

Cranham Church of England Primary School

Cranham, Gloucester, Gloucestershire, GL4 8HS

Inspection dates 5–6 March 2015

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

Summary of key findings for parents and pupils

This is a good school.

- The headteacher has led considerable change in the school so that all staff and governors are now focused on enabling pupils to achieve their best.
- Pupils achieve well throughout the school in reading, writing and mathematics.
- When pupils leave the school in Year 6, they reach standards that are above those found nationally.
- Teaching is good. Teachers create strong relationships in the classroom so that pupils are keen to learn and make good progress.
- Pupils are well mannered and very polite. They are proud of their school and enjoy talking about all the activities. They play well together and look after each other.
- Pupils feel very safe. They understand how to keep themselves safe and know what to do if they have a worry or concern.
- Children make good progress through the Reception class and, as a result, are well equipped to enter Key Stage 1.
- Governors fully understand their responsibilities. They have a range of ways of understanding the work of the school and effectively challenge school leaders to improve the quality of teaching and pupils' progress.
- All staff work together well to ensure the pupils have a range of experiences as they study a range of subjects. This helps pupils understand the world they are part of and to be well prepared for their next steps in education.

It is not yet an outstanding school because

- Pupils do not always benefit from teachers' written and verbal comments about how to improve their work.
- Pupils do not always understand how to improve their own or others' work.
- Pupils are not always able to explain their answers and so develop reasoning skills.
- Sometimes pupils' learning slows when teaching does not always fully help them understand their work.

Information about this inspection

- The inspector observed 10 lessons and part lessons. She was accompanied by the headteacher in four of the observations.
- Meetings were held with staff, members of the governing body and a representative of the local authority.
- The inspector heard pupils from Years 1 and 2 and Key Stage 2 read.
- The inspector looked at a range of school documentation, including the school's development plans and monitoring files and the headteacher's leadership files. She also looked at safeguarding documentation and minutes of the governing body meetings. The school's records of pupils' progress and children's learning diaries were evaluated.
- The inspector considered the 10 staff questionnaires that were returned.
- The 29 responses to the online parent questionnaire Parent View were considered. The inspector held informal discussions with parents who were present at different times of the day.

Inspection team

Jenny Batelen, Lead inspector

Additional inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- Children attend the early years provision full time.
- The vast majority of pupils are of White British heritage. No pupils are at an early stage of learning English.
- The proportion of pupils in receipt of extra support provided by additional government funding, known as the pupil premium (those pupils known to be eligible for free school meals or in care), is very low. There were very few eligible pupils in Year 6 in 2014 and none in the current Year 6.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school meets the government floor standards, which set the minimum expectations for pupils' attainment and progress by the end of year 6.
- In September 2013, the school was re-organised into two classes – Reception, Year 1 and 2 and Years 3, 4, 5 and 6.
- Since the previous inspection, there have been several new members of the governing body. The headteacher took up her post in April 2014.

What does the school need to do to improve further?

- Ensure teaching helps pupils understand their work more fully to ensure they make even faster progress.
- Improve pupils' achievement to further by:
 - making sure pupils act upon teachers' verbal and written comments about how to improve their work
 - helping pupils understanding how to improve their own or others' work
 - helping pupils explain their answers in different ways so that they further develop their thinking.

Inspection judgements

The leadership and management are good

- The headteacher, fully supported by all staff, has passionately brought about improvements to the school. As a result, good teaching, pupils' achievement and behaviour is flourishing.
- All staff in this small school provide leadership in a range of areas. They work with other schools locally and further afield to share good practice and give pupils opportunities to work with much larger groups of pupils.
- Plans for improvement are effective and detailed. Leaders and managers carefully check when success has been achieved. An example of the impact of improvement plans was seen in the increased range of pupils' writing for different purposes and across all subjects. Pupils were pleased to show the inspector their high-quality writing on display.
- Close analysis of individual pupils' progress is helping leaders to identify specific improvements needed and clearly identify steps to improve. They are regularly monitored. This has resulted in some rapid improvements in progress in reading, writing and mathematics. This demonstrates the school's capacity to make further improvements.
- The headteacher has established a system of checks on teaching that support teachers to make improvements to their practice. Targets are set that relate to the national Teachers' Standards and to pupils' achievement. Teachers understand that there is no automatic progression up the pay scale. Other staff appreciate the fact that their work is valued and they are helped to improve their skills.
- Pupils told the inspector how much they enjoyed studying a range of subjects linked together in one theme. Planning caters for mixed-age classes well. These studies are enriched by visits and visitors. English and mathematics skills are developed well across different subjects.
- The teaching of physical education has been improved through the use of additional sports funding to buy in skilled coaches to work alongside staff. More time is allocated to the subject, which pupils appreciate. Leaders have identified where the school can be successful in competitive sport and, with the help of a skilled volunteer, this has resulted in local success in cross-country running.
- Pupils' spiritual, moral, social and cultural development is strong. Pupils fully understand the school values, which include those of tolerance, perseverance and respect. They know about other faiths and cultures and appreciate the opportunities to understand directly through visits to places of worship. Pupils take on roles of responsibility, including ones they have decided for themselves, such as a book club. They are confident to talk to adults about the recent changes that have taken place and how these have affected their school life. This, and links with other schools, ensures that pupils are well equipped for their next step in education and for life in modern Britain.
- The school uses pupil premium funding well to ensure that all pupils are able to access all parts of the curriculum, including residential visits. It has also supported pupils effectively to help them make good academic progress. This demonstrates the school's commitment to equal opportunities and to ensuring that there is no discrimination.
- Safeguarding procedures are robust. All staff are trained and fully understand what they must do if they have any concerns. They know how to ensure that pupils are safe when engaged in the full range of activities the school offers. As a result, pupils are very safe and parents consider that their children are safe in school.
- The local authority has given strong support to the school. They have supported the changes and developments in the governing body, including the appointment of the headteacher. They have worked alongside the headteacher to give support and help implement changes and improvements.
- **The governance of the school:**
 - The members of the governing body have used their good range of skills effectively to monitor the work of the school and raise its effectiveness. They understand how well the school is doing because they understand the information about pupil progress and so know how well they do compared to national or local schools. They check on reports from senior leaders through frequently being in school visiting classes, looking at books and talking to pupils. Consequently, they are skilled at asking the questions that challenge leaders to make further improvements. Governors know about the quality of teaching and they understand how teachers are rewarded and how any weaknesses are tackled. They monitor how funds are spent and know the impact specific funds, such as pupil premium, have on the pupils concerned. Governors monitor policies and procedures, particularly safeguarding, and undertake training to ensure that policies are rigorous and fit for purpose.

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

- The behaviour of pupils is good. Pupils are very welcoming to visitors. Relationships in classes and throughout the school are very strong. There is the utmost respect between pupils and adults.
- Pupils play very well together and mix well across the different age groups. All pupils look out for each other and the older pupils are skilled at helping younger pupils if necessary. This was clearly demonstrated as pupils sat together to eat the lunches cooked on site and older pupils encouraged younger ones to 'try' the meal to see if they liked it.
- Pupils enjoy their learning and have recently told members of the governing body and the local authority how much more exciting their learning is now. They listen carefully to each other and to adults so that there is very little disruption. Occasionally groups of pupils returning from an activity may disturb the group they are joining, which is briefly distracting for pupils.
- Adults are quick to identify any pupils who may be finding it difficult to manage their own behaviour. Effective support helps them understand their emotions and to regulate their actions more considerately. Peer mediators help pupils in the playground so that any minor disagreements and problems are quickly sorted out.
- Pupils understand about the different forms of bullying, including racial and cyber bullying. They are adamant that there is no bullying in school – 'It's a bullying-free zone,' one pupil told the inspector.
- Attendance is high and pupils are punctual to school and their lessons.
- Parents overwhelmingly feel that their children behave well at school.

Safety

- The school's work to keep pupils safe and secure is good. Policies and procedures are regularly reviewed so that all adults know what they must do to ensure the safety of the pupils. Training for governors and staff is ongoing.
- Risk assessments ensure that pupils are safe on site and when using the surrounding rural environment to enhance the curriculum provision. The school has identified that pupils are not always fully confident in assessing risks themselves when undertaking these activities.
- Pupils are confident that they can talk to an adult if they have any concerns and can use the 'Ask it box', which is checked daily. They understand the risks they might face, including when using the internet. They know not to give out any details and older pupils demonstrated a mature understanding of how to use social media safely.
- All parents believe that their children are kept safe when in school.

The quality of teaching is good

- Teaching across the school has improved so that it is now good. Pupils make at least good progress and achieve well in reading, writing and mathematics.
- Teachers are usually skilled at planning work that meets the needs of all age groups within the class and provides challenge for pupils at different levels of learning, including the most able. Occasionally this does not happen and, as a result, pupils' learning slows as they struggle to understand the task they have been set.
- Teachers' planning enables pupils to read and write across different subjects or themes. Focused sessions on phonics (sounds that letter make), grammar and spelling ensure that pupils have the necessary skills to be confident readers and writers. Guided reading sessions help pupils develop more complex reading skills so that they can have maximum enjoyment from the range of texts they read.
- Teachers and teaching assistants often ask questions that allow pupils a chance to think about their work and to extend their learning. Sometimes pupils are unable to explain their thinking or share it with their peers. As a result, their progress slows.
- Pupils know what they must do to succeed and are keen to achieve their targets. However, pupils do not always understand how they or their classmates can improve their work. This limits the pupils' ability to learn.
- Teachers give good-quality guidance, both verbally and written, that indicates to pupils how they can improve their work. However, pupils do not always act on the advice and guidance they are given.
- Almost all parents consider that their children are taught well. They consider that the homework set is appropriate and helps their child make progress.

The achievement of pupils is good

- Pupils in all year groups now make good progress and achieve well from their different starting points. In the past, this was more variable, but the recent changes have made sure that progress, as seen in school information, lessons and pupils' books, is now consistently good.
- Pupils' attainment is above the national averages in reading, writing and mathematics at both Key Stage 1 and Key Stage 2.
- Phonics is taught well and pupils have a secure knowledge of sounds that helps them read unknown words and develop fluency. Older pupils read a range of authors and talk with enthusiasm about the books they read and why they enjoy them.
- Pupils enjoy writing for a range of purposes, relevant to them. Persuasive letters to a charity worker to invite them to school built on pupils' interest in the charity gained through fundraising for it. Younger pupils enjoyed the challenge of writing a poem about a favourite fairy-tale character.
- Mathematics skills are well developed as pupils gain the basic skills needed to master facts, such as their times tables. They are increasing their understanding of how to solve problems using a range of methods.
- The most able pupils deepen their understanding and work towards achieving levels above those expected for their age. They also enjoy the opportunities to meet with pupils from other schools to develop team-working skills during extended challenges.
- Disabled pupils and those who have special educational needs have their needs very clearly identified. The school is tireless in working with other agencies, when necessary, in order to secure the help they need. The school uses a variety of ways to help develop the skills these pupils need to access their work.
- There are too few pupils in receipt of pupil premium to comment on their attainment in detail, but the school uses the funding effectively to ensure that they make progress in line with that of their peers, both in school and nationally.
- Pupils' achievement in other subjects has improved because of the way subjects are taught together in a theme so that pupils understand the links. For example, information and communication technology and science skills are developed well when pupils work together to understand film-making techniques.

The early years provision is good

- There has been considerable change made to early years provision since the last inspection. Reception-age children have plenty of time on their own 'playful activities'. As a result, they make good progress during the year so that they are well prepared for Key Stage 1. Children, including the most able, can choose to join in with Key Stage 1 work if they wish, but are challenged within their own activities to make good progress. Changes are still being established, so that children are only now beginning to make even more rapid progress.
- Children are motivated and eager to learn. They can choose from a range of activities, both inside and outside. The outside area is small, but there is space for all areas of learning to be developed. The school's large grassed area is used well to develop children's physical development as they climb and balance on the play equipment. Further adventures into the local environment develop their wider understanding of the world.
- Adults plan activities based on the children's interests. The exploration of the 'Challenging Choices Chest' each morning allows children to talk about what they might do in response to what they find. While being policemen they thought about how to deal with Goldilocks and whether Little Red Riding Hood's granny was safe from the wolf.
- Adults regularly check how well children are progressing. As a result, they plan activities that help develop any skills where progress is weaker. Analysis of progress in areas of learning has led to physical education for Reception children on their own, in order to improve their physical development. 'Learning Journeys' record children's progress with photographs and description. Parents contribute to these both formally and informally.
- The leader of early years carefully monitors and manages the work of the provision. The action plan identifies improvements that will further increase the progress children make. She works with other early years leaders in a range of settings to share best practice and moderate assessments.
- Children's behaviour is good and they play very well together. They share equipment and are keen to try the full range of activities that help them learn. They keep themselves safe, for example knowing how to move around the area safely and use tools in a safe manner. The leader has identified that there is an

opportunity for children to identify risk for themselves, for instance in the condition of the outside area, and decide how to manage it.

- The school works closely families and with the range of pre-school providers that children attend. Visits are made prior to children starting school so that there are no difficulties when children start school.

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	115682
Local authority	Gloucestershire
Inspection number	453678

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	45
Appropriate authority	The governing body
Chair	Martin Whitaker
Headteacher	Anne Nolan
Date of previous school inspection	20–21 February 2013
Telephone number	01452 812660
Fax number	01452 812660
Email address	head@cranham.gloucs.sch.uk

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