

Inspection of a good school: Cranleigh Church of England Primary School

Parsonage Road, Cranleigh, Guildford, Surrey GU6 7AN

Inspection dates:

13–14 November 2019

Outcome

Cranleigh Church of England Primary School continues to be a good school.

However, inspectors have some concerns that standards may be declining, as set out below.

What is it like to attend this school?

Weaknesses in the quality of education mean that pupils do not learn as well as they should. Pupils have gaps in knowledge and understanding which make it difficult for them to achieve well. They are not sufficiently prepared for the next stage of their learning.

Most pupils enjoy learning in this happy village school. They behave well during playtimes, lunchtimes and when moving between lessons. Adults' expectations of pupils' behaviour in lessons are not always high enough. Sometimes they are slow to act when pupils lose focus.

The school's strong Christian values underpin school life. Regular visits to St Nicolas Church contribute well to the school's community atmosphere. Pupils greet visitors politely. The school's pupil ambassadors carry out their responsibilities sensibly. They set a strong example for other pupils.

Pupils trust their teachers and feel safe. They feel comfortable talking to them about their ideas and experiences. Adults take suitable action if they have any concerns about bullying.

What does the school do well and what does it need to do better?

Weaknesses in the school's work mean that pupils do not achieve well enough, particularly in reading. Leaders have started to make improvements. For instance, they have put in extra help to plug gaps in learning. This is making a difference. Pupils are beginning to catch up but many still have a long way to go.

The school has not given reading a sufficiently high priority in the past. Weaknesses in the teaching of phonics mean that too many of the younger pupils struggle to read. They fall behind and find it hard to catch up. This makes it difficult for pupils to learn well as they

move up through the school.

Arrangements for pupils to take books home to read are too haphazard. Pupils enjoy reading but have too few opportunities to use the school library. They told me that some of the books in school are boring. Leaders agree. They have ordered new books to boost the school's collection. Many parents read regularly with their children and are keen to support their children at home. They are given little advice about what they can do to help.

Pupils with special educational needs and/or disabilities (SEND) do not learn as well as they should. Leaders have suitable plans in place to improve staff expertise, including training and coaching. Some parents are very pleased with the support their children are receiving. They speak of how well the school looks after their children's mental and emotional health. Others are less positive.

Pupils learn a suitably broad range of subjects but often the work is not demanding enough. For instance, pupils learn about the main characteristics of world religions but have too few opportunities to explore issues in greater depth. The school now gives more emphasis to subjects such as art than in the past. Learning is richer as a result. One member of staff said, 'We've moved away from ticking boxes to focusing on pupils' experiences of learning.'

Some pupils find it difficult to concentrate during lessons. They pay too little attention to teachers and get less work done than they should. Their classmates want to do well but find it hard to concentrate when others are fidgeting and chatting.

In the past, leaders have not been clear enough with parents about how their children are getting on. A number of parents said that they have been shocked recently to learn how far behind their children are in their learning. The headteacher and deputy headteacher are improving links with parents rapidly. Parents appreciate their open, honest and professional approach. A number of parents commented on the senior leadership team's dedication to the school and to its pupils. One said, 'We are pleased with the headteacher's drive to make the school the best it can be.'

The headteacher and deputy headteacher work very well together. They are very clear about the developments needed and have started making improvements to the school's work. In the past, subject leaders have played a limited role in the school's development. Senior leaders have strengthened subject leadership and have improved staff morale. One member of staff told me, 'We all know where we are going and we're always there for each other.'

Pupils are kind to each other. Bullying is rare and dealt with quickly. Many parents commented on the school's strong values and its welcoming, inclusive atmosphere. One said, 'My child is extremely happy here and very much looks forward to school every day.'

Safeguarding

The arrangements for safeguarding are effective.

School leaders make sure that staff recruitment checks are completed promptly. They use training well to update staff about safeguarding procedures. Clear routines contribute well to pupils' safety. Pupils follow the school rules and treat each other with respect. Adults take good care of pupils. They greet pupils warmly at the start of each day. Adults make sure that pupils are safe during breaktimes and lunchtimes. Parents and staff say that pupils are happy and safe. One said that, 'The teachers always have time to talk through any issues pupils may have.'

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not sequenced well enough to support pupils' learning. Weaknesses have hampered pupils' learning across all subjects. Leaders are acutely aware of the need to improve the curriculum and have begun to take action in the past few months. They should continue with work to develop a more cohesive and ambitious curriculum, which supports pupils well to develop their knowledge and understanding in different subjects, as they progress through the school.
- Phonics teaching and the reading curriculum require urgent improvement. Pupils' reading skills are not secure enough. Leaders are working hard to put this right. For instance, they have provided extra help for those pupils who are behind in their reading. They have plans in place to ensure that phonics skills are taught consistently throughout the school. Pupils are beginning to catch up but there is some way to go. Leaders should continue with work to ensure that pupils develop reliable reading skills.
- The school's behaviour policy does not support pupils' behaviour in lessons well enough. Leaders know that this is the case. They are reviewing and revising the school's approach to behaviour management. Leaders should continue to develop a consistent and effective approach so that pupils behave consistently well.
- The headteacher and deputy headteacher have provided leadership training for subject leaders. Subject leadership is improving as a result. Senior leaders have worked with subject leaders to devise sensible action plans for improvement. Subject leaders have an increasingly clear understanding of the urgent developments needed in the school's work. They are supporting their colleagues well by providing advice and suggestions. Leaders should continue to develop subject leaders' roles in supporting improvements in the school's work.
- Training has not been used well enough in the past to develop staff's subject knowledge. Improvements in subject leadership mean that staff are increasingly well informed about how to teach pupils of all abilities, including those pupils with SEND. Leaders have suitable plans in place to secure further improvements. For example, they have scheduled training for staff, including opportunities for subject leaders to work alongside their colleagues. Leaders should ensure that planned developments are

completed so that staff are confident about how to teach all groups of pupils, including those with SEND.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Cranleigh Church of England Primary School to be good on 2–3 March 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	135566
Local authority	Surrey
Inspection number	10111324
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	287
Appropriate authority	The governing body
Chair of governing body	Adam Donoghue
Headteacher	Gillian Leadbetter-Simms
Website	www.cranleighprimary.surrey.sch.uk
Date of previous inspection	2–3 March 2016

Information about this school

- The school is a voluntary controlled Church of England school. It teaches pupils about a number of world religions but focuses particularly on Christianity.
- The school has a special resource provision, called the communication, interaction and needs centre (CoIN), for pupils with speech, language and communication needs. CoIN has places for up to ten pupils. Pupils spend some of the time in the centre and some in mainstream classes. All pupils are placed in the centre by the local authority.
- The headteacher took up her post in January 2019. The deputy headteacher took up his post in November 2018.
- The local authority recently appointed a national leader of education (NLE) to work alongside school leaders.

Information about this inspection

- I met with the headteacher, deputy headteacher and subject leaders. I also met with three governors, including the chair of governors, and with a group of teachers and staff.
- I did deep dives in these subjects: reading, mathematics and RE. I discussed the curriculum, its delivery and its impact on pupils' learning with leaders. I visited the

classrooms on the infant site and the junior site. I also visited the dining hall and the playground. I looked at the work in pupils' books.

- I met with representatives from the local authority and from the diocese.
- I evaluated the effectiveness of safeguarding by reviewing leaders' knowledge, records and actions. This included looking at the single central record.
- I took account of the views expressed by pupils and staff during the inspection. I considered 60 responses to Ofsted's Parent View, including 47 free-text responses, 19 responses to Ofsted's staff survey and one completed pupils' survey.

Inspection team

Julie Sackett, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019