

Inspection of Cranmore Infant School

Northland Road, Shirley, Solihull, West Midlands B90 4SA

Inspection dates: 9 and 10 March 2022

Overall effectiveness **Good**

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

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils enjoy attending Cranmore Infant School. The school is a happy and lively place where pupils flourish. Adults know children very well. They are patient and attentive to individual needs. This helps pupils to feel safe. Pupils trust adults to help and support them when necessary.

Pupils work well together. Children from the age of two take part in many aspects of the school's life. Older pupils care about these younger ones and treat them with kindness. Pupils say bullying is not an issue. They are confident that adults sort squabbles out quickly if they happen.

Leaders place importance on helping pupils to develop positive attitudes towards learning. The school's curriculum teaches children how to become better learners. As part of this approach, pupils learn about 'resilience, reciprocity, resourcefulness and reflectiveness'. Older pupils describe what these words mean. They can provide examples of how 'learning power' helps them in lessons.

Leaders are determined to provide pupils with a full and rich education. They ensure that all pupils learn a broad range of subjects. Pupils are keen to learn and enjoy finding out about new things. However, sometimes there is variation in pupils' experiences in learning some subjects.

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

Leaders have designed an ambitious programme of study to meet the needs of all pupils. Curriculum leaders have set out the knowledge, vocabulary and skills they expect pupils to know and remember each year. Pupils learn this information in a logical order that builds from Nursery Year onwards. For instance, in physical education (PE), pupils in Year 1 learn to perform different types of jumps. Pupils in Year 2 then build on this knowledge when learning how to jump, turn and land with increased control.

Staff make useful checks in lessons to find out what pupils know and remember. For example, sometimes pupils work on small whiteboards to show teachers how much they understand. Such approaches work well. They help staff to identify any pupils who are struggling. Adults then provide immediate help. However, in some subjects, the school's approach to checking what pupils know over time is less well developed. This means leaders cannot say how well pupils know and remember the curriculum in these subjects.

Leaders place reading at the heart of the school's work. The approach for teaching children how to read is well organised and successful. Younger children start to hear and repeat songs, rhymes and stories as soon as they join the school. This means that they are ready to learn in more formal phonics sessions from the very start of Reception Year. Staff foster a joy of reading by promoting a broad range of books and authors. Pupils are enthused to take these books home to read. All pupils

become better readers by the time they leave the school as a result of these approaches. This means that that they are well prepared for the next stage of their education.

Curriculum leaders have expertise and strong subject knowledge in the subjects that they lead. However, some staff are still developing their understanding of how to teach the school's curriculum well. Sometimes, they do not allow enough time in lessons for pupils to practise using the new information they have learned. This makes it harder for pupils to remember the essential knowledge they need.

Leaders have adapted the way the curriculum is taught to meet the needs of pupils with special educational needs and/or disabilities. Staff understand pupils' needs well. They plan learning activities that match children's abilities. Adults provide additional support to those who need it during lessons. This ensures that all pupils are fully included in class activities.

Pupils, including very young children in the school's pre-school provision, behave well. They listen carefully in lessons and work hard to complete tasks. This helps everyone to concentrate on what they need to learn. Occasionally, some pupils do lose focus. Adults provide kindly reminders and pupils quickly re-engage in lesson activities.

The school's personal, social, health and economic education helps pupils gain an age-appropriate understanding of morals and values. Pupils in Year 2 learn about democracy and tolerance for the opinions of others. In addition, the school offers a broad range of activities to help pupils build their independence and confidence.

Leaders, including those responsible for governance, work hard to promote staff well-being. Staff morale is high. Adults value the role they play in pupils' education. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders maintain an 'it could happen here' attitude about safeguarding. They ensure all adults understand the school's procedures for keeping children safe. They have procedures in place to ensure that pre-school welfare arrangements are met. Leaders work well with other professionals and agencies when necessary.

Pupils learn how to keep themselves safe. They learn about the difference between appropriate and inappropriate behaviour. Pupils also learn about how to keep themselves safe when using the internet.

Leaders have completed safer recruitment training. They ensure that checks are made on all adults before they work at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The approach to assessing what pupils know and remember in some subjects is not yet fully developed. This means that leaders do not always know whether pupils are learning the intended curriculum well. Leaders should continue to refine the school's approach to assessing how well pupils learn.
- There is variation in staff's expertise. Some teachers do not always choose activities that help pupils to learn as well as they might. Leaders should continue to develop staff's understanding of how to teach the curriculum well.

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 information from Ofsted Parent View 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	104042
Local authority	Solihull
Inspection number	10211867
Type of school	Infant
School category	Community
Age range of pupils	2 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair of governing body	Natalie Steele
Headteacher	Rebecca Ward
Website	www.cranmore.solihull.sch.uk/
Date of previous inspection	15 November 2007

Information about this school

- There have been considerable changes to staffing since the school was previously inspected. The headteacher, who started as acting headteacher in 2010, was appointed permanently in 2011. The deputy headteacher started in September 2020.
- The school does not use alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, other senior leaders and members of the governing body.
- The lead inspector had a telephone discussion with a local authority representative.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics and PE. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to pupils read.
- Inspectors also spoke to leaders about the curriculum in geography, history and art.
- Inspectors observed pupils' behaviour during lessons, around the school and at lunchtime. They spoke to pupils about their opinions of behaviour at the school.
- The lead inspector held a meeting with the leader responsible for safeguarding. Further discussions took place with pupils, staff and governors to check the school's arrangements for safeguarding. Inspectors also reviewed safeguarding records and checked the school's single central record.
- Inspectors considered responses to Ofsted Parent View, including parents' free-text responses. They also took account of responses to staff and pupil surveys.
- Inspectors visited the before-school provision and spoke to pupils who attend.

Inspection team

Jonathan Leonard, lead inspector

Her Majesty's Inspector

Susan Hughes

Ofsted Inspector

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