



# The Cranbourne Primary School

## Inspection Report

**Unique Reference Number** 117307  
**LEA** HERTFORDSHIRE LEA  
**Inspection number** 280036  
**Inspection dates** 26 January 2006 to 27 January 2006  
**Reporting inspector** Mrs. Helen Ranger LI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Bridleway North
<b>School category</b>	Community		EN11 9PP
<b>Age range of pupils</b>	3 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01992416220
<b>Number on roll</b>	465	<b>Fax number</b>	01992416221
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs. Joan Matthews
<b>Date of previous inspection</b>	27 March 2000	<b>Headteacher</b>	Mr. Graham Lancaster

Age group	Inspection dates	Inspection number
3 to 11	26 January 2006 - 27 January 2006	280036

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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This is a much larger than average primary school, situated on a large residential estate. It is popular with parents and regularly over-subscribed. Most pupils live locally and come from broadly favourable economic backgrounds. All but 7% of pupils come from white British families and almost all speak English as their first or main language. The proportion of pupils who have learning difficulties and disabilities is low.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

The Cranbourne Primary School considers itself to be a good school with many outstanding features. The inspection team agrees. It has a purposeful and lively atmosphere and fully deserves the extremely good reputation it has established with both pupils and parents. The school welcomes and caters well for pupils from all backgrounds and of all capabilities. From an average starting point in the nursery, the youngest children get a good start in the Nursery and Reception classes and reach standards above those expected nationally. Standards by Year 2 and Year 6 are significantly above average due to good teaching and a rich and varied curriculum. Pupils make good progress. Within this strong overall picture, the school has rightly identified that it can do even better in mathematics in all age groups and in the progress made by pupils between Years 3 and 6. Pupils' personal development is outstanding. By Year 6, they are mature and considerate young people who are a credit to their teachers and their families. The headteacher and deputy headteacher give a strong lead and have high expectations of staff and pupils alike. They have ensured that the school has continued to develop well since its previous inspection and have a clear picture of how it is doing now. The school's plans for the future would benefit from even more detail of how the success of new initiatives will be checked. The school is giving good value for money and is very well placed to continue to flourish.

### **What the school should do to improve further**

- Continue with the plans to ensure that standards in mathematics rise further.
- Make sure that pupils' progress is as consistently good in Key Stage 2 as in Key Stage 1.
- Ensure that the development plans include enough detail of how their success will be monitored and measured.

## **Achievement and standards**

### **Grade: 2**

The inspection agrees with the school that pupils' progress is good, and often very good. Children's attainment on entry to the school is average. Pupils of all backgrounds achieve well during their time in the school. This includes those with particular learning difficulties or disabilities and those whose first language is not English. Pupils reach standards that are significantly above average and particularly high in English. In 2005, for example, standards of reading in Year 2 were exceptionally high compared with national figures. The school is not complacent about its performance and is determined to do even better. Test results in recent years have indicated that pupils do not do quite as well from Years 3 to 6 as in the earlier years. English and science results are also stronger overall than mathematics. As a result of these findings, the school has acted to ensure that pupils' achievements are consistently good. This action is showing evidence of success. Pupils met the challenging targets set for them last year and are on track to do the same this year. In mathematics in 2005, there was a significant rise in the Year 2 and Year 6 assessments compared with 2004. Inspectors also noted the

high quality of art work on display and pupils' competence in information and communication technology (ICT).

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development is outstanding. They thoroughly enjoy coming to school and enthusiastically take part in lessons and other activities. There is a real pride in achievement and a 'buzz' in learning. New children settle in extremely quickly and are soon able to cope with daily routines. Attendance is well above average. The spiritual, moral and social development of the pupils is impressive. They are thoughtful, caring and particularly well behaved. Relationships are very strong; pupils value each others' company and get on very well with their teachers. They know a lot about the cultures, art and music of other countries. They are not as familiar with the diversity of ethnic and religious groups in the United Kingdom. The school has recognised this and is improving this aspect of its provision. Pupils are very clear about how to keep themselves safe. Bullying is very rare, but they know what to do if they are worried. They take advantage of the many opportunities to keep fit and eat healthily. Pupils readily take on responsibilities around the school. Of particular note is their advanced understanding of democracy, in school and in the wider community, and how their voice matters. They work well in teams. They take the initiative in seeing what needs to be done and in making suggestions. Together with the very good level of their basic skills in literacy, numeracy and ICT, they are prepared extremely well for their later life in the world of work and as members of the community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good with some outstanding features. During the inspection, lessons were never less than satisfactory; most were good and several were excellent. The school's determination to improve the overall quality of teaching in Years 3 to 6 is having a positive impact. Teaching and learning are now equally strong across the school. Common strengths in lessons include: - very effective class management leading to the very positive relationships that help pupils to become interested and confident learners - teachers' and teaching assistants' high expectations of what pupils can achieve - a brisk pace to learning through clear, concise explanations and the good organisation of a variety of interesting activities - regular checks on individual progress that are used to match work closely to pupils' differing learning needs - thorough marking and verbal feedback that give pupils clear information about how well they are doing and how to improve further. There is a good system for tracking the progress of individual pupils in English, mathematics and science against their National Curriculum targets. This information is used well to plan future lessons so that learning is efficient. There is a range of effective methods for short-term target-setting with

individuals, especially in English and mathematics, so that pupils are aware of the next stage of their learning.

## **Curriculum and other activities**

### **Grade: 1**

An outstanding curriculum provides a wide range of activities for all the required subjects, together with some extremely good opportunities for enrichment. In the last few terms, effective steps have been taken to improve the links between subjects. The school's innovative use of afternoon workshops provides outstanding opportunities for pupils to benefit from specialist teaching. Pupils with particular talents are supported well in normal lessons and through activities organised with other local schools. Those with learning difficulties are supported very well by their individual education plans and the extra help they receive. Specialists teach French and science effectively to Year 6 pupils. About two thirds of pupils attend the good range of extra-curricular activities and all pupils benefit from a wide range of visits and visitors. Since the last inspection, the school has made good progress on the two weaknesses identified then. It has improved the use of ICT in a wide range of subjects and extended the opportunities for problem solving. Pupils now have many opportunities to carry out independent and investigative work, including special activities such as the 'I'm a kid, get me out of here!' day for Years 5 and 6.

## **Care, guidance and support**

### **Grade: 2**

The school looks after the needs of each and every pupil well. There are very good systems to ensure activities are carried out safely. Despite the great difficulties caused by the extended absences of maintenance staff, the school is very well looked after and cleaned to a high standard. This reflects the effective teamwork and commitment to pupils' welfare within the staff as a whole. Staff pay close attention to pupils with specific educational, physical or medical needs. Adults willingly learn new skills so they can give just the right support to ensure these pupils make good progress in their learning. Vulnerable pupils are mostly supported very well, although not all ancillary staff are fully up-to-date with training in child protection matters. Staff know the pupils very well and are able to give strong pastoral support because lines of communication with home are very well established. However, the school does not yet check the reasons for pupils' non-attendance on the first day if parents have not made contact. This would particularly improve the care of the pupils who walk to school on their own.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good and have ensured that it has continued to perform well since its last inspection. The headteacher and deputy headteacher provide very good leadership. They have maintained the confidence and

support of the overwhelming majority of parents, whose views of the school are extremely positive. They have justifiably earned the respect of the staff who feel well supported and enabled to flourish, because the school develops their talents and encourages their initiative. The success of recent action is typified by the rising standards in mathematics and by the improvements that have made the curriculum so rich and varied. The school is self-critical and has an accurate view of how well it is doing. To establish this, it takes good account of the views of parents and pupils. Senior staff and governors regularly check that teaching and learning are as good as possible. A good emphasis on the training and development of staff is ensuring that the subject leaders, several of whom are fairly new to their roles, play an increasingly active and influential part in the school's development. The written plans for further improvement reflect these processes well. However, they do not include much detail of how success will be checked and measured, as reflected, for example, in tangible improvements in pupils' achievements. The governors support the school well. They bring a wide range of skills and expertise and act as effective 'critical friends'. Financial management is very good and the school is extremely well resourced. There is a spirit of close teamwork among the staff and a determination that the school will carry on improving. With the current staff and governors, it is very well placed to continue to thrive.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school and helping us to find out about it. We enjoyed meeting you and seeing your work. Cranbourne is a good school. This letter is to tell you about some of the most important things we saw. These are some of the best things - You enjoy school very much, behave very well and get on very well together. - Your parents are very pleased with how your school helps you learn. - You have good teachers who plan interesting lessons and make sure you understand what you are learning. - You are given plenty of clubs and other activities, as well as your lessons, and most of you make the most of these opportunities. - The adults in your school care about each of you and value your views and ideas. - Mr Lancaster and Mrs Semark want your school to be even better and your teachers are working with them to achieve this. These are things that can be made even better - We agree with your teachers that you can do even better at mathematics, so that the standards you reach are as high as in English. - In the past few years, the younger pupils have made faster progress than older ones; we want the school to make sure that you make good progress every year, whichever class you are in. - We want your teachers to make sure that, if they make any changes to the school, they can prove that you get an even better education as a result. Keep up the good work at Cranbourne Primary School.