

Cranleigh Church of England Primary School

Parsonage Road, Cranleigh, Surrey, Surrey, GU6 7AN

Inspection dates

6–7 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement overtime has not been good enough in mathematics and English.
- The rates of progress for pupils in mathematics in particular have been too slow over time and pupils have not attained as well as they should have.
- Teachers do not provide pupils with clear enough targets that are matched to their abilities.
- As a result, pupils do not always know what they are expected to achieve and how they can make their work better.
- The absence of clear targets for pupils also means that teachers do not have sufficient information on pupils' progress to plan follow-up activities that fully meet needs.
- Over time, senior school leaders have not been fully effective in improving teaching and learning and in raising achievement.
- Over time, middle leaders have not been able to effectively monitor the progress pupils have made and thereby improve their outcomes, especially in Key Stage 2.
- The good practice that is found in some classes is not sufficiently spread and shared through the school.

The school has the following strengths

- The current leadership team has eradicated some weak and ineffective teaching. As a result, pupils' outcomes in mathematics are improving, especially for more able pupils.
- The headteacher and her deputy have worked to develop a clear vision and ambitious aims which are shared by all staff.
- The governing body is increasingly effective in challenging the school to improve teaching and pupils' achievement.
- The school leaders have used the support from the local authority very effectively to develop and improve the quality of the middle leadership in the school.
- The school works hard to make sure it is inclusive, caring and that it supports the social, moral, spiritual and cultural development of its pupils.
- Pupils behave well and feel well looked after and safe at school.

Information about this inspection

- The inspectors observed 20 lessons and attended both the upper and lower school assemblies. The school’s Remembrance Day was also observed.
- Meetings were held with groups of pupils, the current Chair and Vice Chair of the Governing Body and senior and middle leaders. The inspectors also held a meeting with a representative from the local authority.
- The inspectors listened to pupils read and scrutinised samples of pupils’ workbooks.
- A wide range of documents were examined, including the school’s information on pupils’ recent progress, as well as planning and documentation about checks on teaching, and records relating to behaviour, attendance and safeguarding arrangements.
- The inspectors also took account of the 58 responses to the online questionnaire (Parent View), one letter from a carer and the views of staff through the 34 staff questionnaires.

Inspection team

David Hogg, Lead inspector	Additional Inspector
Teresa Kiely	Additional Inspector
Sandra Teacher	Additional Inspector

Full report

Information about this school

- Cranleigh is a larger than average primary school that is growing in size with an increasing number of pupils attending.
- The proportion of pupils from ethnic backgrounds other than White British is below average, with very few speaking English as an additional language. A very small minority of children attending the school are of Roma/Gypsy heritage.
- The proportion of pupils who are supported by school action plus or have a statement of special educational needs is above the national average, but the proportion of pupils supported at school action is below average.
- The proportion of pupils known to be eligible for extra funding provided for looked after children, pupils eligible for free school meals and children of service families (pupil premium) is below the national average. There is one pupil who is from a service family.
- The school has a speech, language and communication needs centre located in the school which supports up to 10 pupils in Key Stage 1 and the Early Years Foundation Stage.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since September 2013 the school has been led by an acting headteacher working alongside an acting deputy headteacher. Both have held senior roles previously.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by:
 - providing the pupils with learning targets that are linked closely to the tasks they are currently working on and that tell the pupils clearly what their next steps are and what they are expected to achieve
 - ensuring that work challenges pupils sufficiently by always building on their previous learning and progress
 - spreading the good practice already in school that allows more able pupils and those who feel confident on activities to move on to independent activities more quickly.
- Improve leadership and management by:
 - ensuring that improvements in teaching and achievement are sustained and that remaining weaknesses are addressed promptly
 - increasing the rigour in moderation of pupils' work within school by middle leaders so that teachers are clearly aware of the progress pupils are making and the next steps to move them forwards, especially in Key Stage 2.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement in both English and mathematics has not been good over time. Attainment in mathematics has consistently been below that of English, as has the amount of progress that the pupils have made.
- Children enter the Reception class with skills in line or a little below those expected for their age. Through good teaching, pupils make at least good progress and some better, so that they are well prepared for Year 1 and their next stage in learning.
- Although pupils go on to make good progress in Key Stage 1, this has not been maintained through Key Stage 2.
- The achievement of pupils with disabilities or special educational needs is in line with other pupils, and they make similar progress. The achievement of pupils from Roma/Gypsy backgrounds is significantly above that of others nationally. Other groups in the school make similar progress to their peers.
- The school effectively supports a small number of pupils who have more complex special educational needs from the Early Years Foundation Stage and in Key Stage 1 in the specialist speech, language and communication needs centre. Through personalised teaching and support, these pupils are successfully integrated into classes and make similar progress to their peers.
- In 2012, pupils eligible for the pupil premium attained in line with their peers in English at the end of Year 6 and were one term ahead of their peers in mathematics. In 2013, eligible pupils were four terms behind their peers in English at the end of Year 6 and six terms behind in mathematics. This cohort of pupils had significantly lower starting points than those in 2012. The very great majority of eligible pupils in the current Year 6 are those eligible for free school meals; these pupils are making faster progress than their peers and rapidly closing the gap in attainment in both mathematics and English.
- School data show that rates of progress for all groups of pupils, in both mathematics and English, are improving across all year groups.

The quality of teaching

requires improvement

- Teaching over time has not secured good outcomes for pupils and has not enabled pupils to make good progress, especially in mathematics.
- The school has recognised that the quality of teaching has not been effective enough and has taken steps to eradicate weak teaching through support and performance management. Observations of lessons by the senior teachers and by the local authority show improvements in the quality of teaching and learning and this is now beginning to have an impact on the progress pupils make.
- In lessons, teachers identify to the pupils what they have to do. This is organised in such a way that pupils know what they are working on and activities are generally not too easy or too hard for the different groups of learners. However, pupils are not given targets for specific pieces of work so that they know clearly enough what they are working towards. As a result, they cannot monitor their own progress and improve their work as they go along.
- The absence of targets limits the effectiveness of lesson planning in providing challenging activities that build on previous learning. Consequently, activities do not consistently fully meet individual needs.
- In the best lessons more able pupils are able to get on with appropriately challenging work quickly, allowing the teacher to concentrate on developing the understanding of the other pupils. Such good practice was effective in some lessons in enabling pupils to work independently and take responsibility for their own learning. This was not consistent across the school and the pace of learning was slower in other lessons.

- The school has recognised the need to improve the quality of teaching in mathematics, especially for the more able pupils. Consequently, it has employed specialist staff to provide sharply focused teaching targeted at the more able. As a result, the number of pupils gaining the higher levels in mathematics in the most recent national assessments in Year 6 was significantly above what is expected nationally and the school had its first successes at Level 6, the highest grade.
- Teachers make use of opportunities to develop the skills of pupils across different subjects. For example, in Year 6, the Second World War was used as a theme to teach literacy skills as well as developing the pupils' understanding of history.
- Pupils' work is marked thoroughly and, in the best examples, teachers provide clear feedback on how pupils can improve their work further. Pupils do not always respond to the guidance and make the changes identified by their teacher so errors can be repeated. The school is aware of this and is working to develop pupils' responses to the marking further, although the absence of appropriate individual targets is clearly a barrier to their full understanding of how they need to improve.

The behaviour and safety of pupils are good

- Behaviour is good, and this view is endorsed by parents, carers, and staff.
- The pupils say they feel very safe and well looked after at school. Bullying and unkindness are rare and dealt with effectively by the school. One pupil commented that it 'might be there but we don't know about it'.
- The school makes good use of netbooks, with older pupils being able to take the mini laptops home. Pupils are made aware of the safe use of the internet. Parents feel their children are very safe at school.
- In the better lessons pupils get on with their work well and demonstrate good skills in discussion and independent working. When teaching is less strong, pupils can be slow to start and not actively involved with their learning.
- Pupils work well together and are friendly to each other at playtime. The school is proud of its religious ethos and the positive feedback from outside groups that support the school. Assemblies give pupils opportunities to present to a wider audience issues and themes that are relevant; for example, one of the Years 5 and 6 classes led the Remembrance Day assembly which was attended by parents.
- Attendance is broadly average. The school works hard to support families who have difficulty in ensuring their child attends regularly. The school liaises with the Traveller Education Service to try to maintain some continuity in the learning of pupils who may be on the road. The school uses information technology well to support pupils when they are not in school.
- The school has a wide range of clubs covering creative and sporting activities. The school has Healthy School status, and although there is a wide range of activity clubs, including boogie pump, French skipping and basketball, the pupils are keen for more sports clubs and for there to be opportunities to learn musical instruments.

The leadership and management require improvement

- Leadership and management, at all levels, have not ensured that pupils' achievement is consistently good in all subject areas. The current senior leaders have taken steps to address issues in the quality of teaching and learning and have responded to the development points raised by the previous inspection. As a result, improvements have been seen in mathematics achievement, although achievement in both English and mathematics is not yet good. The capacity for further improvement is clear.
- Systems to review and monitor the quality of teaching and learning are now robust and, through performance management, staff targets are linked to ensuring improvements in pupil

achievement. The salary progression and staff promotion are linked tightly to the outcomes for pupils. Nevertheless, the rate of improvement in the quality of teaching and learning and in pupils' achievement has not been fast enough.

- The middle leaders who are new to the school have received training to develop their skills in monitoring the quality of teaching and the progress pupils are making. This training has been too recent for it to impact on pupils' achievement.
- The support from the local authority has been effective in supporting the senior leadership team develop the middle leaders and to start to raise the quality of teaching.
- The curriculum is developing and provides broad and balanced learning opportunities. The school takes a creative approach to learning, teaching topics across different subjects. The school raises pupils' awareness of other cultures to develop acceptance and understanding between groups. This has led to excellent integration between the communities within school and promoted equality of opportunity and good relationships. It has also contributed to the good development of social, moral, spiritual and cultural awareness of the pupils and has challenged intolerance.
- Appropriate plans are in place to use allocated primary sports funding to increase opportunities for pupils to take part in sporting activities against other schools and to improve the quality of teaching of activities such as gymnastics in school. The programme as a whole, once in place, will be reviewed by school leaders and governors to assess its impact, alongside a renewed effort to improve the awareness of healthier eating.
- Child protection and safeguarding arrangements are in place and the welfare of all of the pupils in the school is monitored carefully and ensures pupils are very safe in school.
- **The governance of the school:**
 - The governing body is active and involved, and has a good understanding of the strengths of the school and the areas that need improvement. Governors use reviews from the local authority, as well as visiting classrooms on subject drop ins, to get a view of the quality of teaching. They are aware through the overview of performance management that the quality of teaching has not been good enough, but that it is improving. The school provides reviews of pupil data to the governors and this supports their own accurate analysis of how well the pupils are doing. There is an increasing awareness of the performance of some groups of pupils, especially that of pupils in receipt of pupil premium funding. By the use of this information the governors are providing increasingly greater challenge to the school and holding the leadership team to better account for the progress pupils make. The governors review policies and funding initiatives carefully. They have identified points in the school year to review the expenditure of primary sports funding. They access training from the local authority to supplement their skills. The governing body is made up from a wide professional background and this enables the sharp review of the school budget and ensures the school is in a good financial position. Safeguarding arrangements are in place and reviewed as required.

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

Unique reference number	135566
Local authority	Surrey
Inspection number	428896

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	315
Appropriate authority	The governing body
Chair	Jean Scott
Headteacher	Sarah Albery
Date of previous school inspection	20–21 March 2013
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