

# Cranford Primary School

Berkley Avenue, Cranford, Hounslow, TW4 6LB

## Inspection dates

5–6 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Cranford Primary is improving rapidly. Since the opening of this new school, leaders, governors and staff have worked together with determination to make sure the quality of teaching is good and pupils' achievement is good.
- Pupils achieve well. From starting points that are below those expected for their age, pupils make good progress. Attainment at the end of Year 6 is broadly average and rising.
- Pupils enjoy their learning because teachers plan interesting activities and expect them to complete tasks quickly so that no time is wasted. Teaching is good; there are examples of high-quality practice.
- Pupils behave well. They are courteous and polite. Pupils have a good understanding of how to keep themselves safe. Older pupils enthusiastically take on responsibility to help the younger ones.
- Senior leaders and governors have high expectations of the quality of teaching and learning. They set ambitious targets for development. Leaders provide coaching and training for staff to help sustain improvements.
- Strong leadership has made sure leaders, staff and governors are united as a team and focused sharply on improving the school further.

### It is not yet an outstanding school because

- Daily English and mathematics sessions develop pupils' basic skills well. However, opportunities for reading, writing and mathematics in other lessons are not systematically established to raise attainment further.
- The part additional adults play in lessons is not always focused sharply on supporting pupils' learning, particularly during whole class teaching.
- The proportion of pupils who are persistently absent from school, and therefore miss valuable learning, is higher than the national average.

## Information about this inspection

- Inspectors observed teaching and learning in all classes and undertook some joint observations with senior leaders. They visited 42 lessons.
- Inspectors held discussions with groups of pupils, staff, members of the governing body and with a representative of the local authority.
- Inspectors listened to groups of pupils reading. They looked at work in pupils' books and the school's data showing pupils' progress.
- The school website, development plans and records relating to safeguarding pupils were also seen.
- The inspection took account of 60 responses to the on-line survey (Parent View), and 34 responses to the staff questionnaire.

## Inspection team

Madeleine Gerard, Lead inspector	Additional Inspector
Sandra Teacher	Additional Inspector
Christopher Crouch	Additional Inspector
Olson Davis	Additional Inspector

## Full report

### Information about this school

- Cranford Primary School is a much larger than average sized primary school.
- Children in the Early Years Foundation Stage are taught in two part time Nursery classes and three Reception classes.
- More pupils than the national average speak English as an additional language. Few of these are at an early stage of learning English and most of those who are at an early stage of learning English are in the Early Years Foundation Stage.
- The proportion of pupils from minority ethnic backgrounds is above average. Pupils from Indian and Pakistani backgrounds are the largest groups.
- The proportion of pupils who are supported through school action is slightly above the national average. A slightly below average proportion is supported at school action plus or with a statement of special educational needs. Most of these pupils have behaviour, emotional and social difficulties or speech, language and communication needs.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils who are looked after by the local authority, known to be eligible for free school meals and the children of service families) is above the national average. There are currently no children of service families at the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school opened in September 2011, following the merger of Cranford Infant and Junior Schools. The school occupies the site previously occupied by the two schools.
- The headteacher of the school was previously the headteacher of the infant school.
- The school organises and manages breakfast and after-school clubs.
- The children's centre that shares the school site was not included in this inspection.

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

- Ensure pupils make even swifter gains in literacy and numeracy by:
  - enabling them to practise their reading, writing and mathematics regularly across a range of subjects
  - involving additional adults consistently in supporting pupils' learning in lessons, particularly during whole class teaching.
- Reduce the proportion of pupils who are frequently absent from school by making sure parents are clear about the importance of attending school very regularly.

## Inspection judgements

### The achievement of pupils is good

- Children join the Early Years Foundation Stage with levels of skills that are generally below those expected for their age. Children settle quickly and are happy because staff plan interesting activities for children in the inside and outdoor areas.
- One example of these activities in the Early Years Foundation Stage was during a themed day focused on developing mathematics, children enjoyed working with adults to develop counting skills. Higher attaining children were challenged to count chickpeas in a pot to practise numbers above 20. Other children carefully counted objects on the interactive whiteboard and wrote the numbers for themselves on mini whiteboards. Outside, another group of children invented their own methods to record numbers using marks to make a tally.
- Pupils learn well as they progress through the school. Attainment at the end of Year 6 is broadly average because pupils have made swift progress from their starting points when the school opened, particularly in Key Stage 1 and in Years 5 and 6. The regular checks the school makes on how well pupils achieve show rising proportions are on track to reach higher levels in English and mathematics by the end of Key Stage 2.
- Regular sessions on letters and the sounds they make (phonics) for children in Nursery and Reception classes and for pupils in Key Stage 1 help them to make good progress in reading and spelling. Daily reading sessions for pupils in Years 1 to 6 help them to develop their reading skills well. Carefully selected books for pupils to read together in class are popular. They successfully capture pupils' interest and promote their enjoyment of reading.
- Disabled pupils and those who have special educational needs make good progress because they receive carefully planned extra help. This additional support and guidance from well-trained staff help them develop their basic literacy and numeracy skills, and promote their social and emotional development.
- All pupils, including those from minority ethnic groups and those who speak English as an additional language, make similar good progress. This shows the school successfully promotes equality and tackles discrimination.
- The pupil premium is used effectively to raise achievement for all those pupils known to be eligible. Funding is used to provide additional sessions in literacy and numeracy to boost the achievement of these pupils. As a result, they make good progress from their starting points. Although the average point scores of pupils known to be eligible for free school meals are below those of all pupils nationally in both English and mathematics at the end of Key Stage 2, the school's current information about pupils' progress shows the gap is closing well.

### The quality of teaching is good

- Good teaching was observed to be typically brisk. Teachers have high expectations of what the pupils can achieve. They plan interesting work for pupils to do, set short time limits for them to complete tasks and challenge them to improve their work further. Together with teachers' positive responses to their efforts, this helps to motivate pupils to work hard and do well.
- Good relationships, and pupils' personal and social skills, are fostered well because teachers make sure pupils often work together in pairs to discuss their ideas and clarify their understanding.
- Rigorous checks are made on the progress pupils make and the information is used carefully to set work that is at the right level of difficulty for pupils' abilities, particularly in English and mathematics lessons. Staff in the Early Years Foundation Stage consistently support children's learning through questioning and discussion, to help all children, including those learning English as an additional language, to develop their speaking, listening and literacy skills well.
- Teachers and bilingual staff in Years 1 to 6 make sure that all pupils speaking English as an additional language increase their proficiency in spoken English, and succeed in other subjects.

- Helpful guidance and additional sessions from specialist teachers and therapists help disabled pupils and those with special educational needs to develop literacy, numeracy, and speaking and listening skills.
- Sometimes, additional adults are not clearly deployed, particularly during whole class teaching. As a result, their contribution to pupils' learning is uneven because they are not always fully involved in supporting pupils to make faster progress in lessons.
- When teachers mark pupils' work, they make it clear how to improve. Pupils know their individual targets and are keen to record they have met these in order to move up to the next level in their work. Pupils often take responsibility for responding to teachers' comments and feedback to improve further.

### **The behaviour and safety of pupils are good**

- Pupils from a wide variety of different backgrounds get on well together because the school places a strong emphasis on developing pupils' spiritual, moral, social and cultural development and fosters good relations. As a result, pupils respect one another and are caring. Pupils are polite and courteous so that the atmosphere around the school is calm and welcoming.
- Pupils' attitudes to learning are positive. Their behaviour is typically good, although sometimes a few pupils need reminders about the behaviour that is expected in lessons.
- Year 6 sports leaders are confident and capable when taking responsibility for organising games for the younger ones at lunchtime.
- Pupils are sure that incidents of bullying are rare. They say, for example, that on occasion pupils are not included in games by others, or a very few older pupils do not readily share sporting equipment at break times. They confirm that staff deal with this effectively. Anti-bullying events, guidance about safe practices when using computers, and bicycle and road safety training help pupils develop an awareness of unsafe situations and how to keep themselves safe from harm.
- More pupils than nationally miss important learning because they are persistently absent from school.
- The breakfast and after-school provision ensures that those pupils who attend enjoy a positive start and end to the school day.

### **The leadership and management are good**

- The headteacher has been determined to bring about lasting improvements since the opening of the new school. Leaders and governors have worked closely together with staff to establish a shared understanding of the pace, challenge and expectations needed to secure consistently good teaching and raise pupils' academic achievement. Their success in bringing about the school's good effectiveness reflects the school's capacity for further improvement.
- Senior leaders check the quality of teaching and other aspects of the school's work very thoroughly. They have an accurate view of the school's strengths and areas requiring improvement. Regular professional development for staff has helped the school's leaders and governors unite the school with a common sense of purpose.
- The performance of staff is managed carefully. There is a clear link made between performance and salary progression, and pupils' progress and the quality of teaching.
- Leaders and governors have dealt efficiently with staffing issues. Through wanting staff to give of their best, setting clear targets for development, and providing additional training and coaching, leaders have successfully tackled weaker teaching.
- Leaders have worked hard with staff to improve the way English and mathematics are taught so that pupils build upon their skills as they progress through the years. Daily reading and a consistent approach to teaching phonics help pupils develop their reading skills quickly. Pupils write regularly in English lessons in a variety of different styles and older pupils confidently

identify the features of high quality writing. As a result of enhancements to approaches to explaining and practising calculation methods, mathematics skills are taught consistently well through the school.

- The curriculum in other subjects is not as carefully planned to give pupils additional opportunities to practise reading, writing and mathematics and help them make even faster progress and raise achievement further.
  - A good variety of visitors to the school support learning well because they complement classwork projects. The wide range of extra-curricular clubs, including guitar, fencing, football and ballet, successfully promote pupils' social skills and their wider interests.
  - Activities to support pupils' spiritual, moral, social and cultural development are well organised to make sure these aspects are promoted well. Charity fundraising, learning about festivals from a wide variety of faiths and cultures, opportunities to reflect on a thought-provoking quotation each day help pupils to develop reflective, caring and tolerant attitudes.
  - The local authority has worked closely with the new school. It has provided appropriate advice, guidance and support and made regular checks on the quality of the school's work to secure good teaching and pupils' good achievement.
  - **The governance of the school:**
    - The governing body works closely with the school's leaders with a shared determination to drive improvements and promote ambition. Governors make sure they receive the professional training they need to become even more effective. They meet regularly to measure the school's progress against set targets for development. They review the quality of teaching by monitoring lessons and checking the information that the school gathers about pupils' progress, and identify further priorities. They know how well the school is performing compared with other, similar, schools and are confident in challenging the school to improve further. Governors are clear about their role in performance management and take appropriate steps to ensure teaching quality and pupils' achievement are reflected in promotion and salary progression of staff. They know how the school uses the additional funding to support pupils known to be eligible for free school meals. Through checking the information the school gathers on the progress these pupils make, governors evaluate the impact of this additional funding on closing the gaps in attainment between these pupils and all pupils nationally. Statutory duties are met including those relating to safeguarding pupils. The school site is secure and well maintained. Governors are making sure that the learning environment across the whole school is of a consistently high standard.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	136809
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	400286

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	708
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Judy Matthews
<b>Headteacher</b>	Meena Walia
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	020 8759 0305
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