

Inspection of The Cranbourne Primary School

Bridleway North, Hoddesdon, Hertfordshire EN11 9PP

Inspection dates: 5–6 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Pupils love their school. They demonstrated this in classrooms, assembly, during playtime and in conversation with us. Pupils enjoy learning and take pride in their achievements. Leaders set very high expectations for pupils. Pupils also have high expectations of each other. They work exceptionally well together and ensure that they all live up to the school aims of being 'ready, respectful, safe'. From the youngest ages, pupils support each other in lessons and on the playground. Pupils concentrate on their learning and work hard to do well in school.

Leaders and staff are committed to teaching pupils how to be well-prepared citizens. Pupils learn how to be responsible for themselves and others. They speak enthusiastically about how they can make positive changes to the world. Pupils take part in many acts of service for people locally, nationally and internationally.

Parents appreciate the school as much as pupils do. All parents who responded to Parent View, Ofsted's online questionnaire, said that they would recommend the school to other parents. They all also reported that their children are happy at the school. Parents and pupils agree that on the very rare occasions when bullying occurs, staff deal with it effectively and it does not continue.

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

In September 2019, leaders completed the first stage of a school-wide curriculum development project. The school now has in place very well-organised plans for learning. Teachers are rapidly gaining confidence in teaching the newly structured curriculum, particularly for pupils with special educational needs and/or disabilities (SEND). Staff provide effective support for pupils with SEND so that these pupils can take part in learning and overcome their challenges. Leaders provide effective training to improve teaching.

At times, teachers do not give pupils enough opportunities to understand key concepts and terminology. Similarly, teachers do not always support pupils well enough to spell key terminology. As a result, pupils sometimes forget important concepts and the meanings of key words and how to spell them.

Teachers closely follow leaders' plans for phonics and reading. From an early age, pupils learn to love reading. Most pupils quickly learn the phonics needed to read fluently. Teachers provide effective support for pupils who find reading difficult and fall behind. Pupils enthusiastically shared their reading with us.

Leaders ensure that pupils enjoy impressive opportunities to learn about themselves and the wider world. Pupils have a sophisticated understanding of international issues such as human rights. Staff teach values such as equality, dignity and respect very well. We saw pupils demonstrating these values consistently across the school.

Disruptive behaviour in lessons is very rare. Pupils respect that everyone has the right to learn uninterrupted in lessons. In recognition of their success, UNICEF awarded the school the gold standard as a Rights Respecting School.

Staff provide many opportunities for pupils to take responsibility and develop wider interests and talents. The provision for music is particularly impressive at the school. Pupils love singing and do so skilfully. All pupils sing regularly in lessons and assemblies. Many pupils enjoy occasions to sing at local and national music venues. Leaders ensure that all pupils are involved in the enrichment programme regardless of any disadvantages they might face.

Provision in the early years prepares children very well for the challenges of Year 1. Staff have very high expectations of children. Children show kindness and consideration for others. They take turns and share very well. Children learn very quickly the skills of reading and mathematics. Children were very keen to share with us how well they count and add tricky numbers. They did so with impressive accuracy.

Early years staff have developed very strong relationships with parents. Staff work very well with parents to settle children into the early years. Parents appreciate the advice staff provide, including about how to help children learn at home.

Governors, trustees, trust and school leaders share an ambitious educational vision. They all have high expectations of staff and pupils. At times, however, leaders do not check carefully enough how well the curriculum is achieving their aims. As a result, leaders do not identify areas that need to improve before pupils are negatively affected.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are well trained. Staff look for risks and signs of potential harm. They act swiftly and appropriately when concerns arise. Leaders work closely with external agencies to ensure that vulnerable pupils receive the support they need.

Leaders ensure that the necessary background checks are undertaken before any adult works with pupils at school.

Governors and trust leaders check that the school's safeguarding procedures are fit for purpose.

Staff teach pupils how to assess risks and keep themselves safe at home, in the community and online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have made very clear what pupils need to know, understand and be able to do throughout the curriculum. Teachers do not always give pupils enough opportunities to learn key concepts and the meaning and spelling of subject-specific terminology. Teachers must make sure that pupils fully understand the concepts and the meaning and spelling of key words they need to help them learn more.
- Leaders put a lot of effort into gathering information about the quality of education at the school. However, leaders do not check with enough precision how well the curriculum provides for pupils. As a result, leaders do not always know what needs to improve, before pupils' learning is negatively affected. Leaders should focus their attention so that they find what needs improvement in the curriculum sooner than has been the case.

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	143410
Local authority	Hertfordshire
Inspection number	10121400
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	475
Appropriate authority	Board of trustees
Chair of trust	Fiona Ives
Headteacher	Rachel Semark
Website	www.cranbourne.herts.sch.uk
Date of previous inspection	6 June 2019, under section 8 of the Education Act 2005

Information about this school

- This is a larger-than-average sized primary school.
- The proportion of pupils with SEND is lower than the national average.
- The school has been part of the Hoddesdon School trust since September 2016.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We had discussions with the headteacher, members of the senior leadership team, the special educational needs coordinator and curriculum leaders. We also had discussions with the executive headteacher for the trust, members of the governing body and the board of trustees.
- We analysed 50 responses to Ofsted's online questionnaire, Parent View, and 18 written responses from parents.
- We spoke with teachers, support staff and pupils through the course of the inspection.

- We took account of a wide range of information, including the school website, development plans, information about pupils' needs and leaders' records about pupils' behaviour. We reviewed documentation regarding safeguarding.
- We visited lessons across the school and looked at pupils' books. We did 'deep dives' in the following subjects: reading, mathematics, music, modern foreign languages and geography. To answer questions raised on the first day of the inspection, we visited lessons in other subjects on the second day of the inspection.

Inspection team

Al Mistrano, lead inspector

Her Majesty's Inspector

Declan McCarthy

Ofsted Inspector

Susannah Connell

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 2020