

Cranbourne Primary School

Level Road, Windsor, Bracknell Forest, SL4 2EU

Inspection dates 5–6 March 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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 good school.

- Achievement has improved and standards are now above average. From starting points in the Reception class which are similar to those expected for their age, pupils now make good progress.
- The headteacher has a clear vision for school improvement and has been successful in improving the quality of teaching since the last inspection.
- The deputy headteacher has been a valuable addition to the staff and has worked alongside teachers to make a dramatic improvement to the teaching of early reading skills.
- Disabled pupils and those who have special educational needs receive good support so that they achieve well.
- Teaching is very effective. Teachers use the information they have about the pupils to plan work which challenges pupils well. The marking of pupils' work is clear so that pupils can see what they need to do next.
- Teachers manage their classes well and very good use is made of additional adults to help all pupils do their best work.
- The school's very caring atmosphere promotes pupils' spiritual, moral, social and cultural development. The school is a happy and calm community. Behaviour is good and this is greatly valued by the pupils and their parents. Pupils say that they feel safe in school.
- The members of the governing body know a lot about the school because they regularly visit and talk to teachers, parents and pupils. They check the school's information and ask challenging questions.
- The governing body and the school's senior leaders and managers have ensured that good teaching and achievement have been sustained over time and have a clear understanding of how the school can improve further.

It is not yet an outstanding school because

- Middle leaders, though improving, do not yet have a thorough enough understanding of school data and the quality of teaching and need to take greater responsibility for the achievements of pupils.

Information about this inspection

- Inspectors visited 22 lessons or parts of lessons. Six of these were jointly observed with the headteacher.
- Inspectors heard pupils read and looked at samples of pupils' work.
- Inspectors examined the 44 responses to the online Parent View survey. They also took into account the outcomes of 21 staff responses from a staff survey.
- A discussion was held with a member of the local authority's advisory staff.
- One formal discussion was held with a group of pupils.
- Inspectors examined records of pupils' progress and other school documentation, including safeguarding information.
- The lead inspector held a discussion with six members of the governing body.
- Inspectors held discussions with parents of pupils at the school and with members of the school staff.

Inspection team

Tim McLoughlin, Lead inspector

Additional Inspector

Kusum Trikha

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school with one form of entry in all year groups. There are a similar numbers of boys and girls in the school. The school has undergone a number of changes of teaching staff since it was last inspected.
- Most pupils come from White British backgrounds.
- A small number of pupils speak English as an additional language though with very few at an early stage of English fluency.
- Only a very small number of pupils are supported by the pupil premium funding, extra money given to pupils known to be eligible for free school meals and other groups.
- The proportion of disabled pupils and those with special educational needs supported at school action is lower than average. The proportion supported at school action plus or with a statement of special educational needs is also lower than average. The proportion of pupils joining or leaving the school at times other than the usual start of the year is average.
- The school meets the government's floor standards, which set the minimum expectations for attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Develop the role of middle leaders at the school so that:
 - they hold a secure and detailed view of teachers' performance which is related closely to pupils' achievement
 - they model excellence and the highest expectations in teaching so that all pupils achieve exceedingly well
 - they drive future school improvement planning through a thorough and sharp analysis of school data.

Inspection judgements

The achievement of pupils is good

- Across the school, pupils typically make good progress, so that by the end of Year 6, standards in English and mathematics are above average. More pupils than average now reach the higher levels in English and mathematics. Attainment at the school is rising in all subjects and school data predicts that this progress will continue.
- When children join the school in the Reception class their skills and knowledge vary but overall they are similar to those expected for their age. The activities provided and support from the adults around them mean they make a good start to their learning and they enter Year 1 able to read, write and have a grasp of number so they are able to access the more formal work in Key Stage 1.
- Children make a very good start with their reading skills due to the very good teaching of the sounds that letters make in the Early Years Foundation Stage. This creates a solid foundation for further learning. Pupils enjoy reading and read widely and often. The school's own data show that this planned approach is quickly paying dividends with pupils in the Reception class and in Years 1 and 2.
- The school's new deputy headteacher has been quick to take action in improving the teaching of reading at the school and good use is made of the skills of teachers and teaching assistants to focus closely on the youngest children and pupils in Key Stage 2 who may have fallen behind so that they make good progress. This is noticed and appreciated by the school's parents.
- Disabled pupils and those who have special educational needs make good progress as a result of the targeted support they receive. Those who need the most help make excellent progress. Pupils who join the school speaking English as an additional language make very rapid progress because of the language-rich environment and effective modelling of English offered to them by teachers and fellow pupils.
- The pupil premium funding the school receives for those pupils who may be at risk of underachieving is used to provide these pupils with extra support with their learning through small group work and individual tuition. It is also used to fund access to clubs and residential activities. The numbers of pupils concerned are too small to compare their performance in national tests with others. Last year this group made the same amount of progress as the rest of the school with no discernable gap. This year these pupils are doing even better so that in mathematics, for example, they are now making a year's progress in the space of six months.

The quality of teaching is good

- Teaching has improved markedly since the previous inspection and is now consistently good, with some emerging examples of outstanding practice. This is because the headteacher has focused relentlessly on this area of school life and kept the pupils' interests at the very heart of school improvement.
- Lessons are well planned to be stimulating and work is set at the right level. The most able pupils are given work which challenges them and supports their good progress. Teachers are careful to check on pupils' understanding during lessons and to adapt their planning when necessary. Reading is well taught throughout the school and this is being helped by the addition of a well-stocked and newly created library.
- Teaching in mathematics and English is very strong because teachers make the lessons challenging and interesting for pupils. For example, in an English lesson in Year 6, pupils were gaining confidence to write longer pieces of non-fiction text using very moving images of wartime photography as the stimulus for work. Here, one child wrote, 'I thought we were going to die...we were clinging to one another for dear life'. The lesson was brought alive for the pupils with the use of props and sirens sounding in the classroom as bombs fell all around.
- Marking is done well by all the teachers and pupils find it helpful as it gives them immediate

feedback as to how well they have done in their work and what they need to do to make it even better. It has been helpful to have a very consistent approach to this as pupils find it easy to understand.

- In the Early Years Foundation Stage children get off to a good start in learning sounds that letters make. As a result of good teaching and support they enjoy learning to read, and also to work with numbers with great confidence. For example, they are able to use numbers to 20 in simple sums such as working out the halves and doubles as part of a game about spots on a ladybird's back.
- Parents now have greater confidence in the school since the last inspection and play an important partnership role with the school that ensures pupils make a good start to their school life.
- Teachers manage their classes very well so that time is used well so that pupils get working as soon as possible and no time is wasted. Teachers make good use of various approaches to show the pupils how to do their best work such as telling them how they will spot their successes when the work is marked.
- Pupils who need extra help are taught well through an effective mix of individual and class support. Adults who work closely with these pupils make an important contribution to their good learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Pupils care for and are very respectful of one another. This mutual respect is a very obvious feature of the school and stems from all staff. This helps to provide the pupils with a model of very good behaviour. As a result, they are friendly, hold doors open for one another and are extremely polite. In turn, this has a positive impact on their learning and is helping them to achieve better in lessons.
- Attitudes to school are very positive, demonstrated by the pupils' good behaviour in lessons where they are quick to settle, their contribution to assemblies and in the sensible way the pupils conduct themselves around the school. Pupils say that behaviour is typically like this and set high standards for one another. Pupils are proud of their school and say that the teachers are kind and help them do the best they can in their work. In one lesson they openly described the headteacher as being like Miss Honey from the book *Matilda* by Roald Dahl; a paragon of virtue.
- The school's work to keep pupils safe and secure is good.
- Instances of bullying are very rare. The school promotes positive relationships with an understanding of tolerance and appreciation of individuality. Adults frequently show the pupils the best way to resolve differences of opinion in calm ways. There is no evidence of any discrimination.
- Pupils feel safe in the school, and say that there is very little bullying. Pupils are aware of different types of bullying, including bullying that takes place over the internet. The school keeps careful records of the very few cases of bullying and suitable steps are taken to deal with these problems.
- Children in the Early Years Foundation Stage play and work well, showing high levels of maturity and cooperation for their age. They are keen to take on helpful jobs and to help their friends when they are in difficulty. This caring attitude is beautifully exemplified by the school's own motto of 'Where learning and friendships grow' which described the everyday experience of pupils at Cranbourne well.
- Attendance is above average, though it shows recent signs of rapid improvement due to the school's new policy on dealing with unauthorised absence. Pupils' punctuality has also improved as a result of the 'kiss and drop' introduced by the headteacher to help the school day start in a more controlled way and alleviate traffic congestion in the adjacent roads.

The leadership and management are good

- All staff and governors are strongly committed to the headteacher's vision for making the school the best one around. The school has been successful in ensuring standards and progress rise continually through its focused work on improving the quality of teaching. It has an accurate view of its effectiveness and now has a strong capacity to improve further due to the improvements made since the last inspection.
- The headteacher manages teachers' performance well and she is able to ensure a clear match between the quality of teaching and pay. Teachers have challenging targets linked to the Teachers' Standards, and pupils' achievement is monitored thoroughly, with a strong determination to further enhance quality and without a whiff of complacency.
- This detailed knowledge, however, is not found consistently in the school's middle leadership tier. Many of these staff are new in post and they need to develop a clearer link between the high quality of teaching with the data on pupils' achievement. They also need more opportunities to model excellence and high expectations for other staff.
- The school offers a wide variety of subjects, which pupils really enjoy. Throughout the school there are examples of high quality work, for example in religious education, geography and the expressive arts. These are publically displayed throughout the school and celebrate the pupils' high standard of work in these areas as well as in English and mathematics. The school is starting to make good use of additional funds to promote physical education and sport through additional resources which help the school to perform well in regional competitions such as in gymnastics. This supports the development of pupils' health and well-being. This also develops the esteem of both staff and pupils as the school's performance in sport improves.
- The good progress evident for all pupils, whatever their needs, shows that the school is very effective in promoting equality of opportunity.
- The school promotes pupils' positive behaviour and understanding of the world in which they live through a broad range of experiences across different areas of the curriculum such as a recent Indian dance workshop held at the school. These contribute particularly well to pupils' social, moral, cultural and spiritual development.
- All statutory procedures for the safeguarding of children and the vetting of staff are fully in place and reviewed regularly.
- The local authority provides a good level of support for this school. This has included regular visits, meeting frequently with the headteacher and Chair of the Governing Body and undertaking a full review of school teaching quality in the previous year. The local authority has a very good understanding of the school.

■ The governance of the school:

The governing body fulfils all its statutory duties effectively and ensures that arrangements for safeguarding pupils are robust. The budget is now well managed and a historic deficit budget situation has been corrected. Governors are very prudent about how the finite resources available to the school are managed and how these affect pupils' progress. They have a good knowledge of strengths and areas for development, and know through their understanding of data how well the school is performing in relation to others nationally. Because of this, they offer a good level of support and challenge to the headteacher. They have worked very effectively to manage teachers' performance robustly and have a very good understanding of what the school is doing to reward good teaching and address any underperformance. They have high aspirations for the future of the school and are now in a strong position to ensure the school continues to improve.

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	100935
Local authority	Bracknell Forest
Inspection number	431006

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Graham Wedgbury
Headteacher	Ruth Huckle
Date of previous school inspection	21 March 2012
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