

Cranleigh Church of England Primary School

Inspection report

Unique reference number	135566
Local authority	Surrey
Inspection number	381908
Inspection dates	20–21 March 2012
Lead inspector	David Shepherd

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	239
Appropriate authority	The governing body
Chair	Jean Scott
Headteacher	Jane Byford
Date of previous school inspection	10 June 2009
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Age group	4–11
Inspection date(s)	20–21 March 2012
Inspection number	381908



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Introduction

Inspection team

David Shepherd

Additional inspector

Lynda Welham

Additional inspector

Selina Sharpe

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 23 lessons led by 10 different teachers, for a total of 11 hours. Meetings were held with the senior staff, four groups of pupils and the Chair of the Governing Body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at safeguarding documentation and the school's analysis of its data on pupils' achievement. Questionnaires from 114 parents and carers, 22 staff and 100 pupils were received and analysed.

Information about the school

This school is an average-sized primary school, located on two separate sites a short walk from each other. The large majority of pupils are White British, with a very small minority whose heritage is Gypsy/Roma Traveller. Few speak English as an additional language. A below average proportion of pupils are known to be eligible for free school meals. The proportion of disabled pupils and those who have special educational needs is average. A few pupils have behavioural difficulties. There is a speech, language and communication needs unit based at the school that caters for 10 pupils aged four to seven years. There are eight pupils currently attending this unit. The Early Years Foundation Stage consists of one Reception class. The school provides out-of-hours care for up to 40 children after school each day. The school meets the government's current floor standard. It has gained Healthy School status.

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	3
Leadership and management	3

Key findings

- This is a satisfactory school. Relationships between adults and pupils are good. Pupils from different backgrounds get on well together and learn to respect each others’ views, customs and differences. The school is not good because progress in reading, writing and mathematics is no more than satisfactory, and the quality of teaching is not consistently good or better.
- Achievement is satisfactory. Pupils’ achievement is broadly average overall when pupils leave the school and is higher in reading and writing than it is in mathematics. Progress, including that of children in the Early Years Foundation Stage and of pupils in the speech, language and communication needs unit, is satisfactory overall. It is faster in reading and writing than in mathematics because pupils are not always taught their multiplication tables well enough, and so some are slow to work out mathematical calculations in their heads accurately and quickly.
- The quality of teaching varies but is satisfactory over time. Some teaching fully engages and motivates pupils in their learning. In these lessons, the teacher’s expectations of what pupils can achieve are high. However, teaching, including that in the speech, language and communication needs unit, does not always fully challenge pupils, nor does marking consistently guide them towards opportunities to correct their mistakes.
- Pupils’ behaviour and safety are satisfactory. Parents, carers, pupils and staff are positive about behaviour and pupils’ considerate behaviour contributes to a safe and orderly environment. Pupils feel safe because they are looked after well. At times, however, some pupils are slow to settle down to their work.
- Monitoring and evaluation and the performance management of teaching are satisfactory. The headteacher has successfully brought about sustained improvements. There has been a significant level of staff turnover. The school improvement plan and subject improvement plans give details of actions to be carried out, but are less clear on the measurable impact that should result.

Schools whose overall effectiveness is judged 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?

- By September 2012, raise achievement in mathematics by:
 - improving pupils' knowledge of and skills in using multiplication tables
 - increasing pupils' accuracy and speed in mental calculations
 - ensuring teachers have good expertise in teaching mathematics.
- By December 2012, improve the quality of teaching to good or better by ensuring that all teachers consistently:
 - explain clearly to pupils of different levels of ability what they are to learn in lessons, and provide learning activities that are well matched and challenging to these levels
 - correct any misunderstandings pupils have when working independently during lessons
 - indicate to pupils in marking the next steps in their learning and provide them with opportunities to act on the guidance given.
- Improve leadership and management by:
 - extending the training of senior and subject leaders in the techniques of monitoring and evaluation to improve the quality of teaching
 - devising and implementing plans that lead to improvements in clearly-defined measurable outcomes for pupils.

Main report

Achievement of pupils

By the end of the Early Years Foundation Stage, most children have made satisfactory progress and reach broadly average standards in all areas of learning. Elsewhere in the school, pupils' achievement in reading, writing and mathematics, particularly at the higher level, has been rising steadily over the past three years as evidenced by test results and school data, as well as by standards seen by inspectors in lessons and pupils' books.

Progress in reading and writing is faster than in mathematics because pupils are given good opportunities to read a variety of books and write at length in literacy lessons. By the end of Years 2 and 6, pupils' attainment in reading is improving and is broadly average. However, not all pupils in Key Stage 2, especially those of lower ability, have a secure understanding of how to sound out and sub-divide unfamiliar words. Some pupils read to inspectors and showed they would rather guess them or skip over them in their reading, and this is why progress is not good. Progress in mathematics is slower because some pupils do not have the skills to recall simple multiplication facts quickly enough to help them work out mathematical problems.

Most parents and carers are positive about how well the school develops their children's skills in reading, writing and mathematics, but inspectors could not fully endorse their views. Progress slows when work is not pitched at the right level. Some

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higher-ability pupils were making good progress in a Years 4/5 lesson as they were multiplying one two-digit number by another one. However, some lower-ability pupils found this task too hard and made slow progress because they struggled when multiplying single-digit numbers together.

Disabled pupils and those who have special educational needs make satisfactory progress overall. In small group sessions led by teaching assistants, these pupils learn the sounds letters make, but sometimes are not given enough opportunities to practise the sounds themselves. This slows the progress they make, and prevents it from being good. Pupils in the speech, language and communication unit make satisfactory progress overall. They make quickest progress in their speaking and listening skills because these aspects are emphasised well throughout the day through conversations and role play.

Over the past three years, boys have consistently outperformed boys in other schools. The performance of girls varies but, in mathematics, it is generally below that of girls nationally. Pupils from a Gypsy/Roma Traveller heritage generally outperform their peers. Pupils from a White British heritage, those who speak English as an additional language and those known to be eligible for free school meals have generally achieved at similar levels to their peers.

Quality of teaching

Evidence from pupils' questionnaires and discussions with pupils indicate that most regard teaching as good. Parents and carers are similarly positive about the quality of teaching. Inspectors found evidence of good teaching, but this was not consistent in all classes. In the best lessons, teachers enthuse and motivate pupils in their learning. For example, pupils in Year 3 were captivated by their scientific investigation measuring the force taken to drag an object up a ramp. The teacher in the Reception class prepared a wide range of interesting activities for the children, and this helped their learning to proceed at a good pace. This was exemplified by the child who read with expression what she had written as she was trying to attract people to come to the class circus, 'this is the best show in the whole wide world'. The teacher in the speech, language and communication needs unit secured the attention of the pupils well by re-telling a story linked to the circus topic dressed in costume using appropriate props.

The curriculum is adequate in meeting the needs of pupils. Although teachers' planning indicates the main focus of learning, it does not always show what pupils of different levels of ability are expected to learn, nor are activities always pitched with the correct level of challenge. This slows progress, particularly of high-ability and low-ability pupils. Teachers and teaching assistants work well together but, on occasions, not enough support is given to pupils working independently and their mistakes are sometimes not corrected quickly enough to enable them to make faster progress. Marking is encouraging but does not consistently provide guidance about how to improve. Not enough opportunities are provided for pupils to respond to suggestions made in marking.

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The teaching of mathematics is satisfactory but not good, because pupils are not taught their tables well enough to enable them to carry out simple mental calculations. In addition, some teachers do not have sufficient expertise to teach the place value of numbers accurately when teaching basic skills.

Teaching promotes pupils' spiritual, moral, social and cultural development adequately, with strengths in the teaching of values, such as friendship, thankfulness and peace, which nurture pupils' spiritual and social development well.

Behaviour and safety of pupils

Good relationships encourage pupils' positive attitudes to school and their willingness to work cooperatively with each other. However, on occasions, a few pupils are slow to settle to their work and become too easily distracted. On these occasions, the presentation of their work becomes careless and sometimes untidy. However, positive attitudes are seen throughout the school and are reflected in the improving levels of attendance, declining persistent absence during recent years and a reduction in incidents of poor behaviour in school.

Discussions with them indicate that pupils, including those with identified behavioural difficulties, are aware of the school's strategies for managing and improving behaviour, and think they are appropriate and carried out fairly by staff. Behaviour of pupils in the speech, language and communication unit is satisfactory. These pupils listened attentively when their teacher re-told a story, but could not sustain their concentration towards the end of lesson when some off-task behaviour was evident.

In replies to the questionnaires, the very large majority of parents, carers, pupils and staff were very positive about behaviour and the lack of bullying. Although a very small minority of pupils and parents and carers commented that behaviour is not always good, inspection evidence gained from pupils and discussions with staff confirmed that any inappropriate behaviour and all types of bullying, mainly very occasional name calling, are addressed quickly and effectively by the school.

In replies to their questionnaire, almost all pupils indicated they feel safe and their parents and carers agree with them. Pupils have a good understanding of the risks they face and how to keep safe. For example, pupils of different ages told inspectors how they keep safe on roads, rail, around water and in the event of fire. Older pupils in particular have a good understanding of internet safety.

Leadership and management

Leaders at all levels are clearly focused on improvement. They incorporate the right areas for improvement into action plans, although these are not as effective as they might be because they do not always define success criteria to identify the expected impact on learning. In spite of this, monitoring and evaluation by senior staff and subject leaders are having a positive impact on school performance. Sustained

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improvements have been effected over a considerable period in the progress of more-able pupils in reading, writing and mathematics. Improvements are also evident in communication with parents and carers, the closer integration into school life of pupils from a Gypsy/Roma Traveller heritage and attendance. These indicate the school has the capacity to sustain further improvement. The programme of professional development of staff is contributing positively to school improvement, although some senior staff and subject leaders do not have secure expertise in the techniques of monitoring and evaluation. In addition, the expertise of the teacher in the speech, language and communication unit is not used effectively throughout the school.

The curriculum is enriched by a range of themed weeks, visits to places of interest and visitors to school. Pupils have good opportunities to develop their computer skills by using their netbooks, and the artist in residence provides good expertise to help them develop their artistic skills. The curriculum ensures satisfactory provision, but is not ensuring pupils focus sufficiently on developing and practising their number skills. It provides satisfactory opportunities for promoting pupils' spiritual, moral, social and cultural development.

The governing body is keen, enthusiastic and shows high levels of commitment to the school. It provides a satisfactory level of challenge and has supported the school conscientiously during the high levels of staff turnover since the last inspection, during which time twelve new staff have been appointed, nine of them teaching staff. Safeguarding procedures comply with statutory requirements. Pupils and their parents and carers indicate that the school provides a secure environment for learning.

The school promotes equality of opportunity adequately for all groups of pupils, including those of a Gypsy/Roma Traveller heritage, and tackles discrimination well. Provision is allocated appropriately to pupils in the speech, language and communication unit. As a result, all groups achieve satisfactorily throughout the school. However, provision is not always tailored to challenge more- and less-able pupils and so they do not achieve as much as they could.

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.



22 March 2012

Dear Pupils

**Inspection of Cranleigh Church of England Primary School, Cranleigh
GU6 7AN**

Thank you for making us so welcome when we visited your school recently. We enjoyed meeting and talking to you. Thank you to those of you who completed the questionnaire for us. We found your responses very helpful. You go to a satisfactory school where adults work hard to prepare you for the future. The progress you make in lessons is satisfactory. Here are some of the best things we found.

- You enjoy school and get on well with each other.
- You feel safe and work in a calm, colourful and stimulating environment.
- You like your teachers and teaching assistants and try your best to please them.
- You are well mannered and courteous to each other and adults.
- You are enthusiastic about all the different activities provided for you, including visits out of school and visitors to school. You like working on your netbooks.
- You enjoy reading and talking about books and stories you have read.

We have asked your headteacher, teachers and the governing body to do three things to make your school better:

- provide you with more opportunities to practise your times tables and mental mathematics
- make sure you know what you are expected to learn in lessons, set you challenging activities, check on the work you are doing when working independently and tell you what you need to learn next with time to improve your work
- make sure that the plans that the school has to help you learn in different subjects are working well.

All of you can help by continuing to work very hard.

Yours sincerely

David Shepherd
Lead inspector

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