

# INSPECTION REPORT

## CRANMERE PRIMARY SCHOOL

Esher

LEA area: Surrey

Unique reference number: 131125

Headteacher: Mr Richard Evans

Lead inspector: Mr Richard Harris

Dates of inspection: 6<sup>th</sup> - 8<sup>th</sup> October 2003

Inspection number: 255905

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	209
School address:	The Drive Esher Surrey
Postcode:	KT10 8DJ
Telephone number:	020 8398 5580
Fax number:	020 8398 9824
Appropriate authority:	The governing body
Name of chair of governors:	Joanna Willey
Date of previous inspection:	9 <sup>th</sup> March 1998

## CHARACTERISTICS OF THE SCHOOL

Cranmere Primary opened in September 1996 on the outskirts of Esher in Surrey. The school caters for pupils from the immediate area, with most families living in privately-owned properties and a significant minority in social priority and local authority housing. At the time of the last inspection the school was in its early stages of development with only three classes providing for pupils from four to six years of age. Since then, it has become over-subscribed and has expanded to its full capacity as a mixed, average size primary school of 209 pupils, organised into seven classes. Pupils' mobility rate is low. Attainment on entry to the reception class, although just below the Surrey average, is slightly above the national average. A very small proportion of pupils is from ethnic minority backgrounds. The eight per cent of pupils learning English as an additional language is relatively high, although only a very few are at an early stage of English acquisition. In addition to English, the main languages spoken are Turkish, Arabic, Bengali and Urdu. Currently, 19 per cent of pupils have special educational needs (SEN) and less than one per cent have statements. Although this proportion is below the national average, the school caters for a wide range of SEN, including moderate and severe learning difficulties, speech and physical problems and social, emotional and behavioural needs. The seven per cent of pupils who are entitled to free school meals is below the national average and is the same as at the time of the last inspection. The school has gained nationally recognised awards, such as 'Investors in People' and the 'Active Mark', as well as a Surrey award for its partnership with parents.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21542	Richard Harris	Lead inspector	Art and design The Foundation Stage Geography History Physical education
9561	Husain Akhtar	Lay inspector	
2522	Janet Miles	Team inspector	English English as an additional language Information and communication technology
22934	Judith Riches	Team inspector	Special educational needs Mathematics Music
30705	Graham Stephens	Team inspector	Design and technology Religious education Science

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>12</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>17</b>
<b>COMMUNITY PROVISION</b>	<b>19</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>20</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 and 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>35</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective school** that provides a good quality of education. Pupils achieve well in most subjects because of their very good attitudes and behaviour and a combination of overall good teaching and strong leadership and management. There are very good systems of self-evaluation that ensure the school is well placed to address its very few weaknesses and to build on the many strengths. In terms of the economic cost per pupil and the standards the school achieves, it provides good value for money.

#### The school's main strengths and weaknesses are:

- the school is very inclusive, pupils' responses to learning are very good, they achieve well and the very positive relationships promote a very good atmosphere, conducive to learning.
- the headteacher's leadership and management are very good and parents have a high regard for the school and feel welcome.
- by Year 6, standards are above average in mathematics and well above in English and science.
- the teaching of reading is a strength and has addressed past weaknesses.
- the curriculum meets the needs of all pupils, with an excellent range of out-of-school activities.
- the care and provision for pupils' personal, social and health education (PSHE) is very good.
- pupils' achievement in information and communication technology (ICT) is too low.
- there is insufficient teaching time in Years 3, 4, 5 and 6.
- marking does not give enough guidance on how pupils can improve their work.
- the level of attendance is unsatisfactory.

**The school's improvement since the last report is good.** Although inspected previously, this is the first inspection of the school in its current form. Successful leadership and management have ensured a fully-fledged primary school where each of its former key issues has been addressed well, and the school is well poised to make the further improvements now needed.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2000	2001	2002	2002
reading	B	D	C	D
writing	A	C	A	B
mathematics	C	D	B	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

No comparisons of past results at Year 6 are possible because 2003 saw the first year group of pupils to take the national tests. However, early indications of the most recent national test results are that standards by the end of Years 2 and 6 are likely to be well above average in English and science and above average in mathematics. The table above shows that, in 2002, Year 2 pupils attained standards that were well above average in writing, above average in mathematics and broadly average in reading. Results, when compared to similar schools, indicate past under achievement in reading and mathematics by the end of Year 2. Inspection findings are that these have been successfully addressed.

**Pupils' achievement is good overall.** Children achieve satisfactorily in all areas of learning against the goals they are expected to reach by the end of reception and particularly well in most aspects of their personal, social and emotional development and in reading. In subjects, pupils of all abilities and different social and ethnic backgrounds achieve well, particularly in Years 1, 2, 5 and 6. The

exception is ICT where achievement in the school is too low. Strong leadership and good teaching have successfully addressed past differences between girls' and boys' performances and the below average results in reading and mathematics by Year 2.

**Pupils' personal qualities are very good, and spiritual, moral, social and cultural development is good overall** and contributes positively to the standards the school achieves. The provision for moral and social development is very good and it is satisfactory for spiritual and cultural. Pupils' attitudes and behaviour are very good, but despite the school's best efforts, attendance has declined and is unsatisfactory because a few pupils do not regularly attend.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching is good.** Relationships are very good and the individual needs of pupils are well known to staff. Two-thirds of all teaching seen was good or better, including some that was excellent, leading to effective learning by pupils of all abilities. The teaching of reading is particularly strong in all classes. In reception and Year 3 and Year 4, teaching is satisfactory with some good elements. Teaching is consistently good in Years 1, 2, 5 and 6 and pupils make good gains in learning because lessons are well planned, pupils know what is expected of them and there are high expectations of what they can do. Across the school, improvements are needed in marking, so that it supports pupils' progress in different subjects, and also in the use of assessment information to support pupils' learning in ICT. The school provides a good quality curriculum that includes excellent enrichment opportunities but there is insufficient teaching time in Years 3 to 6 and this particularly impacts on pupils' achievement in ICT.

## **LEADERSHIP AND MANAGEMENT**

**The overall leadership and management of the school are good.** The headteacher's leadership and management skills are very good. The headteacher is very well supported by the deputy headteacher and key staff, such as the co-ordinators for mathematics and special needs. The governing body has a secure grasp of their responsibilities and supports the school satisfactorily. All statutory requirements are met. Finances are managed well and are directed towards the school's priorities. The school has meticulous self-evaluation systems. Critical reviews take place of all aspects of school life and co-ordinators devise effective action plans and set ambitious targets.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

**Parents** are very positive about the school. They are supportive and express their total confidence in the headteacher. No significant concerns were expressed. **Pupils** are happy with the school and enjoy participating in the wide range of experiences provided. The provision for family learning is effective. The inspection team agrees with the positive views of parents and pupils.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- improve pupils' achievement in ICT by using assessments to plan the next steps in learning;
- increase the amount of teaching time in Years 3, 4, 5 and 6 so that it meets the minimum recommendation nationally and allows for more learning opportunities in subjects such as ICT;
- improve the quality of marking so that pupils are clear about what they need to do to improve;
- arrest the declining trend that has led to unsatisfactory levels of pupils' attendance.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Pupils' achievement is good overall. The well above average standards in English and science and above average standards in mathematics by the end of Year 2 and Year 6 reflect the abilities of the pupils. They make good gains in their learning as they progress through the school. Few comparisons with the time of the last inspection are possible because, at that time, only reception and Year 1 pupils attended the school.

#### **Main strengths and weaknesses**

- Teaching is effective overall and results in the good achievement of pupils in most subjects.
- The quality of leadership by core subject co-ordinators and the special educational needs co-ordinator (SENCO) ensures pupils' progress is assessed and tracked very well and this has a very positive impact on all pupils' achievement.
- Past under achievement in reading and mathematics has been successfully addressed.
- By Year 6, pupils read very well and enjoy a wide range of literature.
- The standards in literacy and numeracy are enabling pupils to achieve well in other subjects.
- Standards in ICT are below average by the end of Year 6 and pupils do not achieve as well as they should in the subject.

#### **Commentary**

1. The average and sometimes above average standards in the reception class and Year 1 are similar to the time of the last inspection. This year saw the first group of pupils at Cranmere to take the end of Year 6 national tests. Consequently, no past comparisons with national results or trends are possible for the oldest pupils. All current staff are sharply focussed on raising standards and early indications are that the 2003 results, for the Year 6 pupils who left at the end of the summer term, are well above average in English and science and above average in mathematics. This represents good achievement for these pupils because they have made more than the expected rates of progress since Year 2, particularly in reading and mathematics.
2. Recent past results, at the end of Year 2, indicated some levels of under achievement. For example, when compared to similar schools, results in writing and mathematics have been below average over the past two years and results in reading were consistently below average in both 2000 and 2001. However, the declining trend in Year 2 results at Cranmere, compared to the upward national trend, has been successfully arrested by a combination of good teaching and decisive leadership and management by the headteacher and subject co-ordinators. Together, they analyse results of national assessments and identify areas of weakness in order to address them. As a result, indications are that the 2003, end of Year 2 results, will be well above the national average in reading and writing and above average in mathematics and, consequently, will be the best results since the school opened.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2003***

Standards in:	School results	National results
reading	17.2 (16.3)	15.9 (15.8)
writing	15.8 (15.9)	14.8 (14.4)
mathematics	18.2 (17.3)	16.4 (16.5)

*There were 30 pupils in the year group. Figures in brackets are for the previous year.*

### Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	29.6 (*)	27.0 (27.0)
mathematics	27.7 (*)	27.0 (26.7)
science	29.5 (*)	28.8 (28.3)

*There were 51 pupils in the year group. Figures in brackets are for the previous year. \* As 2003 was the first Year 6 cohort to take the national tests, no past comparisons with results are possible.*

3. Good teaching is enabling pupils of differing abilities to achieve well overall in most subjects. In the lessons seen, from the discussions with pupils and an analysis of their work, standards by the end of Year 2 and Year 6 are well above average in speaking and listening, reading, writing and science. Standards in mathematics, art and design, physical education (PE) and history are above average. Standards in singing are above average and are helped by the range of opportunities on offer, such as the two choirs. Standards in design and technology (DT), although average, sometimes lack sufficient emphasis on the design aspect. Standards in religious education (RE) are broadly in line with those expected by the locally agreed syllabus. By Year 6, pupils attain standards in ICT that are below average and they do not achieve as well as they should because of a combination of factors, including unsatisfactory assessments and a general lack of teaching time for older pupils.
4. Most children in the Foundation Stage, those in the reception class, enter the school with social and language skills that are just above average. They settle quickly and calmly into the school's routines because of the positive relationships and good induction arrangements. Attainment at the end of reception is in line with that expected nationally with the majority of children reaching the early learning goals in each of the six areas of learning.
5. Provision for pupils with special educational needs (SEN) is good and they achieve well, particularly in literacy, numeracy and in the development of their social skills. This is because there is good management of SEN with very clear targets in pupils' individual education plans (IEPs). In addition, a good support programme is identified for each pupil and a wide range of approaches is used by pupil support assistants (PSAs). Parents are rightly pleased with the support their children receive.
6. More able pupils are identified in a range of subjects. They also achieve well because teachers match tasks to their prior learning and to the challenging targets in their own IEPs. However, in science, even though many pupils reach standards well above average, some higher attainers would benefit from more opportunities to work independently, to research and to apply the skills they have been taught.
7. The very few pupils learning English as an additional language (EAL) make good progress both in speaking English and in their work across the curriculum. By Year 6, they achieve as well as, and sometimes better than, their peers because of good teaching and the strong emphasis given to speaking and listening, drama and role-play.
8. The school uses its own, well-developed, self-evaluation procedures to check on the relative performances of girls and boys. In the past, Year 2 boys have under performed in national tests in reading, writing and mathematics, both when compared to the girls at Cranmere and when compared to boys' performance nationally. Those boys, now in Year 5, are currently achieving in line with their capabilities because of a combination of good teaching, rigorous checks on their progress and a whole school focus on literacy and numeracy. Consequently, this past gender difference is no longer significant.
9. The school uses its good quality tracking systems to check on pupils' progress and to set very challenging targets in English and mathematics. These provide accurate predictions of outcomes. A range of support programmes ensures almost all pupils reach the targets set for

them. This has meant that many pupils with SEN and EAL reach at least the minimum standards expected nationally in reading, writing, mathematics and science. There are no significant differences between the achievement of groups of children from ethnic minority backgrounds.

10. The well above average standards in reading and writing are enabling pupils to achieve well in other subjects, such as science and history. The use of numeracy skills is also enabling pupils to make progress in subjects such as science where pupils measured the relative rates of absorbency in millimetres. The application of ICT skills has been limited in the past to aspects such as word-processing and the use of a few programs. Recent developments, and the good use of the new ICT suite, indicate a greater awareness of the impact that ICT can have on other subjects. For example, some excellent teaching occurred that linked control skills to art and design.

### **Pupils' attitudes, values and other personal qualities**

Pupils are happy in the school and demonstrate very good attitudes. Their behaviour is very good. Provision for pupils' spiritual, moral, social and cultural development is good overall. Attendance is unsatisfactory.

### **Main strengths and weaknesses**

- Most children in the reception class make good progress in their personal, social and emotional development.
- Pupils' behaviour and attitudes are very good in all classes and they develop responsive attitudes towards others.
- The very positive relationships between adults and pupils and the pupils themselves promote a very good atmosphere, conducive to learning.
- The school very effectively helps pupils to develop morally and socially.
- Attendance is unsatisfactory; unauthorised absence is well above the national average.

### **Commentary**

11. Pupils respond very well to all the opportunities provided by the school for developing personal qualities. They acquire good levels of concentration, a desire to learn and show a very good attitude to all the activities provided and listen attentively. They sustain their interest and concentration and their involvement in learning is evident across activities and throughout the different age and ability groups. Pupils thoroughly enjoy their lessons. The caring attitude of the staff ensures that all pupils receive a high level of pastoral support. Pupils, including those with SEN, respond effectively to the tasks and challenges presented by the teachers. They behave very well in lessons and around the school. They can be trusted to act maturely in unsupervised situations, such as older pupils answering the telephone and greeting visitors at lunchtimes.
12. Strong attention is given to ensuring that all children in the reception class make good progress in their personal development. The children have only recently started and most attend part-time. Friendly and warm relationships have been established and foster a supportive environment in which children work together happily. The sensitive induction into the school's routines ensures children begin school confidently and their individual needs are understood.
13. Provision for pupils' spiritual, moral, social and cultural development is good overall. Very good provision exists for pupils' moral and social development. This results in very good behaviour and relationships in the school that have a highly beneficial impact on pupils' learning. All groups of pupils work and play together happily and respect for feelings, values and beliefs is very positive in all classes. Throughout the school racial harmony is very good. Bullying is not a significant problem because lunchtime supervisors and all members of staff are continually vigilant and deal with any rare occurrences quickly and effectively. Parents and

pupils are right to be confident that any bullying or any incidents of racial harassment, should they occur, would be dealt with effectively and fairly. During the inspection no incidents of bullying or rough play were observed. Exclusions are not a feature of the school.

***Ethnic background of pupils***

***Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	190	0	0
White – Irish	1	0	0
White – any other White background	7	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	4	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	9	0	0
Black or Black British – African	3	0	0
Chinese	2	0	0
Parent/pupil preferred not to say	2	0	0

14. Pupils' social development is well supported by the curriculum, including an excellent range of extra-curricular activities, as well as the stimulating and welcoming environment of the school. The school offers a variety of activities, including the school council, for pupils to show responsibility, understand elements of citizenship and to be creative. Pupils enjoy these opportunities and their level of participation is good. Parents at the pre-inspection meeting commented very favourably on paired reading and 'friendship days' when pupils mix across the age groups. Pupils are involved in a wide range of charity ventures, musical events, end-of-term productions and residential visits. Co-operation is very well promoted through group work in lessons. All groups of pupils are able to meet and talk together in less structured situations during lunchtimes and break times. The school council provides a helpful vehicle for developing pupils' shared understanding of personal and social matters and their responsibilities. Through personal example and direct teaching, staff help pupils to develop an understanding of right and wrong, tolerance and more appropriate ways to react when frustrated or angered.
15. The provision for pupils' spiritual and cultural development is satisfactory and is supported by assemblies and lessons such as singing. Some displays of work are helpful in developing pupils' understanding of cultural diversity. However, more planned experiences are needed so that pupils can fully appreciate the contribution made by people from the different cultures represented in Britain.
16. Pupils' attendance levels have been slipping and are now unsatisfactory. By contrast, punctuality is improving with most pupils arriving on time. Unsatisfactory levels of attendance are not because of pupils' attitudes. Evidence from discussions with pupils and their responses to the inspectors' questionnaire indicate that they look forward to coming to school. The school's efforts to tackle unsatisfactory attendance levels have not been successful because not all parents co-operate in keeping absences to a minimum. Authorised absences are mainly for medical reasons and are widespread. Unauthorised absences are due to

multiple reasons. A small number of pupils do not regularly attend. Some families take children on unauthorised, extended holidays during term-time and many parents do not send an absence note.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	5.1	School data	1.2
National data	5.4	National data	0.5

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is good overall. Teaching is generally good or better, leading to effective learning. The school provides a good curriculum with excellent enrichment opportunities. The support given to pupils and the links with the parents are very good.

**Teaching and learning**

Teaching is good overall, particularly in Years 1,2, 5 and 6 and very good in the teaching of reading. Learning is also good. Assessment is satisfactory in most subjects and unsatisfactory in ICT.

**Main strengths and weaknesses**

- Teachers manage their classrooms well and, through their good planning and preparation, include and engage all pupils in their learning.
- Teamwork is strong, with a consistency in approach from class to class.
- Relationships between staff and pupils are very positive and result in pupils' very good responses to learning.
- The quality of teaching of reading and mathematics has addressed past underachievement.
- Homework is used well to reinforce or to extend learning
- Literacy and numeracy are well taught across the curriculum, but ICT is rarely featured in other subjects.
- Assessment is satisfactory overall but the marking of work is unsatisfactory and does not provide pupils with enough guidance on how to improve their work.

**Summary of teaching observed during the inspection in 52 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	13 (25%)	19 (36%)	18 (35%)	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

**Commentary**

17. The overall quality of teaching is good. Almost two-thirds of the lessons observed were good, very good or excellent. Lessons start on time and teaching methods are varied to reflect the learning aim. Teaching assistants (TAs) are generally well deployed and make a good contribution to the quality of teaching. On occasions, TAs could benefit from more guidance, particularly when using ICT resources.
18. Lessons were particularly good in Years 1, 2, 5 and 6. Good characteristics of teaching included clearly identified learning intentions at the start of a lesson, which were then written up as a useful reminder to all pupils. This strategy was particularly helpful to lower attainers

and those children at an early stage of English acquisition. Similarly, the good use of visual and audio resources, such as puppets in the reception class and digital cameras and cassette tapes in other classes, ensured good attention to the range of pupils' preferred learning styles. In the good lessons, literacy and numeracy skills were particularly well taught, not only during the daily times devoted to the national strategies but also in many other subjects of the curriculum. By contrast, ICT skills were not used as well to support pupils' learning. A brisker pace could have further improved satisfactory lessons so that more learning could have taken place. Occasionally, there was insufficient attention to the importance of ensuring both a good start and a successful rounding off at the end of a numeracy session. The over use of worksheets in geography and over direction in RE sometimes lead to similar work being produced by pupils of differing prior attainment.

19. The teaching of pupils with SEN and EAL is good and, as a consequence, they achieve well in all classes. The teaching of English, mathematics and science is good and ensures all pupils build well on their prior achievement and make good gains in their learning. Reading is very well taught in all classes with good foundations laid in the reception class. The secure, early grounding in the use of letter sounds, combined with a regular diet of good literature, results in a love of reading by most pupils and well above average standards by Year 6. This very good attention to the early development of reading skills supports pupils' achievement across the curriculum.
20. The use of assessment is good in English, mathematics and science and satisfactory in most other subjects. Assessment data is used well to set pupil targets, to modify planning, to provide for pupils' individual needs and to group pupils by their prior learning. Pupils know what they need to improve at. For example, an older pupil remarked, *'I like writing stories but my handwriting's scruffy and I need to practise more'*. However, the use of valuable assessment knowledge is not yet secure enough in ICT, in all classes, and results in under achievement in the subject by Year 6. Although pupils often know which aspects of their work they need to improve, they are not always well supported through teachers' comments in their books. The best examples of marking were to be found in English where written remarks related to improvements in the subject and gave clear guidance on what pupils needed to do next. Homework is given consistently and in line with the school's policy that was agreed with a working party of parents. The work often relates to topics covered in lessons and helps to consolidate pupils' learning.
21. The headteacher's strong leadership and excellent teaching skills have established, in a relatively short time, a culture of individual responsibility and collective support amongst the staff. The school is committed to improvements in teaching and learning and has set itself challenging aims. Teachers and support staff are very caring of pupils and parents are right to be pleased with the commitment of staff, the amount of time they devote to the school and the individual approaches taken with their children.
22. Teachers demonstrate secure subject knowledge. Pupils are challenged to do their best and they respond positively. As a result they learn and build on their prior knowledge and skills. They concentrate and persevere and produce lengthy pieces of good quality writing in subjects such as English, science and history. Searching questions are used well to assess what pupils know, understand and can do. In the reception class, the learning needs of young children are well understood by staff. Observations of what reception children can do are regularly carried out, recorded and used well in guided, small group literacy and numeracy sessions. However, occasionally, there are missed chances to challenge reception children at the times when they choose where they will work, such as in the role-play areas, working with the computers and at the sand and water trays.

### **The curriculum**

The overall quality of the curriculum is good. The curriculum is broad and balanced and includes French but ICT would benefit from more teaching time in Years 3, 4, 5 and 6. The school provides

excellent opportunities for enrichment through a wide range of clubs, visits and visitors. Resources and accommodation are satisfactory.

### **Main strengths and weaknesses**

- The curriculum is fully inclusive of all pupils and well matched to pupils' needs in most subjects.
- The school provides good, targeted support for pupils with SEN and those who are gifted and talented and this enables them to achieve as well as they are able.
- The excellent opportunities for enrichment are a strength.
- Pupils are prepared well for later stages in their education.
- The amount of teaching time for Years 3, 4, 5 and 6 does not meet the minimum expected nationally and impacts on pupils' achievement in ICT.

### **Commentary**

23. The school provides a broad and balanced curriculum. There is an ample amount of teaching time in the reception class and in Years 1 and 2. The curriculum in the reception class covers each of the areas of learning but outdoor play is currently limited while the school attends to some external health and safety issues. In the meantime, the hall is used well to provide opportunities for children's physical development. The recent addition of French in all classes enriches the curriculum on offer but, because of the current overall lack of teaching time in Years 3, 4, 5 and 6, impacts upon the amount available for ICT, which in turn, limits pupils' achievement in the subject.
24. The school is fully inclusive of all of its pupils and regular checks are made to gauge their progress. Separate registers are kept to identify the needs, and to track the progress of pupils with SEN, those who are gifted and talented, and the very few who are learning English as an additional language. This enables staff to intervene promptly, when necessary.
25. The school provides excellent opportunities for enrichment. All pupils have full access to the 25 clubs on offer such as art, music, sports, gardening, book reviews, French, Spanish, chess and draughts. Such clubs are regularly held and well attended. Pupils speak enthusiastically about all the activities they have joined. Sport is given a high profile for girls and boys, with a wide range of team games and athletics on offer. Residential trips, to places like the Isle of Wight, are used effectively to enrich subjects such as English, history, geography and art and design.
26. Pupils with SEN have full access to the curriculum and its enrichment activities, including the many visits. The headteacher and staff have maintained good provision for pupils with SEN during the absence of the special educational needs co-ordinator (SENCO). Targeted support for pupils with SEN is well organised and effective. Individual Education Plans clearly identify targets for pupils and these are the regular subject of focussed work by TAs within the classroom. Resources, including SEN support assistants, are deployed and managed satisfactorily and sometimes well. The provision for pupils' PSHE is very effective and includes sex and relationships education with good attention to raising pupils' awareness of drug and alcohol misuse. The partnership between the school and parents of children with SEN is well developed and supports the progress pupils make. One parent commented, '*I couldn't ask any more of the staff*' and an older child remarked, '*In my last school, the kids weren't kind, but here everyone helps you*'.
27. The school regularly evaluates the impact of its curriculum on teaching and learning. For example, a whole school focus was placed on reading. This successfully secured improvements and arrested past under achievement. Similarly, in mathematics, a stronger emphasis was placed on problem-solving across the school and on smaller group teaching in Year 6. Subject planning is carefully adapted from nationally-recommended schemes of work

and teachers often use nationally-produced 'exemplar' plans for numeracy lessons which are then adapted to meet the needs of pupils in their class.

28. Good links have been established with pre-school settings and the headteacher makes it his business to visit each one before children start in the reception class. This, combined with home visits by staff, ensures the school understands children's needs before they begin in reception. Assessment information is passed efficiently between year groups and parents are pleased with the written summaries they receive on their children's progress. Good curriculum links have been established with a group of seven local schools to develop a federation in preparation for an application for specialist Arts status. Good connections are made with a local secondary school and the headteacher follows up on the progress that pupils make, after they leave Cranmere.
29. There are sufficient teachers and good levels of support staff to match the demands of the curriculum. Accommodation and resources are adequate and allow the curriculum to be taught effectively. The range and quality of resources for ICT has significantly improved since the last inspection. However, internal space is very limited and the new ICT suite shares the same room as the library. This inhibits pupils' opportunities to independently research. Nevertheless, despite internal limitations, the staff have created a stimulating and good quality learning environment and use all available space to its full benefit. By contrast, the external space is extensive. Pupils expressed very positive comments about the good resources available to them at break-times. The addition of a trim trail, where children can climb and balance, and a range of resources and games, ensure break-times are stimulating and provide an extension to pupils' learning.

### **Care, guidance and support**

Provision for pupils' care and welfare is very good. The school is vigilant about health and safety matters. Support, advice and guidance is good; staff know pupils very well. They seek and act on pupils' views very well.

### **Main strengths and weaknesses**

- Staff take very good care to ensure pupils' welfare, health and safety.
- Child protection arrangements are good.
- Admission to the school and transfer to secondary schools are effectively supported.
- Pupils' views are well gauged and often acted upon.
- The monitoring and tracking of pupils' personal development are good.

### **Commentary**

30. Health and safety risks are regularly assessed. Fire drills and safety checks on equipment are well established. Good arrangements are in place for first aid, medical support and child protection issues. The headteacher, the named responsible person, is knowledgeable in child protection matters and keeps others informed about any issues. The school has good links with external support agencies. Pupils are carefully and effectively guided on matters relating to their well-being through the curriculum and by specialists who visit such as the school nurse. The school promotes healthy life styles through a range of activities. Pupils' well-being is further supported by a sex and relationships education programme and by raising their awareness of drug misuse.
31. Support and advice to pupils are good. The staff provide a very supportive environment and ensure that new children settle into the school quickly. They warmly respond to pupils' personal needs and this includes supporting pupils who have vulnerable circumstances or have specific SEN. Relationships in the school are very good and pupils are confident that they can approach a number of adults, if they need help. Good guidance is given to pupils about the next stage of their learning for when they leave school. The teachers and support staff know their pupils well enough to monitor their personal development. The good reporting

system and exchange of pastoral information amongst staff also provide further means to monitor pupils' development and to set termly, whole school, social targets. These, along with pupil profiles and concerns recorded by the headteacher, provide a deterrent for any oppressive behaviour like bullying. Advice and guidance in academic matters are satisfactorily based on the systematic monitoring of pupils' achievement and needs and include pupils with SEN and those learning English as an additional language.

32. The school actively seeks the views of pupils and responds very well. Pupils are consulted through the school council, questionnaires and end of year reports, where individuals have an opportunity to reflect upon their work. They feel that their opinions are taken seriously and often acted upon. The school council is involved in helping to set whole school targets such as the current one: *'Do one good deed today'*.

### **Partnership with parents, other schools and the community**

The partnership with parents, other schools and the community is very good. Parents are supportive and express confidence in the school. They are happy with the school's work. Links with other schools, as well as with the community, are good.

### **Main strengths and weaknesses**

- Very good links have been developed with parents through the induction programme, open door policy, consultation evenings, family workshops and homework. Such links impact positively on all pupils' achievement.
- Communication with parents is good and the school is quick to respond to suggestions.
- Links with the local community are productive.

### **Commentary**

33. The partnership with parents assists the children to settle quickly into school life and to do well at the school. Many parents regularly assist in school. The school keeps parents well informed about its work and actively seeks their views on how to improve. The school prospectus and the governors' annual reports are useful publications. Parents are encouraged to read regularly with their children at home. Pupils' annual progress reports to parents contain details of what children have been doing in curriculum subjects and are translated for those families who do not read English. However, although reports meet statutory requirements, they could usefully include more information about what parents could do at home to support their children's learning further. This is partly addressed by the frequent opportunities available for parents to discuss their children's progress with the class teachers. Parents of children with SEN are well supported with regular updates and reviews on their children's progress towards the targets in IEPs.
34. Parents actively support their children in all the activities they undertake. Several parents are regularly involved in supporting extra-curricular clubs. The school can generally rely on parents' support in dealing with problems related to their children's learning and development but not that well in keeping absences to a minimum. 'Friends of Cranmere', the Parent Teacher Association, is a dynamic body. It holds regular social events and raises significant sums of money which are used to the benefit of all pupils.
35. Good links with the community make an effective contribution to pupils' learning and welfare. Some parents regularly make use of and value the family support programmes. Visits to places of interest and worship and visitors, like the school nurse and police liaison officer, support pupils' education and well-being. Links with companies such as the British Broadcasting Company (BBC) and British Petroleum (BP) are substantial. For example, scientists from BP visit the school and take assemblies. Pupils have designed an impressive calendar for BP and put together an ICT presentation. The headteacher's visits to local pre-school settings and liaison with receiving secondary schools help smooth transition to and from the school. Links with the main receiving secondary school also support curriculum areas

like the Performance Arts. The school also provides student teacher placements. This means an additional group of adults is available to support pupils' learning and also provides an additional range of good role models.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. Leadership is very good and management is very good. Governance is satisfactory.

### **Main strengths and weaknesses**

- Powerful and reflective leadership by the headteacher, with very good support from the deputy head, result in well-motivated staff, full parental confidence and pupils' good achievement.
- Successful action has addressed under achievement issues identified through the school's very good self-evaluation procedures.
- The very good management ensures any weaknesses are quickly detected.
- Good overall improvement since the last inspection with previous weaknesses fully resolved.
- Financial management is good.
- The school provides good value for money.

### **Commentary**

36. The leadership of the headteacher is very good. Although only in post for two years, the headteacher has successfully steered Cranmere through its final phase of becoming a fully-fledged and effective primary school. He is highly respected by pupils, staff, governors and parents. This has resulted in a school that has a deservedly good reputation within its local community. He sets an excellent teaching example and is fully committed to running an equitable and inclusive school. Staff and pupils are valued and are encouraged to discuss and share their ideas. For example, one pupil who made a suggestion about improving lunchtimes was pleasantly surprised to receive a personalised and positive response from the headteacher.
37. The headteacher is ably supported by the deputy headteacher and together they form a powerful team. They have successfully addressed previous weaknesses in reading which affected pupils' achievement. Through her very good leadership of English, the deputy headteacher has transformed the situation so that the teaching of reading is now a strength of the school. Regular monitoring by key staff has led to action planning that makes clear what needs to be done to improve standards further. For example, the mathematics co-ordinator has ensured a whole-school focus on aspects of problem-solving. In PE, the co-ordinator has recognised that the present organisation of the subject does not ensure pupils' progression in some skills. In ICT, there is some evidence of under achievement. The relatively new co-ordinator is aware of what needs to be done to improve standards and the recently installed ICT suite, with its very good range of resources, is being used effectively.
38. The management of the school is very good. The school is well placed, through its very good management systems, to raise standards further. The headteacher and deputy headteacher have ensured a rigorous approach to all aspects of monitoring and evaluation and this has led to a thorough knowledge of the school's many strengths and where further improvement, such as in ICT, is needed. Opportunities for co-ordinators to monitor teaching and learning in their subjects are well developed because the headteacher regularly takes classes himself to enable this to happen. A critical approach is taken to all aspects of school life and co-ordinators have action plans to reach set targets. Very good use is made of performance data to track pupils' progress in English and mathematics. This has led to the identification and support of individual pupils for example, through a range of catch-up programmes. It also identified the relatively weaker performance of boys at Cranmere compared to girls. As yet,

this rigorous process has not been extended to science. All available assessment data is used well to set future targets that are realistic and challenging.

39. The headteacher led a successful review of the school's improvement plan and its aims. This was underpinned by a thorough evaluation of all aspects of the school and involved questionnaires to parents and pupils. Governors and staff were actively involved and conclusions were founded on careful analysis of available data. This resulted in an excellent strategic plan which charts the school's priorities in both the short and longer term. It has ensured the weakness identified at the time of the last inspection has been fully resolved and the plan now includes success criteria and is properly costed.
40. The management of SEN is good. The SENCO is currently unavoidably absent from school and the headteacher is overseeing the role. The school's SEN policy has been updated since the last inspection to meet the requirements of the revised, national code of practice. The SENCO has good expertise and puts this to use effectively in ensuring and monitoring the progress of pupils against their targets in IEPs. The SENCO also manages well the support of more able pupils who are identified in a range of subjects and each have their own IEP to ensure tasks are suitably challenging. Parents are pleased with the management of SEN and the way they are involved in decisions about provision for their children.
41. The systems for performance management are well embedded and include an appraisal of TAs and have contributed to raising achievement through the inclusion of pupil progress targets. The school invests in its teaching and support staff by ensuring their good induction. For example, the recently appointed bursar is attending training courses to support her new role. The deputy headteacher has overall responsibility for the induction of staff and this role is effectively carried out. Regular meetings are held with groups, such as the midday meals supervisors, to ensure they are clear about their responsibilities and fully supported. Teaching assistants are satisfactorily deployed across the school and help teachers both in terms of relief from unnecessary administration and in teaching individuals and groups.
42. Governance is satisfactory. Several governors have been recently appointed and are developing their roles with the support of the headteacher and established members of the governing body. Governors are ambitious for the school and are very supportive of the newly-agreed aims. They corporately carry out their statutory duties and some governors visit the school regularly, including the Chair. Monitoring visits take place and these have led to a better understanding of the organisation of the school, an improved knowledge of each individual governor's linked subject and the impact of any major spending decisions, such as the new ICT suite. The governing body is fully committed to the school's principles of inclusion and its desire for excellence and there is a very positive relationship between governors and the senior management team. Governors are clear about their roles and are supported by a school-produced handbook that gives helpful guidance on their range of responsibilities. Although there is not yet a full complement of governors, there is a good committee structure which ensures an efficient use of meeting times. Committees meet regularly, are well organised and are kept informed by the headteacher of progress towards the key priorities in the school's improvement plan. The governors' role as critical friend to the school is developing satisfactorily and governors now need to be more rigorous in the questions they ask of the school and in discussions that relate to progress on the priorities in the school's strategic improvement plan.
43. The quality of financial planning and management has improved significantly since the time of the last inspection. The school was audited over two years ago and has acted upon the few weaknesses. Governors now receive monthly financial reports from the school's bursar. Consequently, compared to the time of the last inspection, where the flow of financial information was described as 'sparse', governors are now in a much stronger position when making important spending decisions. Budgets are set in accordance with statutory requirements, including monies set aside for the provision of pupils with SEN. Financial information is presented by the bursar so that it is accessible to all members of the governing body. The school's financial situation is satisfactory and decisions are taken with the four

principles of 'Best Value' in mind. The current financial carry forward is prudent and will enable the school to carry out some further improvements to the courtyard area. The school provides good value for money and this represents an improvement on the satisfactory situation at the time of the last inspection. Financial decisions relate well to the four key aims of the school, outlined in its improvement plan. For example, before considering the employment of additional classroom support staff, the governing body referred back to its declared aim of *'building a team of professionals committed to excellence'*.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	525629
Total expenditure	491400
Expenditure per pupil	2340

Balances (£)	
Balance from previous year	-149
Balance carried forward to the next year	34080

**COMMUNITY PROVISION**

The school's range of community provision is **effective**.

**Main strengths and weaknesses**

- The school provides a good range of community provision.
- For the adults who attend, each of the programmes impacts positively on a range of skills.
- There is no obvious, direct impact on pupils' learning.

**Commentary**

44. The educational and support programmes for the parents at the school are purposeful and help them to improve their knowledge and skills in a variety of ways. The programmes include a carefully developed 12-week family learning programme, aimed at improving adult literacy and numeracy skills, and a family support service programme. The latter equips participating parents well to manage their children's behaviour. However, parents' participation in such initiatives has been moderate. The school also reaches out to its families in other ways by providing facilities like yoga classes and judo clubs for recreational purposes. Such facilities bring parents to the school but have no obvious, direct impact on pupils' learning.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

The overall provision in the Foundation Stage is **satisfactory**.

45. The Foundation Stage at Cranmere comprises one reception class. Most of the 30 children currently on roll have attended a range of pre-school and nursery settings. Most reception children currently attend part-time with about one-third attending full-time. Children enter school with a range of attainment that is just above average, although there is a wider range of learning need than at the time of the last inspection. A very few children start with little spoken English and are learning to speak English as an additional language.
46. Teaching is satisfactory in all the areas of learning with some strengths, such as the teaching of reading, the teaching of social skills and the good teamwork between the class teacher and the TA. The six areas of learning are satisfactorily planned and good links are made through different topics. Children of all abilities achieve satisfactorily overall. The management of provision is satisfactory, although more attention needs to be given to encouraging children's independence and to the teaching of ICT skills. Careful and detailed records are kept of children's personal and academic development. Relationships between adults and children are very positive and children are well settled, safe and secure. The outdoor environment is potentially spacious. Its use is limited at the present time because of a few health and safety issues, which the school is both aware of and is dealing with. The curriculum is enriched by a good range of visits outside of the classroom and by visitors, including parents and governors to the classroom.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **good**.

#### **Main strengths and weaknesses**

- There are very good procedures to induct new children into school and these support their personal, social and emotional development.
- Adults provide good role models.
- Children behave very well and are settled into classroom routines.
- More opportunities are needed to develop independence.
- Provision for imaginative role-play needs improving.

#### **Commentary**

47. Children are on course to reach, and in many cases exceed, the early learning goals in most aspects of their personal development by Year 1. The start of the day is well managed and allows children to talk together and to practise their numeracy skills. They listen attentively during whole class discussions. Children with SEN are well supported and the use of visual aids and puppets, such as 'Fluffy the Rabbit' are helpful to those very few children learning to speak English as an additional language. Behaviour is very good and children are able to sustain tasks for prolonged periods. They co-operate well and share resources. For example, when two children were engaged with the finger puppets, they successfully endeavoured to persuade others to be an audience for their impromptu performance of 'Goldilocks and the Three Bears'.
48. The class teacher and TA work well as a team, greet parents warmly and are available to discuss any issues. At home-times, good attention is paid to ensuring the safety of each child. Children are treated with respect and respond positively. Their independence is encouraged satisfactorily but more could be expected of them, particularly in accessing and using materials and resources. For example, when painting pictures of the 'Three Bears', children's

thinking and independence skills were limited by the provision of ready-mixed paints, rather than by opportunities to mix their own colours. Opportunities are provided for role-play but without an adult present, children are provided with few visual prompts to encourage them to play purposefully.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **satisfactory**.

### **Main strengths and weaknesses**

- Speaking and listening skills are regularly taught and result in children's good achievement.
- Reading is well organised, children achieve very well and often choose to browse with books.
- Writing is satisfactory with regular activities involving the teaching of letters and sounds.
- Insufficient use of ICT to support children's emerging communication and literacy skills.

### **Commentary**

49. Children are likely to attain, and in some cases exceed, the early learning goals in speaking, listening, reading and writing by the end of the reception year. The regular opportunities for listening and discussion result in the majority developing good listening and speaking skills. They are attentive at story times and are able to sit calmly through whole school and class assemblies. Children learning English as an additional language are sensitively managed and make good progress in their understanding of the language activities provided. Reading is well organised and involves the regular teaching of letter sounds. Children have access to a wide range of well-displayed books and this encourages them to browse and to practise their early reading skills. Many children can already write their names independently. They know the names of letters and that individual letters make sounds in words. A writing table provides opportunities for children to practise their mark-making and they are supported by visual aids that include letters and key words. Short, adult-focused, group sessions are ensuring that children receive individual support in their reading and writing. By contrast, insufficient use is made of ICT to support pupils' language development. There are missed opportunities in their self-chosen activities to try out their emerging literacy skills. The indoor classroom has been established as a stimulating learning environment but would benefit from more interactive labels to prompt and challenge the range of language development evident in the reception class.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children receive a good range of numeracy experiences that link well to other areas of learning.
- Good use is made of the courtyard area to promote numeracy skills.
- Good emphasis on the teaching of mathematical vocabulary.
- Insufficient challenge in some of the self-chosen activities provided.

### **Commentary**

50. Children are likely to attain the early learning goals by the end of the reception year. Regular times are set aside for mathematical experiences that offer children opportunities to count, sort, match and talk about their ideas. Planning ensures good links between activities in other areas of learning. For example, during registration times children counted how many were present, with several able to count to 30. Similarly, sound use was made of the story of 'Goldilocks and the Three Bears' with most children able to order the bears by size. In the

courtyard area, children gained in their knowledge of number through experiences of games such as skittles and hopscotch. They thoroughly enjoyed making porridge for the 'Three Bears' and then timed how long it took to cook. One-to-one correspondence and counting skills are developing well through activities such as, 'following the teddy bear's footprints' and stepping on them one at a time.

51. In most practical activities, sound attention is given to the introduction of appropriate mathematical vocabulary. This results in many children able to use terms correctly, such as 'taller' and 'tallest'. For example, children playing with 'small world' animals were able to compare plastic creatures and explain that the 'Tyrannosaurus Rex' was the tallest dinosaur. Opportunities to engage in regular role-play support children's mathematical development. In their 'healthy food' shop, they could sort fruit and vegetables and wrote down how many they wanted to buy on their shopping lists. One child remembered that he needed two more onions because his daddy liked vegetable soup for dinner. However, more challenge is needed to match and extend the range of children's prior mathematical learning when they choose to play in self-chosen activities. For example, higher attainers, who could count accurately well beyond ten, were not challenged sufficiently when they chose to play in the role-play areas. Sand and water trays are provided but are not well planned to further children's achievement in aspects of mathematics, such as capacity.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **satisfactory**.

### **Main strengths and weaknesses**

- Children achieve satisfactorily overall but there are some significant differences between the provision for each aspect of this area of learning.
- Provision in the history aspect is good but ICT is unsatisfactory and results in a slow start.

### **Commentary**

52. Children are on course to reach the early learning goals in most, but not all, aspects of this area of learning. This is because varying levels of emphasis are given to the different aspects that this area of learning covers. For example, the provision for historical learning is good. Provision for children's scientific and geographical learning is satisfactory, but insufficient attention to ICT results in children's prior learning from home not being built upon.
53. Children develop a good sense of time when finding out about themselves. For example, through the use of photographs of when they were babies, they were able to differentiate between what is happening now and what has happened in the past. One girl was keen to point out her baby photograph on the wall outside of the classroom. She could explain some of the changes, such as now being four years old and being able to walk. Children are developing a sound sense of place and several could describe how to get to the playground and the dining hall. They care for 'Domino' the school's rabbit and know that, like them, it needs food and water every day. They know where they live and could name the important adults in their lives. Birthdays are celebrated but there are insufficient experiences that relate to a wider cultural understanding. Experiences such as mixing the water and oats and then cooking the porridge for the 'Three Bears' provided great interest and led to a discussion about changes when food is cooked. Good links are made with mathematics. For example, one child noticed the different colours of the porridge as it cooked. He was keen to record each of the changes by colouring in squares, in different colours, at one-minute intervals.
54. However, children's progression in learning ICT skills is not given sufficient emphasis. The children have access to two classroom computers and there is a cassette and story-tapes. Children can satisfactorily use a mouse to move teddy bears around a computer screen and they know which buttons to press to work the tape cassette. However, they are not

encouraged to use everyday technology in their role-play and the computers, including a floor robot, are generally under used. Consequently, children do not achieve as well as could be expected in the ICT aspect of this area of their learning.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Good use is made of the school hall for children to develop their physical skills.
- Provision in the courtyard area is currently limited by health and safety issues.

### **Commentary**

55. Children are on course to attain the early learning goals in their physical development by the end of their time in reception. Parents are encouraged to help in lessons and this saves time with dressing and undressing, although many children come to school able to undo buttons and laces. Children are developing a satisfactory sense of space and move with controlled confidence when responding to the beat of a drum. They use a range of movements such as walking on their toes or running with their knees high. A circus theme was used well to motivate children when they practised their rolling, juggling and balancing skills. Games such as skittles were used effectively to develop children's hand and eye co-ordination. Other skills, related to hand and finger control, are developed satisfactorily through a range of opportunities to draw, paint, model and write. They are beginning to understand the importance of eating healthy food and the regular, daily use of 'fruit time' contributes to this. The courtyard provides sufficient space for children's physical development but is partly out of use because of cracked paving stones.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

### **Main strengths and weaknesses**

- Children respond enthusiastically to the wide range of creative opportunities provided.
- Children are over-directed in some art activities and produce work that lacks individuality.
- There are variations in the quality of role-play provision; indoors, it is not well developed.

### **Commentary**

56. Children are on target to reach the early learning goals in their creative development by the time they leave the reception class. Children are offered a wide range of activities on a regular basis, including role-play, art, music and dance. They create collages, pirate hats for their party and paintings of the 'Three Bears'. However, much of the work is similar in outcome because they are not encouraged to experiment by mixing their own paints. Their first efforts are accepted too readily without encouragement to improve the quality of their paintings and drawings.

57. Role-play areas are provided both indoors and in the courtyard area. Interventions by the TA in the outdoor area were often good and led to opportunities to extend children's vocabulary. By contrast, the role-play area in the classroom is not particularly stimulating and is not structured effectively to fire children's imagination or to read, talk, write, sort and count. Children receive regular opportunities to make music and to sing. They respond well to familiar songs and join in the actions. They choose from a range of instruments and understand that sounds can be quiet or loud as well as fast or slow. They are able to share musical instruments and to co-operate when asked to perform.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH AND MODERN FOREIGN LANGUAGES**

English was inspected in full and is reported below. Provision for French is at a very early stage of development and no lessons were seen, though all classes are taught French and it contributes positively to pupils' cultural development.

#### **English**

Provision in English is **very good**.

#### **Main strengths and weaknesses**

- By Year 6, attainment in English is well above the national average.
- Teaching is good overall and sometimes excellent, particularly in reading.
- Good teaching and very good leadership in English have successfully addressed past under achievement in reading.
- The achievement of all pupils, including those learning EAL and those with SEN, is good.
- Pupils are enthusiastic and confident speakers, listeners, readers and writers.
- The lack of accommodation limits the use made of the library for pupils' independent research.

#### **Commentary**

58. Early indications of the school's first Year 6 results in national tests are that they are likely to be well above the national average. Standards by the end of Year 2 are apt to mirror this very good result. A combination of good teaching, very positive attitudes and strong and determined leadership has addressed past under achievement in reading and ensured the good achievement of pupils as they progress through the school. The downward trends in reading and writing in Year 2 tests, compared to the upward national trend, have been reversed. Current Year 6 pupils are already working at levels close to, and sometimes above, the average expected in each aspect of English and this bodes well for the challenging targets set by the school for 2004.
59. Provision for the development of pupils' speaking and listening skills is very good and includes opportunities for drama and role-play. By Year 6, pupils attain standards that are well above average. Across the school, pupils use their well developed speaking and listening skills to achieve very good standards in their writing. Pupils listen attentively and put forward their own ideas confidently, with some able to make lengthy and well-structured contributions. Drama and role play are good features that contribute effectively to pupils' good achievement.
60. Provision for reading is very good and standards are well above average by Year 6. In lessons, pupils use their very good knowledge of letters, sounds and words to read confidently. By the end of Year 2, they possess a good range of strategies for working out unfamiliar words, enjoy commenting on what they have read and attain above average standards for their age. In Years 3, 4, 5 and 6, pupils respond critically to texts and can offer interpretations and points of view. Girls and boys, in all classes and of all abilities, demonstrate a love of reading and many attend the two 'Book Clubs' that are held for younger and older pupils. Book corners are well stocked, inviting and pupils regularly take books home. Because of the dual nature of its use, the library is generally under used for research.
61. The provision for writing is very good and standards are well above average by the end of Year 6 and all pupils achieve very well. By Year 2, they write using a good, cursive hand. Spelling is a current whole school focus and pupils are achieving well. Although they readily turn to dictionaries, they rarely use the spell check feature on classroom computers. However, ICT is used well in some lessons. For example, in Year 1, the teacher very successfully and creatively stimulated the pupils' desire to write by helping them to assume the roles of four,

different story characters. The teacher captured the 'freeze-frame' expressions and actions of the children with a digital camera and displayed them using a projector. Children engaged in the activity with great concentration and were able to use the images to write their own speech bubbles. By Year 6, pupils write their own autobiographies using the memoirs of a well-known footballer. They organised their writing to show each stage of their lives so far. They used headlines to do this and their responses were both insightful and entertaining. For example, a pupil wrote a headline to encapsulate his love of his own family: '*SMALL FAMILY - BIG HOME!*'

62. The achievement of pupils learning EAL is good. They make confident contributions to class discussions and benefit from the support of their helpful peers in lessons. Teachers and TAs have a good knowledge of the progress children make. In some lessons pupils made good progress in their English acquisition because teachers and TAs used effective visual resources to aid their understanding.
63. Teaching is good overall with some examples of very good and excellent teaching. This results in good gains in learning and improved rates of progress, particularly in reading. Girls tend to outperform the boys in both reading and writing. The co-ordinator regularly checks on assessment data and has introduced good strategies to close this gap. Pupils with SEN are well supported in lessons and time is often set aside for LSAs to focus specifically on pupils' literacy targets in IEPs. In a very effective lesson pupils with SEN were expected to make a significant verbal contribution during the discussion element, prior to the development of a shared piece of writing. Pupils learning EAL are also well supported and their individual needs addressed. For example, their ideas are often written up for them to see and they then record their ideas onto a tape. Higher attainers also achieve very well because of good teaching and high expectations. For example, they were taught how to access recipes from the Internet and were able to use their writing skills to make notes. They were then able to recall the sequence of instructions from memory. Marking is regularly carried out and supports pupils' progress in writing and spelling.
64. Past under achievement in reading has been successfully addressed by very good teaching combined with strong and supportive leadership and management. The English co-ordinator is knowledgeable and enthusiastic and uses the knowledge gained from monitoring visits to inform her priorities for development. English is given a strong focus with many opportunities for pupils to read, write, perform, talk and listen outside of the literacy hour. Extra-curricular activities also impact significantly on pupils' attitudes and achievement. For example, the passion for reading shown by the teacher and TA, who run the 'Book Clubs', is caught by the children who are themselves becoming avid readers. Parents and pupils are right to be pleased with the provision for English. The good picture found at the time of the last inspection has been maintained and further improved.

### **Language and literacy across the curriculum**

65. Pupils' very good literacy skills contribute significantly to the standards achieved in other subjects. Pupils use their well-developed oracy skills to engage readily in discussions during lessons in humanities, PE and PHSE. They were observed making mature contributions to activities, such as debates during the school council meeting. Pupils' very good writing skills are used effectively and regularly in a range of lessons. In a Year 1 geography lesson, pupils discussed and wrote about safety issues when considering the different ways they come to school. In Year 4, good links were made with the class history topic where pupils learnt to use reference books such as, an encyclopaedia of Tudor medicines. Pupils accessed more information from a CD-ROM to develop their knowledge and understanding further. The use of ICT to support teaching and learning in English has been limited in the past, but it is now developing satisfactorily with examples of pupils' drafting and redrafting their ideas directly onto a monitor screen.

## MATHEMATICS

Provision for mathematics is **good**.

### Main strengths and weaknesses

- Strategies for improvement have addressed past under achievement.
- Teaching is good overall, ensures good gains in learning and pupils achieve well.
- Pupils have good attitudes to mathematics, use mathematical vocabulary correctly and are beginning to apply their numeracy skills in most subjects, but not yet in ICT.
- Marking does not contain enough guidance to pupils on how to improve.

### Commentary

66. Early indications are that the school's first Year 6 results in national tests are likely to be above the national average. Standards by the end of Year 2 are also likely to reflect this good result. Strategies to combat past under achievement in Year 2 have been successful. For example, the co-ordinator has ensured a whole, school focus on problem-solving. This, combined with good teaching and effective leadership, has ensured the good achievement of pupils as they progress through the school. The downward trend, in past Year 2 tests, has been reversed. Current Year 6 pupils are already working at levels close to the average expected in mathematics and the school is on course to reach its targets set for 2004.
67. Pupils of all abilities, including those with SEN, achieve well. This is because of the overall good quality of teaching. For example, good pace and an emphasis on place value ensure younger pupils develop a secure understanding of basic number skills. They are taught to use mathematical vocabulary correctly and can explain their methods. Teachers do this by the use of a good range of practical approaches. This supports all pupils' progress and particularly those in the early stages of learning to speak English as an additional language.
68. Teaching is good overall and has ensured improvement since the last inspection. It is good in Years 1 and 2. In Years 3 and 4, teaching is satisfactory and could be further improved by the planning of more effective sessions at the start and the end of lessons and by ensuring a brisker pace. Teaching is good in Years 5 and 6 and pupils' learning accelerates as they build on their already secure levels of knowledge and understanding, particularly in aspects of number, measures and shape. All teachers demonstrate secure subject knowledge and use it effectively to challenge pupils' thinking skills. Delving questions assess what pupils know and can do. All pupils respond enthusiastically and, as a result, they achieve at least in line with their capabilities, with many achieving above. Very effective methods are used to ensure pupils' gains in learning. For example, one strategy challenged pupils to ask questions to find out if a hidden shape was a parallelogram and pupils' responses provided teachers with good assessment opportunities. Teachers' lesson planning is thorough and identifies clearly the work for different ability groups. The deployment of TAs is satisfactory overall and good where they were fully involved in planning and assessing lessons.
69. The school has addressed past under achievement by providing more opportunities for problem-solving. This is proving successful but, because of previous gaps in their learning, not all pupils are confident yet in applying their problem-solving skills to real-life situations. The school is improving this by organising weekly 'investigation days' as part of the mathematics lessons.
70. Pupils of all abilities say they '*definitely like maths*' and think '*it is fun*'. They are confident to explain their methods of working, particularly in number and algebra. For example, one pupil in Year 6 remarked, '*Maths is easy because there are lots of methods you can use.*' Pupils know their targets but some do not fully understand what they need to do to improve in order to reach them. This is because the quality of marking does not contain enough guidance to pupils on how to improve their work.

71. The leadership and management of the subject are good. The co-ordinator, in a short while, has led changes in organisation that have addressed past under achievement. For example, pupils in Year 6 are now grouped according to their prior attainment and are taught on a daily basis, in smaller groups, by the subject co-ordinator and the headteacher. The co-ordinator monitors the standards of work and classroom practice on a regular basis. Test results are carefully analysed and areas for improvement identified. Unlike other subjects, there are no extra-curricular activities specifically aimed at mathematics. Very good use is made of the learning resource centre for Year 6 lessons. Parents are right to be pleased that their children enjoy mathematics. They are particularly happy that homework is sent home on a regular basis and builds on their children's learning at school.

### **Mathematics across the curriculum**

72. Sound links are made with many other subjects, but not with ICT. These help to consolidate pupils' learning, particularly in aspects of number and measures. For example, pupils in Year 3, investigating the absorbency of paper in science, measured how far a stain had spread using millimetres. They used rulers to measure and could subtract two-digit numbers accurately when comparing and recording their findings. In geography, as part of their 'walking bus' research, pupils used map coordinates and collected data to show how children travelled to school. By contrast, opportunities are missed to link the use of ICT with aspects, such as data handling. The scrutiny of past work indicated that computers are under used to support pupils' learning in mathematics.

### **SCIENCE**

Provision in science is **good**.

#### **Main strengths and weaknesses**

- Teaching is good with a strong emphasis on practical work.
- Teachers have high expectations, plan work well and encourage pupils to develop very positive attitudes to the subject.
- Resources are well prepared and used effectively to support learning.
- The newly appointed co-ordinator has a clear vision and has already begun to prioritise what needs to be done to raise achievement still further.
- Marking rarely informs pupils of what they need to do to improve.
- More use could be made of the school grounds and computers to support learning.

#### **Commentary**

73. Teacher assessments indicated past standards that were broadly average by the end of Year 2. However, the school's Year 2 and Year 6 results in national tests in 2003 showed standards that were well above average.
74. Learning is good because of effective teaching and pupils' enthusiasm for the subject. Learning begins satisfactorily in the reception class and accelerates in Years 1 and 2. For example, younger pupils were excited when the TA placed cotton wool pads onto tables, in preparation for an investigation into the importance of a sense of smell. Each pad had a different 'kitchen' aroma and the teacher held the pupils' attention by the skilful use of both role-play and question and answer. The understanding of the need for a fair test is developed early. For example, as one Year 1 child said, *'Put it near to your nose three times 'cos that's fair and you might not smell it the first time.'* In Year 2, pupils successfully investigated the impact of heat on a range of materials. Resources were deployed well, all pupils were fully included in the lesson and pupils with SEN were well supported throughout by the TA. The pupils collaborated well and talked animatedly as they placed different materials in foil 'boats' that were, in turn, floated on warm water. One pupil noticed the changes made by heat and

remarked, *'Come and look at my butter; it's gone all squishy!'* Teaching in Years 3 to 6 is good overall. In Year 6, all pupils listened and responded well to searching questioning about 'conservation' issues. This enabled the teacher to check on pupils' good knowledge and understanding of food chains and the impact of human and environmental factors. All pupils were able to carry out investigations to consolidate and further their understanding.

75. Pupils are taught science well and the scrutiny of work shows that they have many opportunities to learn at first-hand through structured, well-planned investigations. However, the scrutiny also indicates that, although data may vary, many of the investigations undertaken share a similar method. Marking of work consists mostly of positive comments but rarely raises questions that might challenge pupils' scientific thinking further. There is little evidence to show that computers have been used to support learning in science, especially to help with the handling of data, the presentation of results and the use of the Internet to research background information.
76. Parents are right to be pleased with the quality of provision and teaching. The leadership and management are good and the newly appointed co-ordinator is very knowledgeable and enthusiastic and has begun to order her priorities for the subject. Although end-of-topic assessments take place as prescribed in the adopted scheme of work, further development of gauging pupils' progress remains a priority, as does both the use of the school grounds and computers to support learning. Secure comparisons with the time of the last inspection are not possible but the school is in a strong position to raise pupils' achievement further.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **unsatisfactory**.

### **Main strengths and weaknesses**

- The co-ordinator and headteacher provide very good models for the teaching of ICT.
- The good use of a technician for 'trouble-shooting'.
- Improved resources, the use of direct teaching and the recent addition of the learning resource centre are beginning to impact on standards in ICT.
- The lack of teachers' assessments and insufficient teaching time contribute to the under achievement of many pupils, particularly those who have good skills and experience in ICT.

### **Commentary**

77. By Year 6, standards in ICT are below average and many pupils under achieve because teachers are not able to plan work that builds on their good ICT capabilities, mostly gained at home. This is because regular assessments of pupils' progress are not carried out. Most pupils use a computer at home and a significant proportion of older pupils can already do what is being covered in the lessons.
78. Significant improvements in the level of resources have taken place since the last inspection and by Year 2 pupils reach standards expected for their age. They can talk about the everyday use of ICT and use the keyboard and mouse with good control skills to sort and present their work. They confidently use programmes that support their literacy skills and can operate a cassette tape to record their work. In a Year 2 lesson, pupils effectively built upon work covered in a previous session to develop their art and design skills using the painting styles of famous artists, such as Paul Klee. They learnt to save their work on disk so that they could return to it and make improvements. From Years 3 to 6, many pupils do not reach the high standards that they are clearly capable of. By the end of Year 6, pupils have not built systematically and progressively on their ICT skills.
79. The quality of teaching seen in lessons was satisfactory overall and there were examples of very effective teaching by the co-ordinator and the headteacher. Lessons are well prepared

and good use is made of the school's improved resources and accommodation. The newly-installed interactive whiteboard is used very effectively to demonstrate the skills that pupils will need in each lesson. Good use is made of TAs to support individuals. However, although TAs provide satisfactory support, on occasions, they could benefit from more guidance from class teachers on the management of particular programs to support lower attainers. The ICT technician, who works part-time, ensures lessons run smoothly and staff and pupils receive the support they need.

80. The leadership and management of the subject is improving and the new ICT co-ordinator is aware of the areas of weakness and has appropriate plans to improve standards and pupils' achievement. The subject is rightly a focus in the school's improvement plan. The school is now well placed, with its improved facilities, to address pupils' under achievement.

### **Information and communication technology across the curriculum**

81. This is a developing area and good links have been made in English, history and art and design. The co-ordinator is working hard to build up a library of good quality software that will support the use of ICT in other subjects. In an English lesson, very good use was made of images from a digital camera to develop pupils' drama skills. Art and design lessons particularly benefited from the planned use of ICT. For example, 'art' programs were used very effectively to enable pupils to draw and paint in the style of famous artists. However, there are many missed opportunities to use ICT in other subjects such as science, mathematics, DT and RE. There was sparse evidence of the use of sensors or the Internet for researching topics and insufficient use of the school's floor robots.

## **HUMANITIES**

History is reported in full below. Geography was sampled. From the geography lesson seen, a scrutiny of past work and discussions with pupils, standards are broadly average by the end of Year 6. Pupils achieve satisfactorily.

### **History**

Provision in history is **good**.

### **Main strengths and weaknesses**

- Standards are above average because of effective teaching.
- Displays are of a high standard.
- Pupils demonstrate very positive attitudes.
- Good links to other subjects, including ICT.
- Effective use of support staff, visitors, visits and residential trips.
- Marking rarely gives pupils a clear guide on how they could improve further.

### **Commentary**

82. Standards in history are above those expected by Year 6. Pupils' good achievement in history is the result of good and sometimes very good teaching, very positive attitudes, the good promotion of research skills, links to ICT and the way that pupils' literacy lessons are used to consolidate understanding. In Year 2, pupils' sense of chronology was extended by investigations into how modern holidays are different from those in the past. Pupils gained in their learning from a visitor and thought up their own questions for her to answer. Older pupils in Year 6 used their extensive knowledge of the Battle of Marathon to write good quality recounts of the battle from both the Greek and Persian points of view. In Year 5, stereotyping of German and Allied soldiers was challenged during an extended writing session using the book, 'Friend or Foe', by the current Children's Laureate.

83. Teaching and learning in history are good overall and very good in Years 5 and 6. Samples of work on Victoriana, executed by Year 5 pupils, indicate the good attention given to cross-curricular planning and the skilful way literacy lessons are linked with history. However, insufficient attention is given to ensuring that opportunities are made for pupils to find out about the contribution to history made by people from differing cultures. Work on the Egyptians demonstrated some good links to ICT, geography and art and design. Pupils researched the lives of famous Egyptian pharaohs, queens and gods and produced good quality, papier-mâché masks. Artefacts, visits out, including residential to places of historical interest, as well as visitors to the school, are used well to stimulate pupils' strong desire to find out about the past and to enrich the curriculum. Teaching assistants are well deployed to the advantage of lower attaining pupils and those who are learning English as an additional language. For example, when the teacher noticed difficulties being encountered in a lesson by some Year 6 pupils, the planned deployment of the TA was changed and redirected. This quick response ensured all pupils were able to take a full part in the lesson and to make good gains in learning. Although assessment is satisfactory, the quality of marking is unsatisfactory because it rarely offers pupils' guidance on what they need to do to improve their work further.
84. The leadership and management of history is effective, with the National Curriculum requirements in place and schemes of work that now identify what pupils will learn as they move through the school. The co-ordinator regularly scrutinises planning and pupils' work to ensure that higher attainers are identified for further challenge. Resources and artefacts are good.

## Religious Education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Pupils make good use of their well-developed literacy skills.
- The subject is supported by a good range of well-organised resources, links with a local church and visits to synagogues and mosques.
- Teachers draw well on other curriculum areas but insufficient use is made of ICT.
- Some of the recorded work is too teacher-directed and results in outcomes that are similar.

### Commentary

85. Pupils attain in line with the expectations of the locally agreed syllabus by the end of Year 2 and Year 6. Their achievement is satisfactory, supported by the good use of their reading and writing skills and access to an adequate range of religious resources, artefacts, visits and visitors. In the lessons observed, pupils listened intently as they were led by very skilful questioning to recap on previous learning. For example, in Year 2, a large and colourful photograph of a mosque focused the pupils' attention on geometric patterns with one child exclaiming, *'They're all made up of straight lines!'* They were then fully engaged in making 'Islamic Stars', later to be used on cards to celebrate the festival of Eid. Pupils understand that the Qu'ran is a special book for Muslims. They know it is placed on a designated stand and should be treated with respect. Similarly, by Year 4, pupils know that the Bible, Jesus, and the symbol of the 'Cross' are very important to Christians. In Year 5, pupils know and can talk about the significance of Biblical stories linked to Jesus's use of parables and miracles. Pupils at the end of Year 6 understand the main tenets of faith of the major world religions, with the exception of Hinduism, which is not studied until later in the year.
86. Teaching is satisfactory overall and good in Year 5 because of the effective use of drama and religious artefacts. The use of role-play to portray 'gentleness', the writing of 'newspaper accounts' and pupils' interviews with each other are all strategies that help consolidate understanding, improve learning, maintain interest and promote positive attitudes. Teachers also exploit links with other subjects whenever possible, such as Rangoli patterns in art and

design and graphs to show religious beliefs in mathematics. Displays of individually designed Muslim prayer mats reflect some satisfactory links with DT. However, opportunities for ICT are rare and are not planned into lessons.

87. The locally agreed syllabus rightly forms the basis of all work undertaken. However, a scrutiny of work reveals that older pupils have too few opportunities to reflect on their beliefs and what they have been taught; instead written work is similar in both form and content. The newly appointed co-ordinator is very enthusiastic and manages the subject satisfactorily. She has already reviewed assemblies in order that major world religious festivals are reflected in themes, when appropriate. She is also keen to maintain and extend the already good range of visits to places of worship and visitors to the school to talk about the themes reflected in the locally agreed syllabus.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Art and design, music and physical education were inspected in full and are reported below. In design and technology, too few lessons were observed to make a secure provision judgement, but discussions with staff and pupils and the scrutiny of pupils' work indicate that standards are average by Year 6. The scheme of work clearly identifies the design aspect. However, there is insufficient evidence of a 'step by step' process where initial designs are refined and improved until a final version is produced to fit the intended purpose.

### **Art and Design**

Provision in art and design is **good**.

### **Main strengths and weaknesses**

- Pupils have very positive attitudes and attain above average standards by the end of Year 6.
- Pupils are introduced progressively to a wide range of two- and three-dimensional skills.
- Teaching in Year 5 is very good and ensures pupils' good achievement.
- The curriculum is good, resources are good quality and there are good links to ICT.
- The subject impacts well on pupils' spiritual and cultural development.

### **Commentary**

88. Pupils' achievement is good. They attain above average standards by Year 6 because of the very good teaching, very positive attitudes and high expectations of what they can do. For example, in Year 5, pupils responded positively when asked to bring in objects from home to sketch, draw and paint. They used their extensive knowledge of paintings by famous artists when mixing colours. For example, older pupils persevered to mix 'golden yellow', similar to the colour used in some of Van Gogh's work, and were thrilled when they were successful. Pupils use sketch-books to practise their designs and draw on a wide range of resources to support their good achievement. For example, they used hard and soft drawing pencils to sketch training shoes and their finished drawings showed a mature understanding of line and tone.
89. Pupils accomplish a good range of both two-dimensional and three-dimensional work. Some of the work effectively supports pupils' cultural and spiritual development. For example, they made clay divas linked to their work on Diwali and relished their opportunities to respond to paintings by famous artists. Sometimes this linked well to work in ICT with younger pupils using an ICT program when studying the abstract work of Kandinsky.
90. The leadership and management of the subject are good and this has helped to maintain and to establish, across the school, the standards found at the time of the last inspection. The curriculum is broad and balanced and is enriched by a good range of extra-curricular art experiences for both younger and older pupils. Art and design has a high focus around the

school and the recent addition of a clay mural, with individual tiles contributed by each pupil, contributes positively to the courtyard environment. A range of workshops, including artists in residence and willow sculpturing, further enriches pupils' learning. As a result, a large willow sculpture of a dragon greets visitors to the school.

## Music

Provision for music is **satisfactory**.

### Main strengths and weaknesses

- There are good opportunities for pupils to sing and to play a range of instruments.
- Pupils enjoy singing, achieve well and reach above average standards.
- The enthusiasm and musical expertise of the new co-ordinator ensures the subject's high profile.
- Pupils enjoy making music together and have very positive attitudes.
- Insufficient use is made of ICT.

### Commentary

91. By Year 6, pupils attain average standards in music and achieve well in singing. Through good teaching, pupils can recognise and explore sounds together using different percussion instruments and are able to record their compositions by using their own symbols. They compose and perform confidently. For example, some pupils followed their written symbols to perform their own pieces of music successfully, using tambourines and wooden blocks.
92. The comprehensive scheme of work ensures pupils' musical skills are developed across the school. Planning includes music from a range of cultures. Resources are adequate and easily accessed but the use of ICT to support pupils' progress is very limited.
93. Many opportunities are provided to ensure that all pupils regularly sing and make music together. There are two choirs for pupils of different ages. These are well attended by girls and boys of all abilities with over 40 pupils taking part in after-school choir practices. Pupils gain from the visits of live music groups and instrumental teachers. They enjoy taking part in school productions such as 'The Lion King' and eagerly participated in musical activities like the Elmbridge Music Festival and a carol concert at the Royal Albert Hall. Such experiences enrich the curriculum and widen pupils' musical experiences. The new co-ordinator ensures the high profile of the subject but the limited accommodation does not allow for a dedicated music room.

## Physical Education

Provision for physical education (PE) is **good**.

### Main strengths and weaknesses

- Pupils have very positive attitudes to PE.
- Teaching in the lessons seen was good overall and very good in Year 6.
- Standards by the end of Year 6 are above average and the achievement of pupils is good.
- The leadership and management of the subject are good.
- The accommodation is used very effectively to impact on pupils' good achievements.
- The very good range of break-time and extra-curricular experiences contributes positively to pupils' enjoyment and achievement.
- The curriculum is broad and balanced but pupils' progression in skills is not yet guaranteed.

## Commentary

94. Standards are above average by Year 6 and pupils achieve well. This represents good improvement since the last inspection. In lessons, pupils develop a good awareness of personal space and respond well to instructions. They make good gains in their learning and move with growing confidence, good control and co-ordination. Older pupils demonstrated a good, sporting response to others when playing 'invasion' games involving passing and catching. They are aware of the need for a tactical approach in order to pass a bean-bag quickly and accurately.
95. By Year 6, pupils continue to demonstrate very good attitudes to the subject. They take the lead in lessons, as when one pupil took the role of the teacher during a warming-up session. They understand why it is important to warm up and warm down and appreciate the effect of exercise on their pulse rates. The school puts a strong emphasis on promoting healthy lifestyles and this contributes to pupils' good achievement in PE. As a result, more pupils cycle and walk to school. A high proportion takes advantage of the early morning jogging club, led by the headteacher and deputy headteacher, as well as the wide range of extra-curricular sports clubs. The school has invested in improving break-times by providing a wide range of physical experiences, including football coaching, tennis, chess and a trim trail. Pupils, through their responses to the questionnaires, expressed pleasure at such improvements.
96. Teaching is good overall and very good in Year 6. Subject knowledge is secure and used well to challenge pupils' prior learning. Swimming is taught to all pupils in Years 1 to 6. By the time they leave the school, most pupils attain standards in excess of the minimum 25 metres expected nationally. Lessons in PE include opportunities for pupils to enhance not only their physical deftness but also their problem-solving skills and social development. For example, the hall was used by older pupils to solve a range of physical challenges that involved teamwork, planning, thinking, discussion and leadership skills. Under the supervision of the PE co-ordinator, they set up the hall quickly and safely and proceeded to solve timed tasks with great gusto. They took enormous pride in their achievement with one group remarking, *'We really didn't think we could do that!'*
97. The leadership and management of PE is good and the co-ordinator, who is new to the role, is clear about what needs to be done to improve the subject further. For example, she is aware that the current scheme of work needs to be adapted so that pupils' skills in games are taught progressively. The school makes excellent use of all of its available accommodation and this impacts very positively on pupils' achievement. The hall is multi-purpose, yet sufficiently spacious, whilst the outdoor environment is extensive and provides very good facilities with both hard and grassed areas. Sport is high profile and girls and boys play in football and netball competitions and take part in inter-school cross-country runs.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education (PSHE) and citizenship is **very good**.

### Main strengths and weaknesses

- Teaching is very good and provision is planned into the curriculum on a regular basis.
- Parents are well informed of the school's approach.
- The school council ensures pupils have a 'voice' in their school.
- The leadership and management are very good.

## Commentary

98. The leadership and management for pupils' PSHE, including drugs education and the promotion of good citizenship, are very good and this results in very good provision and organisation. Aspects are very well taught through discrete lessons and through a whole

school focus that supports progress towards gaining the 'Healthy Schools' Award'. The school encourages pupils to adopt a healthy life style through activities such as an early morning jogging club, providing bicycle ramps and the 'Walking Bus'. All pupils take part in a 'circle time' activity each week and the school organises 'friendship days' when pupils of different ages mix and work and play together. Parents and pupils are particularly pleased with the way such events are managed. Each class also competes for the school's 'Golden Boot Award'. This is given to the year group with the highest proportion of children who find healthy ways to travel to school. In addition, visits by the 'Life Bus' support pupils' understanding of PSHE issues.

99. In PE, pupils learn about the effect of exercise on their bodies. Workshops for parents have involved talks on sex education and drug awareness. Discussions with pupils demonstrate their awareness of conservation issues. For example, some pupils attended an 'Earth Summit' meeting and gave a presentation. Others have attended a citizenship workshop in liaison with other schools. The school council and 'circle times' contribute to pupils' understanding of the democratic process, of elections, and how debate and discussion can bring about change. For example, pupils discussed changes to lunchtimes and were met by a positive response from the school. Pupils are encouraged to write to the headteacher and to express their views. As a consequence, pupils leave Cranmere as mature eleven-year-olds with the self-confidence they need to succeed in their secondary education. Parents are pleased with the personalised, written responses their children receive.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*