

# Cranford Park Primary School

## Inspection report

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<b>Unique reference number</b>	135885
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	381949
<b>Inspection dates</b>	10–11 May 2012
<b>Lead inspector</b>	Gavin Jones

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	154
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Divall
<b>Headteacher</b>	David Collins
<b>Date of previous school inspection</b>	N/a
<b>School address</b>	Cranford Park Drive Yateley GU46 6LB
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<b>Fax number</b>	01252878427
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	10–11 May 2012
<b>Inspection number</b>	381949



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## Introduction

Inspection team

Gavin Jones

Additional inspector

Una Stevens

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 16 lessons, of which two were observed jointly with senior leaders. All seven teachers were seen during the observations. Meetings were held with groups of pupils, governors and staff. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection. They observed the school's work, and looked at a range of pupils' books, listened to pupils read, checked attendance figures, examined monitoring files and scrutinised the school's procedures for safeguarding. Inspectors analysed questionnaires from 46 parents and carers, 18 staff and 72 pupils.

## Information about the school

This school is smaller than the average-sized primary school, but is growing steadily. It was created by the amalgamation of two local schools in September 2010 and this is its first inspection following amalgamation. The proportion of pupils known to be eligible for free school meals is higher than average, while the proportion of pupils from ethnic minority groups is lower than average. A very small proportion speaks English as an additional language. The proportion of pupils with a statement of special educational needs or supported at school action plus is above average, but varies greatly from class to class. Most of these pupils have moderate learning difficulties. A pre-school setting uses a building within the school grounds, but this is not managed by the governing body. The school has an Eco-school award and an International School Foundation Level award. The school meets the government floor standards, which set the minimum expectations for pupils' attainment and progress.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It is not yet outstanding because there are some inconsistencies in the quality of teaching which lead to some minor differences in attainment and progress between classes. Pupils learn well in a cohesive community where pupils work and play together harmoniously. Staff, pupils and the governing body are proud of the successful start they have made as a new school and have secure plans for further improvement. 'My child has had the best possible start to his education,' said one mother.
- Pupils reach above-average levels in reading, writing and mathematics and achieve well. All groups of pupils make good progress, although rates of progress vary very slightly from class to class.
- Teachers have high expectations and good subject knowledge. Tasks are generally matched well to the needs of different abilities of learners. There are some inconsistencies in the quality of marking, in teachers' use of questions and in the way pupils' targets are set. Teaching gives good support to pupils' personal development.
- Behaviour and attitudes in lessons are good, and sometimes exemplary. Pupils say that bullying very rarely occurs, and if it does, school staff are very quick to deal with it. The very large majority of pupils say they feel safe in school. Relationships at all levels are excellent. Over time, pupils develop qualities that will support them well as they move to the next stage of education and help them to become good citizens.
- The new headteacher, ably supported by the senior leadership team, provides strong leadership and vision. A number of significant initiatives have been put in place and outcomes are already positive. Data about pupils' performance are analysed well and effective monitoring of teaching and performance management are ensuring that teaching is improving.

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

- Raise the quality of teaching to outstanding by:
  - sharing the best features of teaching seen in the school with all teachers

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- improving questioning during lessons so that teachers can assess the progress of all groups and use the information to re-shape the learning activities
- ensuring that marking in all classes gives consistent advice on how pupils can improve their work
- checking that pupils' targets for learning evolve systematically from work they have completed.

## Main report

### Achievement of pupils

Pupils enter the school with skills similar to those of other children of this age, although their writing and creative skills are low. They make good progress in the Early Years Foundation Stage, so that by the time they move into Year 1, their personal, social and communication have developed well and aspects of their understanding of number are good. Writing skills have improved and are average. Further good progress is made in Key Stage 1 and 2, so that by the end of Year 6, attainment in reading, writing and mathematics is above the national average. Minor gaps between the rates of progress made by pupils in different classes are closing rapidly and checked carefully in termly pupil progress meetings.

It is evident, not only in the school's data but also through classroom observations, that all groups, including those who are disabled or who have special educational needs, make similar good progress because teachers plan well for their needs and use additional support well. Pupils' attainment in reading is above average and results from a cohesive plan for teaching phonics (the links between sounds and letters), together with regular use of group-focused reading activities. All parents and carers who answered the questionnaire feel that their children make good progress and that their particular needs are met. Most pupils say that they learn a lot in lessons.

Pupils work well collaboratively and their learning is reinforced through the use of good first-hand examples. In a Key Stage 1 mathematics lesson, pupils made good progress in understanding the idea of an equation, as a result of good provision of resources to help pupils match the two sides of the equation. In a lower Key Stage 2 lesson, where pupils were gathering words to help them write a poem, learning was brisk because pupils listened carefully to instructions. By the end of the lesson, a majority of pupils were able to understand such terms as onomatopoeia and alliteration in their search for words.

Pupils enjoy reading and have developed the necessary skills to read accurately and with understanding. By the time pupils leave, standards of reading are above average. Pupils use their phonic skills well as a first strategy for word recognition. They put their writing skills to good use in communicating their ideas across a range of subjects, including geography and history. Standards in art and design are

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especially high, with excellent examples of painting using textured paints and portrait painting in Key Stage 1.

### **Quality of teaching**

Typically in lessons, teachers model learning and tasks effectively. Teaching is well prepared and structured, taking full account of previous assessments in preparing a variety of activities to challenge the range of abilities within the class. In a Key Stage 2 lesson, where pupils were writing the final part of a story ready to send to an author of children's books, the teacher had prepared challenging work for five different groups of pupils. The additional adults supported the activity well, so that all groups were making good progress. This was particularly the case for disabled pupils and those with special educational needs, who, as a result, make good progress in their learning. Parents, carers and pupils agree that teaching is good.

In English, the best marking clearly indicates what pupils need to do to improve their work. However, it is not consistently seen across all classes. Targets set for pupils sometimes do not arise directly enough from classwork; as a result their relevance is not always clear to pupils.

Some outstanding teaching was seen during the inspection, where teachers inspired pupils through their enthusiasm and skilled questioning. Questioning was used exceptionally well to explore the levels of progress being made by the different groups in the class. This form of questioning was not always used well in less successful lessons. Teaching in the Early Years Foundation Stage is good. Teaching captures the balance between allowing children to initiate their own activities and ensuring that basic skills, such as phonics, are taught well.

Teachers are putting into effect a curriculum which, although under development, is already presenting a much more relevant set of topics to pupils. Links between subjects are improving, and the school has appropriate plans to extend these further and to add even more first-hand experiences. Teachers pay good attention to promoting pupils' personal development, particularly in lessons based on 'Rights, respect and responsibilities'. However, occasionally opportunities are missed to capitalise on this as they arise during other lessons.

### **Behaviour and safety of pupils**

During the inspection, behaviour was never less than good and sometimes exemplary. Inspection evidence shows that this is typically the case over time. Most pupils, as noted in the pupils' questionnaires, agree that behaviour is good in lessons and around the school. In the large majority of classes, behaviour for learning is good and this contributes significantly to the progress pupils make in their learning. Pupils listen attentively, ask sensible questions, show good attitudes to their work and try hard to complete work given to them. Behaviour at play and at lunchtime is equally good. Parents and carers are similarly positive, although a small minority had concerns about behaviour concerning a single incident, dealt with by the school

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earlier this year. Pupils are typically courteous and respectful of their peers, staff and visitors. The very large majority say they feel safe in school. Pupils understand the various forms of bullying but, with very few exceptions, for example in name-calling, they report a lack of bullying of any type in the school. Attendance is average.

## **Leadership and management**

The leadership team, under the strong guidance of the headteacher, is successfully driving improvements. The new headteacher has, in a short timescale, joined the two sets of staff together as a collegiate unit, determined to work towards becoming outstanding. Staff questionnaires reflect a high degree of commitment to this. Leaders and managers at all levels, including the governing body, are contributing to improving pupils' achievement and the quality of teaching. Evidence from the school's own monitoring of teaching shows that the latter has moved from satisfactory to good overall in just over a year by regular observations, support and performance management. The governing body is well led and meets all its statutory duties in relation to safeguarding, which is thorough and well set out. Child protection procedures are of good quality and well managed. Many adults have first aid training and risk assessments are carried out carefully. Governors have taken on training themselves and are now in a good position to give more specific support and challenge the school more accurately through their regular monitoring work.

Middle leaders take on their roles with enthusiasm and contribute well through a range of monitoring activities which form the basis of an accurate action plan each year. The school, through its wide range of monitoring activities, evaluates itself accurately. Extra-curricular activities such as visits, visitors and clubs all add enrichment to the curriculum. The school's current work in curriculum development is placing more emphasis on first-hand experiences and in the links between subjects. This is clearly illustrated by work on display for the design of Eco posters. Work in Year 1 links religious education with craft skills, as pupils make clay models of animals for their Creation story. The school demonstrates that it has the capacity to improve further.

Pupils' spiritual, moral, social and cultural development is promoted well by the staff, who present very positive role models for pupils. This enables pupils whose circumstances have made them vulnerable to overcome their difficulties and make changes in their own attitudes and achieve well. The school ensures that every pupil has an equal chance to learn and rigorously tackles any discrimination. Actions taken by leaders ensure that all groups make similar good progress. One parent notes: 'My son loves school and I like the way the school makes him feel equal to his peers.'

## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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](http://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.
Floor standards	the national minimum expectation of attainment and progression measures.
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.**



14 May 2012

Dear Pupils

### **Inspection of Cranford Park Primary School, Yateley GU46 6LB**

It was lovely to talk to so many of you when we visited your new school recently. We judged that your school is a good one. Nearly all of you agree and say that you are happy to come to school. You leave the school with standards that are above those of children nationally of your age in reading, writing and mathematics. You make good progress in your work and achieve well. This is mainly because of good teaching and your own good attitudes to work.

Your views in the questionnaire show that almost all of you feel safe in school and get on well with each other. Behaviour is good and most of your parents and carers share this view. All staff are caring and take opportunities to help you to achieve well and develop as young citizens. This has all happened because of the good leadership of your headteacher and the senior team, who have well-prepared plans to make your school even better. We have asked them to do some important things to help with this improvement.

- Improve teaching so that it becomes outstanding and, as a result, further improve your attainment and progress in English and mathematics.
- Mark your work more accurately so that you know what your next steps in learning are; ask questions of all groups of learners in lessons so that teachers are very aware of any groups not making as much progress as they could.
- Ensure that your own targets for learning link closely with your current work in class.

All of you can help by keeping up your good attitudes to your work and attending regularly.

Yours sincerely

Gavin Jones  
Lead inspector

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