

Inspection of a good school: Crane Park Primary School

Norman Avenue, Hanworth, Feltham, Middlesex TW13 5LN

Inspection dates: 14–15 January 2020

Outcome

Crane Park Primary School continues to be a good school.

What is it like to attend this school?

Pupils love coming to this school. They told me that teachers and support staff help them to learn lots of interesting things. Teachers expect all pupils to work hard and try their best. Pupils learn well across a range of subjects.

From when children join the early years, staff encourage them to be kind and respectful. In all year groups, pupils enjoy supportive working relationships with adults. This makes for a safe and purposeful school atmosphere. Pupils play and learn together happily. Their behaviour and attitudes are excellent. Bullying is rare. Pupils are confident that adults will always listen to their concerns. They know that they can rely on staff to sort out any problems that arise.

Pupils enjoy taking part in clubs and the many visits to places of interest. These opportunities broaden their horizons. Pupils value taking on responsibilities. For example, they organise recycling and raise money for charity. These experiences enhance pupils' learning and help to prepare them for adult life.

Leaders have high expectations for all. They make sure to include pupils who attend the specially resourced provision in all aspects of school life. These pupils have equal access to the full curriculum and extra-curricular opportunities.

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

Leaders put developing pupils' reading at the forefront of their work. They focus on ensuring that pupils learn to read as soon as they join the school. Leaders make sure that staff have the skills to teach reading effectively. Staff carefully check pupils' progression through the phonics programme. If pupils fall behind, they receive help to catch up. Teachers make sure that pupils read a variety of authors and genres. They encourage pupils to read at home every day, including during the holidays. This helps pupils to become fluent readers and expand their vocabulary. It also supports pupils to gain new knowledge and deepen their understanding in other subjects.

Pupils achieve well in mathematics. Teaching builds effectively on pupils' previous learning. Teachers introduce concepts that are more difficult in a logical way. This helps pupils grasp these ideas securely. Pupils benefit from opportunities to apply their knowledge and solve complex problems. Teachers help them understand how mathematical concepts are useful in everyday life. For instance, Year 6 pupils told me that their work on calculating coordinates is important. They understood that coordinates are used for navigation.

Leaders continually review and improve how each subject is planned and taught. Their work has been highly effective in subjects such as science and physical education. Leaders have identified precisely what pupils need to know and remember. They plan teaching so that pupils learn new topics successfully. They ensure that pupils have enough opportunities to practise what they have learned. This helps pupils to remember key knowledge in the long term.

Leaders are strengthening the way some other subjects, such as history and geography, are planned and taught. Pupils learn these subjects regularly. They study an ambitious range of topics. Sometimes, however, pupils struggle to build on their prior learning. This is because leaders have not fully considered the order in which topics are taught, including what knowledge they want pupils to remember and build on in their future learning.

Staff are dedicated to supporting pupils with special educational needs and/or disabilities (SEND). Staff have a can-do attitude to ensuring that these pupils learn successfully. Well-tailored teaching enables pupils with SEND to develop knowledge as well as their peers.

The early years is a warm and vibrant place for children to learn. Staff develop children's communication and language skills step by step. This provides children with solid foundations for their learning in Year 1.

Pupils are attentive in class because they are keen to learn. Disruption is rare. Pupils and teachers make the most of the learning time available. In the early years, too, children learn to socialise and behave well. They share resources, collaborate with each other and pay close attention to adults.

Pupils have many opportunities to take on responsibilities. Elected school councillors consider ways to improve the school. Their representatives present their findings to the governing body. The frequent educational visits and workshops give pupils many varied experiences. For example, visits to the National Archives enable pupils to see primary historical sources. This includes examining ancient manuscripts. Work with a national bank helps pupils to understand finance. In the early years, staff care for children very well and help them to try new experiences confidently.

Staff morale is high. They appreciate the work that leaders do to reduce their workload. Teachers value the extra time that they now have for planning their lessons. They told me that leaders are approachable and support their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff know pupils and their families very well. They understand the challenges and vulnerabilities prevalent in the local community. They are alert to any signs that might suggest a pupil's welfare is at risk. Staff report their concerns without delay and leaders respond effectively.

All staff are trained well in safeguarding. Leaders make effective use of guidance available from external agencies and therapists to support pupils' safety and welfare.

Pupils learn to understand risk and how to keep safe, including when using the internet. Leaders provide workshops and information to parents and carers to help them support their children's safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not completed their work to refine the planning of some subjects, such as history and geography. As a result, pupils sometimes do not fully acquire an in-depth understanding of what they have learned. Leaders should prioritise completing their work to strengthen subject planning. They should make sure that these plans focus sharply on ensuring that pupils develop a deep knowledge of the important concepts they are taught.

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 the school to be good on 5–6 May 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 the school and 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	132263
Local authority	Hounslow
Inspection number	10121584
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	449
Appropriate authority	The governing body
Chair of governing body	Victoria Davidson
Headteacher	Alison Small
Website	www.craneparkprimary.org
Date of previous inspection	5–6 May 2016

Information about this school

- Since the previous inspection, senior leaders, with the approval of the governors, have restructured the senior and middle leadership teams.
- In addition, they reorganised the early years into three distinct classes. Two-year-old children, Nursery-aged children and Reception-aged children are now taught separately. One leader now has oversight of the entire early years provision.
- The school has a specially resourced provision, known as 'The Ace'. The provision offers up to 26 places for pupils with autism spectrum disorder.

Information about this inspection

- I did deep dives in these subjects: reading, mathematics and history. This involved discussions with leaders and teachers, visits to lessons, looking at examples of pupils' work and discussions with pupils.
- I met with the headteacher, deputy headteacher and assistant headteachers. I spoke to a representative of the local authority. I met with the chair of the governing body, as well as another governor.

- I checked the school's policies and records and spoke with the designated safeguarding leader, senior leaders, governors, pupils, staff and parents to check on the school's culture of safeguarding.
- I had formal meetings with staff and spoke with pupils during social times. I spoke with parents in the playground and considered the responses to Ofsted's surveys for parents, staff and pupils.

Inspection team

David Radomsky, lead inspector

Ofsted Inspector

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