Introduction

Inspection team

Janet Sinclair

Additional inspector

Anthony Mundy

Additional inspector

This inspection was carried out with two days' notice. The inspectors spent eight hours observing teaching and learning in 23 lessons or part-lessons. They observed eight teachers and several teaching assistants. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, listened to a sample of pupils reading and looked at examples of their work. They considered a wide range of documentation, including: school policies, particularly for safeguarding, the school development plan and records of pupils' progress. The inspectors also held meetings with members of the governing body, senior staff and three groups of pupils. Inspectors considered the 118 responses from questionnaires returned by parents and carers.

Information about the school

Cranbourne is smaller than the average-sized primary school. Most pupils are of White British heritage. The proportion of disabled pupils and those with special educational needs is below average; these are mainly moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is below average. The children in the Early Years Foundation Stage are in one class. The school meets current floor standards, which set the minimum expectations for pupils' attainment and progress.

The school has experienced a range of staffing difficulties in the recent past, including the long-term absence of some staff. A new headteacher was appointed in September 2011.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school. It has not been classified as good because achievement and teaching and learning are currently satisfactory. It has a good caring ethos and leaders who are committed to securing improvement for all pupils in their care. After the previous inspection, several aspects of the school's performance dipped; under the new leadership of the school they are now improving again.
- Pupils' attainment is broadly average by the end of Year 6, although this is slightly better in English than in mathematics. Pupils make satisfactory progress given their starting points. There is some underachievement in reading and mathematics in Key Stage 1 which the school is working hard to address.
- The quality of teaching varies widely, but is satisfactory overall. Lessons are mainly well organised and proceed at a good pace. However, sometimes work is not well enough matched to pupils' needs, particularly for high attaining pupils, teaching assistants are not sufficiently involved in whole class introductions and questioning does not challenge pupils sufficiently and this slows learning. Additionally, the use of marking, targets and pupils' involvement in their own learning, although highly effective in some classes, is inconsistent so not all pupils benefit.
- Behaviour is good, both in lessons and around the school. Pupils feel very safe in school and say that there is no bullying, only minor disagreements that are dealt with quickly by adults.
- The new headteacher provides strong, thoughtful leadership which promotes effective teamwork and a supportive learning environment for all. She is well supported by the deputy headteacher and an effective governing body. A clear focus on rigorous tracking and effective interventions to accelerate learning, and frequent monitoring of teaching and learning, linked closely to performance management, has already led to improvements in pupils' progress and attainment.
- Schools whose overall effectiveness is judged as satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Improve the quality of teaching and learning across the school so that practice is at least good by December 2012, by:
 - matching work more closely to the differing needs of pupils, particularly higher attaining pupils
 - asking questions which fully challenge pupils and extend their knowledge
 - improving the consistency in marking, the use of targets and pupils' involvement in their learning so that all pupils benefit
 - making better use of teaching assistants during introductions to lessons.

- Raise achievement in reading at Key Stage 1 through:
 - more regular teacher-led guided reading sessions
 - closer monitoring of individual pupils' progress by class teachers.

- Raise achievement in mathematics at Key Stage 1 by:
 - matching work more closely to pupils' needs
 - providing more opportunities for pupils to apply their mathematical skills to real-life situations.

Main report

Achievement of pupils

Children start in Reception with skills and abilities that meet and sometimes exceed expected levels for their age, except in writing where they are below expectations. They make satisfactory progress and mainly meet and sometimes exceed the expected learning goals on entry to Year 1.

Attainment is broadly average in Key Stages 1 and 2, including in reading by the end of Year 2 and Year 6. A few pupils do not achieve as well as they should in reading and mathematics in Key Stage 1. More consistent teaching of letters and sounds (phonics) is helping to improve pupils' reading skills, but guided reading is not regular enough or focused enough to accelerate learning further. In mathematics at Key Stage 1, although the curriculum is fully covered, work is not always well enough matched to pupils' needs and they do not have enough opportunities to apply their skills to real-life situations. Progress across Key Stage 2 is mainly satisfactory and sometimes good. Progress accelerates, particularly in Years 5 and 6, due to good teaching.

Regular phonics work at Key Stage 1 and the use of 'Talk for Writing' materials has been effective in raising attainment in writing. This was particularly noticeable in Years 1 and 5 where pupils responded well to opportunities for extended writing. Mathematics is beginning to improve at both key stages as a result of professional

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development, closer monitoring to improve the match of work to pupils' needs and greater use of more regular problem solving activities. Pupils' language and social skills develop well due to the many opportunities they have for collaboration and discussion. This was particularly noticeable in Year 4 where they discussed how a text might be improved using adjectives and metaphors. Disabled pupils and those with special educational needs are well supported through small group work led by teaching assistants, ensuring they make similar progress to their peers. Potentially vulnerable pupils and those new to the school are also well supported to ensure that they are fully integrated. Although the vast majority of parents and carers who responded to the inspection questionnaire consider that their children achieve well, the inspection evidence shows that this is satisfactory overall.

Quality of teaching

In the Reception class, good relationships and a secure learning environment promote children's personal and social development well. The enthusiastic teaching of letters and sounds and number ensures children make sound progress in developing their knowledge and skills. The classroom and outdoor play area are well organised. Children access resources easily and engage in activities quickly. However, staff do not always make best use of the child-initiated activities to interact with and question children to extend their ideas.

Good relationships and effective behaviour management in all lessons ensure pupils have good attitudes to their learning and respond well. However, the quality of teaching is inconsistent. In some lessons teaching inspires and engages pupils fully in their learning. For example, through the clever use of drama, one teacher helped pupils to imagine they were able to explore an alien planet and this experience enabled them to write fully and imaginatively. In another lesson, good exemplification by the teacher and opportunities to work with a partner elicited complex words such as 'surreptitiously' and 'cautiously'. Sometimes though, work is not well enough matched to pupils' needs and questioning does not challenge pupils to think more deeply and this leads to a lack of understanding that slows progress. In Key Stage 1, many volunteers do valuable work in hearing children read, but teachers do not monitor pupils' progress closely enough. In some lessons marking, targets and self-assessment are used extremely well to promote effective learning, but this is not yet consistent practice across the school. Teaching assistants make a good contribution to the learning of disabled pupils and those with special educational needs through effective support and interventions. They are not always used so well in whole-class introductions. Homework is set regularly and marked promptly.

The curriculum is broad and balanced and includes for example, violin lessons for pupils in Year 4, Spanish teaching in Year 5 and art lessons which familiarise pupils with artists such as Monet and Van Gogh. Teaching supports pupils' spiritual, moral, social and cultural development well. Lessons offer occasions for pupils to develop their social skills by working together on tasks, where they show respect for each other's points of view. They have opportunities to reflect on the importance of 'doing

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their best' in assemblies.

Although the vast majority of parents and carers who responded to the inspection questionnaire consider that their children are taught well, inspection evidence shows that teaching is satisfactory over time.

Behaviour and safety of pupils

Pupils say that they feel very safe in school and the overwhelming majority of parents who responded to the inspection questionnaire agree. The school is a safe environment for the pupils and ensures they learn about safety through, for example, road safety training and cycling proficiency. The school council have made improvements to the playground organisation to help with safety.

The school has a consistent approach to behaviour management and this ensures that behaviour in lessons and around the school is good, and has been over time. The vast majority of parents and carers who responded to the inspection questionnaire agree that behaviour is good. Pupils talk of the friendly atmosphere where everyone gets on well together. Pupils are kind and courteous to each other and work well together. They say that behaviour is mainly good and that they rarely fall out. If there is a problem, they particularly like the fact that staff will always listen to both sides of the story. Attendance is above average and pupils enjoy coming to school. The governing body has had a strong involvement in supporting the school with the drive to improve attendance.

Several discussions with pupils, their questionnaire returns and school records all confirm that bullying is very rare. Pupils say that there are only occasional minor disagreements. They say that they are taught to use the internet safely and have had workshops on this. The school council provides anti-bullying posters and there is a 'worry box' and a 'buddy bench' where pupils can get help and support should they need it.

Leadership and management

The new headteacher has an accurate view of the school and a determination to bring about improvement and is supported effectively by the deputy headteacher and governing body. They have acted decisively to deal with issues affecting the quality of provision and improved the quality of teaching, accelerated progress and sought support in order to improve mathematics across the school. The detailed school development plan has a clear focus on raising attainment. The dip in achievement since the previous inspection has been halted and pupils' attainment and progress are improving. This shows that the school has the capacity for further improvement.

Senior leaders monitor pupils' progress carefully. There are regular progress meetings to ensure that any pupils falling behind are fully supported through individual programmes or booster groups in order to accelerate their progress. This demonstrates a satisfactory and improving commitment to promoting equality of

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opportunity. Discrimination of any sort is not tolerated in the school. The impact of professional development is satisfactory because although improving now, it has not in the past been used well enough to support school development. New leaders are supported well, for example the special educational needs coordinator, who has quickly organised small group support for pupils at risk of falling behind. Regular monitoring of teaching and learning takes place and the headteacher has an accurate view of its quality. The governing body provides effective support and a good level of challenge. Governors receive regular updates on the quality of teaching in order to monitor improvements. Procedures and policies are securely in place to ensure the safety of pupils.

The curriculum is now meeting pupils' needs effectively and is enhanced by visits to places such as the Roald Dahl Museum and Hampton Court Palace as well as by after-school clubs for dance and football. There are good links with parents and carers who are very positive about the school's overall provision. The school promotes pupils' spiritual, moral, social and cultural development well through the school's positive ethos and opportunities to learn about other cultures by celebrating festivals and religious events and through visits to places of worship, for example a Gurdhwara.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



23 March 2012

Dear Pupils

Inspection of Cranbourne Primary School, Windsor SL4 2EU

I am writing to tell you how much we enjoyed our visit to your school. Congratulations on coming third in the mathematics marathon – well done! Your school is giving you a satisfactory education. This means that it does some things well but some things still need to be improved.

Here are some of the best things about your school.

- Your new headteacher and all the staff are working hard to make your school better and we could see that you are starting to make better progress with your work.
- Those who need it are given good support to help you fit into school life.
- You behave well in lessons and around the school and are friendly and kind to each other.
- Your attendance is above average and school governors have done a lot to help improve this.
- You feel very safe in school and confident that adults will take good care of you.

These are the things we have asked your school to do to help you learn even more.

- Ensure all teachers question you in a way that will develop your understanding more fully, always provide work that is at the right level so you do not get bored or confused, and involve teaching assistants in helping you in whole-class work.
- Give those of you in Key Stage 1 better support in reading, both individually and in groups and in mathematics, provide work at the right level and more opportunities for problem solving.
- Ensure all teachers mark your work helpfully, set you helpful targets and involve you in your learning so you know how to improve.

You can help by continuing to work hard and enjoying your learning.

Yours sincerely

Janet Sinclair
Lead inspector

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