

Cranmere Primary School

Inspection report

Unique Reference Number	131125
Local Authority	Surrey
Inspection number	360215
Inspection dates	2–3 November 2011
Reporting inspector	Stephen Lake

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	284
Appropriate authority	The governing body
Chair	Joanna Wiley
Headteacher	Gillian Freeman
Date of previous school inspection	1 November 2007
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 22 lessons, taught by 11 teachers. Inspectors held meetings with representatives of the governing body, members of staff and pupils; they also spoke to some parents and carers. Inspectors observed the school's work and looked at the most recent school self-evaluation form; the school development plan; the governing body minutes; and the school's assessments of pupils' attainment and progress. Inspectors also looked at the records held about pupils whose circumstances have made them vulnerable and those with special educational needs and/or disabilities; school policies and the reports written by the former School Improvement Partner. Inspectors analysed questionnaires received from pupils, staff and 179 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of strategies to improve attainment in writing.
- The effectiveness of the school's revised strategies to use assessment information to plan challenging work.
- The effectiveness of strategies to improve early reading and writing skills in the Early Years Foundation Stage.
- The quality of induction procedures for new staff.

Information about the school

Cranmere Primary School is of a similar size to most other primary schools but it is growing rapidly in Reception to Year 2 as it moves towards a two-form entry school. The numbers in Years 3 to 6 are similar to those in schools which are below average in size. The majority of pupils are White British with an average proportion of pupils from other ethnic groups. The percentage of pupils speaking English as an additional language is broadly average but the proportion at an early stage is below average. Although the proportion of pupils leaving or joining the school partway through their education is average, this disguises the fact that most of the movement in or out is created by pupils joining the school between Years 4 and 6. The proportion of pupils with special educational needs and/or disabilities is broadly average. The majority of needs are speech, language and communication difficulties, with some pupils with more complex needs. The percentage of pupils known to be eligible for free school meals is average. The school is expanding and, together with normal turnover due to factors such as promotion, this has resulted in almost half of the teaching force, including some middle managers, being new to the school in September.

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

This is a good school. It has some outstanding features and is continuing to improve. Pupils behave extremely well and have an excellent understanding of how to keep safe and healthy because of the high quality care, guidance and support they receive. Arrangements to safeguard and protect pupils are outstanding and the school takes very effective steps to ensure pupils' safety. The excellent links with parents and carers are reflected in the way that attendance has improved to above average. Provision to promote community cohesion is good in this very harmonious community where pupils make an excellent contribution to the school and local community. Their outstanding spiritual, moral, social and cultural development reflects the school's very high focus on their 'six Rs' of Respect, Resilience, Resourcefulness, Reflection, Reasoning and Responsibility.

Pupils achieve well to reach standards that are above average by the end of Year 6. Children get a good start to school in the Early Years Foundation Stage. The good teaching, based upon a good quality curriculum, enables them to build consistently upon this and make good progress throughout the school. A dip in attainment and rates of progress following the previous inspection has been addressed through well-targeted actions so that achievement has returned to the good levels seen at that time and is continuing to improve. The school has modified the way information on pupils' attainment and progress is used to plan challenging lessons and has introduced effective strategies in the curriculum to support the development of writing. Both of these factors have contributed well to the improvement in achievement. Nevertheless, despite some outstanding practice observed, there remains a little inconsistency in the way these initiatives are implemented in some classes.

The driving force in this school is the highly effective headteacher, who, together with colleagues, ensure that leadership and management across the school are good, despite recent changes to middle management. The school is continually looking at how it can improve and knows its own strengths and areas for improvement well. Senior leaders have recently identified the need to improve the way data are analysed at a strategic level. The governing body has a secure strategic overview and through excellent budget management has enabled a significant improvement to buildings to accommodate the transition to a two-form entry school. Strengths noted at the previous inspection have been maintained and there is substantial evidence to show steady and significant improvement in many areas over the last few years. This indicates a good capacity for sustained improvement.

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What does the school need to do to improve further?

- By July 2012, build upon the best practice in the school to ensure that all of the strategies in place to improve attainment and progress are effective, firmly embedded and used consistently across the school.
- Embed the new systems for analysing data so that by April 2012 senior leaders and governors have access to information on pupils' attainment and progress that can be compared easily with other schools nationally.

Outcomes for individuals and groups of pupils

1

Children start school with skills similar to those typically expected at this age. They make good progress in Reception and enter Year 1 with skills above those normally expected. Pupils' progress in Years 1 to 6 is consistently good and occasionally outstanding, for example in mathematics and more recently in writing in Years 5 and 6. Consequently, pupils' achievement is good. They respond well to the good advice given to improve their writing and the challenges set for them. For example, in an outstanding lesson pupils responded extremely well to the very good questioning of the teacher. They were eager to demonstrate their understanding of speech bubbles through drawing their own 'superhero' cartoon characters and writing the dialogue for a short story. The higher-attaining pupils were extended well by then turning their story into a short play where they spoke the dialogue, using vocal expression very well to illustrate the characteristics of the character speaking.

The large proportion of pupils who join the school in Years 4 to 6 make accelerated progress during their time in the school but it is often too early to see the full impact of this in national assessments. This can hold down overall attainment in national assessments a little, especially in English. School data show that those who have been in the school from Reception generally have higher attainment at Year 6. Pupils with special educational needs and/or disabilities and those who speak English as an additional language receive high quality targeted support. Their learning is broken down into small manageable steps that enable them to make good progress against the specific targets set for them.

Pupils really enjoy school which is reflected in their significantly improved attendance over the last two years. They feel extremely safe in school. Pupils reported very little bullying and trust the adults to deal with any that might occur. They make an excellent contribution to school life by taking on a wide range of responsibilities. For example, each class has Eco monitors, 'playground friends', school council representatives and litter monitors. Children in the Early Years Foundation Stage also have a 'big buddy', a partner from Years 5 or 6 who reads to them weekly and is responsible for helping them to settle into school, whose help they value. The school council is very involved in suggesting ways in which the school might improve. In the wider community, pupils participate in local events, such as singing in a local garden

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centre in support of the Mayor's fund each Christmas, visiting a home for older people to sing each year, and by inviting local pensioners to Christmas and summer productions. They also raise funds to support a partner school in Uganda. Pupils have an excellent understanding of healthy eating and are very enthusiastic about the many opportunities for physical activity in which they participate. Pupils have a strong understanding of right and wrong. They show a curiosity about the world around them, and work and play together very well. They have a good knowledge and understanding of different cultures and backgrounds and show respect for those from other cultures. Pupils' above average attainment and their strong personal skills, developed through activities such as the 'enterprise week' where they make and sell items for charity, ensure they are well prepared for the next stage in their education.

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	2
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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers work hard to make lessons stimulating and motivating and make very good use of information and communication technology to support this. The vast majority of lessons are characterised by good and sometimes outstanding teaching. Teachers' questioning often challenges pupils well and extends their learning, while assessing what they already know. Nevertheless, in a few lessons this is not as systematic as it could be, because not everyone follows the school's 'no hands up' policy during questioning. Pupils who are deemed gifted and talented are challenged very well. For example, in an outstanding mathematics lesson on two-dimensional and three-dimensional shapes, higher-attaining pupils were challenged to produce their two-

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

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dimensional paper shapes that could be folded to produce a specific three-dimensional shape. They responded extremely well to the challenge. Teachers new to the school this year have received a very good induction that has explained the school’s priorities and the strategies in place to improve attainment. Improved assessment procedures are used effectively to inform the planning of work that challenges pupils well. Marking is of good quality and in many cases gives pupils high quality advice on what they need to do in order to improve their work. Nevertheless, in both areas there is a little inconsistency that can slow learning for a few pupils. Pupils are involved well in assessing their own progress against set criteria and this is giving them more ownership of their own learning in many lessons.

The curriculum makes a very strong contribution to pupils’ personal development. A wide variety of activities makes the lessons interesting and ensures pupils are motivated to learn. Pupils particularly enjoy the high quality modern foreign language provision. Visits to local places of interest and visitors to the school, such as parents and carers from cultures represented in the school, make a strong contribution that enhances pupils’ learning. Well-planned strategies to improve writing are making a strong contribution to attainment in this area but these are not yet fully embedded.

Pastoral care is extremely strong. High quality procedures for child protection are known and understood by all. The school is particularly vigilant in ensuring the safety of pupils whose circumstances make them vulnerable and in monitoring their attendance. Close links with the local authority services and the high quality provision within the school ensure that pupils with additional needs of all types are supported very well. Rigorous monitoring by the school and the excellent support given to parents and carers has improved attendance significantly. The needs of pupils deemed gifted and talented are met well. They are identified early and are given many opportunities to develop their skills and talents through strong partnerships with schools in the local learning community.

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Strong leadership by the headteacher and deputy headteacher ensures that a very strong ambition to continually improve the education offered is shared by all staff and governors including new middle managers. Teaching and learning are monitored frequently and the information used well to identify any professional development required, although subject leaders new to the school are only just starting to develop

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this aspect of their roles. The concerted action taken to promote equality of opportunity and ensure that no pupil is discriminated against contributes well to the similar progress made by all pupils. The progress of all groups is monitored frequently and the information gained used effectively to identify where improvements can be made. However, the information from the wealth of data available on pupils’ performance is not yet analysed in a sophisticated enough manner to produce easily accessible information that can be used to compare school performance against the results of national assessments.

Regular training for staff and governors and close monitoring by the governing body ensure safeguarding requirements are met extremely well. Training in child protection is rigorous and the governing body monitors the way safeguarding policies are followed very effectively. The governing body monitors the work of the school effectively through focused visits. Challenging questioning from the governing body helps evaluate and modify the school development plan. Governors undertake regular training and play an active role in evaluating the work of the school and setting its strategic direction. Parents, carers and pupils are consulted regularly and their views taken into account. For example the timing of reports to parents and carers was changed following suggestions from parents and carers. Community cohesion within the school is very strong with all groups of pupils working together harmoniously. Good quality strategies to promote community cohesion beyond the school are embedded.

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	2
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	1
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	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

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Early Years Foundation Stage

Parents and carers value the start that children get to school. Well-established routines and strong links with parents and carers help children to feel really secure and cared for and ensure they get a good start to their education. The strong teamwork between the teachers and teaching assistants ensures that the needs of the children are met very well and the provision for their welfare is excellent. Children achieve well from starting points. Adults are skilled at ensuring a good balance of direct teaching and opportunities for children to learn through purposeful play. This enables all children to grow in confidence and build securely on their previous experience. The well-organised and attractive environment is used effectively to support a stimulating curriculum that provides a good degree of challenge to all children.

The Early Years Foundation Stage is led and managed effectively and, in partnership with the local authority, significant improvements have been made in the last few years. Strategies to improve early reading and writing skills have been very effective. The leader is aware that the expansion of the area and the changes of staff mean that it is necessary to ensure that all of the strategies are firmly embedded this year to build securely upon the obvious improvements in outcomes seen last year. The expertise and skill of the adults and the good systems for checking on children’s progress ensure that all individuals are gently, but effectively, challenged to achieve well. Strong links with external agencies provide good support for those pupils with special educational needs and/or disabilities.

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

The proportion of parents and carers returning questionnaires was well above average. Around a third chose to add comments most of which were positive. Typical of the positive comments was: ‘My child is extremely happy at Cranmere and that means so much to us. A wonderful school.’ There was no area in which a significant proportion expressed concern although a few were concerned with support for their children and the progress made by them. Inspection evidence shows that progress is good and the support provided for pupils whose circumstances make them vulnerable is outstanding.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cranmere 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 179 completed questionnaires by the end of the on-site inspection. In total, there are 284 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	117	65	58	32	4	2	0	0
The school keeps my child safe	119	66	59	33	1	1	0	0
The school informs me about my child’s progress	58	32	104	58	10	6	3	2
My child is making enough progress at this school	66	37	91	51	14	8	0	0
The teaching is good at this school	82	46	87	49	3	2	0	0
The school helps me to support my child’s learning	76	42	88	49	8	4	1	1
The school helps my child to have a healthy lifestyle	91	51	84	47	2	1	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)	55	31	88	49	3	2	0	0
The school meets my child’s particular needs	68	38	96	54	6	3	3	2
The school deals effectively with unacceptable behaviour	71	40	86	48	9	5	4	2
The school takes account of my suggestions and concerns	59	33	96	54	9	5	3	2
The school is led and managed effectively	80	45	82	46	6	3	3	2
Overall, I am happy with my child’s experience at this school	103	58	65	36	3	2	2	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



4 November 2011

Dear Pupils

Inspection of Cranmere Primary School, Esher KT10 8DJ

Thank you for making us so welcome when we came to visit your school. We were all impressed by your excellent behaviour. Cranmere Primary School is a good school. Here are just some of the things that we liked.

- You get a good start to your school life in the Reception class.
- Your achievement is good and you make better progress in your learning than most children of your age because of the good teaching you receive.
- Your school makes learning interesting and fun because of the good range of enjoyable activities provided for you.
- The school looks after you extremely well, which is why your understanding of how to stay safe and keep healthy is outstanding.
- You make an excellent contribution to the running of the school through the school council and other jobs that you do.
- Your excellent spiritual, moral, social and cultural development reflects your efforts to follow the school's '6 Rs'.
- The school is led and managed well by your headteacher and the people who help her.
- Your parents and carers get many excellent opportunities to be involved with the school.

To help make your school even better we have asked the staff and governors to:

- make sure that all the things they have introduced to help you learn better are used well in the same way in every class
- make sure that the new systems they are introducing to record how well you are doing in your learning are used really well to compare your school with others.

You can help by continuing to work as hard as you can.

Yours sincerely

Stephen Lake
Lead inspector

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