

Cranford Park Primary School

Inspection report

Unique Reference Number	102415
Local Authority	Hillingdon
Inspection number	286369
Inspection date	12 June 2007
Reporting inspector	Nicola Davies

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	745
Appropriate authority	The governing body
Chair	Mr S Khan
Headteacher	Dr M Young
Date of previous school inspection	30 April 2001
School address	Phelps Way Harlington Hayes UB3 4LQ
Telephone number	020 8573 3453
Fax number	020 8813 6189

Age group	3–11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is one of the largest primary schools in England. Pupils are drawn from a very wide range of ethnic heritages, around 36 in all. Three quarters of pupils are bilingual including around a third of pupils who are at earlier stages of learning English as an additional language. Over a third of pupils are eligible for free school meals and a similar proportion is identified as having learning difficulties and disabilities. Around one in five pupils join or leave the school other than at the normal time of admission, which is much higher than average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with many outstanding features. Staff, governors and pupils are justifiably proud of the school and its many achievements. Parents and the wider community have great confidence in, and respect for, the work of this school which 'brings together the community it serves'. As one parent wrote, 'Staff are unflagging in their commitment to drawing out the best in their pupils. They create a vibrant and harmonious atmosphere in which all our children are able to thrive'.

Many children enter the Foundation Stage with skills which are below those expected for their age, particularly their English language and communication skills. Staff develop children's skills and confidence very well through an excellent range of activities which they explore both independently and with adult support. This approach gives children an excellent start, including the many who join at earlier stages of learning English as an additional language. Pupils make good academic progress through the school to reach broadly average standards. Many of those who attend the school for all of their primary years make very good progress and those with learning difficulties and disabilities make excellent progress. This is due to the good teaching all pupils receive and the excellent support for those who face more difficulties. Alongside this good academic progress, all pupils make excellent gains in their personal development. By the end of their time at the school, they are confident of their individual abilities, skills and talents and have a very clear sense of their responsibilities to themselves and to others.

Academic achievement overall is good and improving strongly. This is due to the success of recent initiatives which have ensured that teaching is consistently good or better and that the excellent curriculum meets pupils' needs fairly. This is supported by the very good use of systems to track and review progress so that pupils can meet individually challenging targets. The school has rightly recognised that whilst it is well on its way to achieving excellence in all areas, there is a little more to be done to ensure this is fully consistent. It has identified that opportunities are occasionally missed to promote pupils' independence in their learning, for example, through discussion or open ended tasks. This is linked to its aim to build on the increasing number of pupils reaching higher levels in national tests.

Leadership and management are excellent. The school has built on the strengths reported at the time of the last inspection. For example, a new leadership structure has been particularly effective at enhancing teaching and learning, so developing the strengths of both pupils and staff. The outstanding headteacher and deputy continue to lead and manage this large and complex school with great skill and professionalism. As a result, it has an outstanding capacity to continue to improve. Cranford Park is a place that both children and adults are delighted to join and sad to leave.

What the school should do to improve further

- Provide consistent opportunities for pupils to become more independent in their learning.

Achievement and standards

Grade: 2

Pupils make good progress and achieve well. By the end of Year 6, standards are broadly average in English, mathematics and science. This represents good progress when pupils' starting points are taken into account and particularly good progress for pupils who face more difficulties.

Children in the Nursery and Reception classes make good progress across all areas of learning and excellent progress in their personal and social development and speaking skills. Although not all pupils reach the expected levels in reading, writing and mathematics by the end of Year 2, the gap between standards at the school and national expectations has narrowed significantly in recent years. For example, a larger proportion of Year 2 pupils achieved at higher levels this year, particularly in reading and mathematics. Similarly, the 2006 test results showed that pupils made excellent progress between Year 2 and Year 6, particularly in English. The school is currently working to ensure that this is repeated across all subjects and phases.

The school uses progress information very well to adapt teaching to address any differences in the progress which different groups of pupils make.

Personal development and well-being

Grade: 1

Pupils' personal development and well being, including their social, moral, spiritual and cultural development, is outstanding. This begins with the excellent gains that Foundation Stage children make in their social and emotional learning and continues apace across the school. Pupils feel they 'are responsible for giving the school a good name' and they take these responsibilities very seriously. For example, the school council not only meets regularly to plan its next projects but also reports to the governing body. Such excellent opportunities to take responsibility help pupils develop an outstanding regard for the well-being of others. It also gives them the confidence to speak up for what is right. This includes checking that the school treats everyone well and fairly. As a result, bullying and racism are rare. As pupils explained, 'Bullying is taken very seriously. It's like a crime here'. Feeling very safe and secure adds to the enormous enjoyment they show in being part of school life and prepares them well for their next schools. Pupils particularly enjoy the opportunities they have for physical exercise, spurred on by the successes of individuals and school teams, of which they are rightly proud. As yet, not all pupils show an acute awareness of the importance of a healthy diet, but the school is working hard to address this.

Attendance has improved significantly since the previous inspection and is now good.

Quality of provision

Teaching and learning

Grade: 2

Teaching is consistently good and often better than this. Across the school there is a clear emphasis on listening to pupils and observing what they say and do in lessons. This helps staff successfully adapt their approaches and activities for the next session. Good relationships between pupils and staff are further strengthened by this careful attention to their individual needs. As a result, pupils' attitudes to learning are excellent and they 'look forward to every day'. Knowledgeable support from teachers and other adults helps nearly all children who enter at early stages of learning English develop into confident users of two or more languages by the time they leave. Teachers use questions well to probe pupils' learning. However, on occasions, opportunities are missed for pupils to discuss amongst themselves or to take on particularly challenging tasks independently. In the Foundation Stage, staff develop children's speaking and listening skills very skilfully through both independent activities and focussed sessions.

Teachers' marking and frequent opportunities for pupils to think about how well they have done helps pupils to understand what they need to do next to improve.

Curriculum and other activities

Grade: 1

The school has high expectations of all its learners. This is reinforced by the inspiring and intriguing displays which line its many corridors and open areas. In addition, the curriculum is very well adapted to help every child to succeed. This includes 'personalised' planning for subjects such as English and mathematics as teachers adapt lessons skilfully on the basis of what has happened in previous sessions. It also includes providing a very wide curriculum to catch pupils' interests and make the most of their talents and skills, both within school time and outside it. Creative subjects such as drama, dance, art and music are strong as are opportunities for pupils to get involved in sport. The school also holds very successful 'Curriculum Liberation' days where all pupils undertake and share their work on a theme, often related to personal and social education.

The Foundation Stage curriculum includes the very good use of the outdoor space around the Nursery as an exciting 'outdoor classroom'. The school has rightly identified that similarly easy access to outdoor activities would further enhance the learning of children in the Reception classes.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. The school takes excellent care to protect pupils and provides very well for their different needs, including those who have learning difficulties and disabilities. This means ensuring that the curriculum, teaching and support are adapted to make the most of each pupil's skills, talents and particular needs. As a result pupils, such as those who are new to the school, the particularly able or talented or those at earlier stages of learning English receive tailored care, guidance and support which enables them to do well. This is achieved through the high quality of teaching they receive from class teachers and the other adults. Added to this, very good team work between teachers, leaders and other staff ensures that pupils' academic and personal progress is carefully tracked and often dramatically improved. Pupils, and their parents, are involved well in setting and evaluating their progress towards academic and personal targets.

Leadership and management

Grade: 1

Outstanding leadership and management, built on well considered teamwork, have had an excellent impact on many areas of school life. For example, the quality of the school's care, guidance and support is the result of first-class teamwork between different specialist areas. It is enhanced by the school's excellent relationship with parents and valuable partnerships. Similarly, provision in the Foundation Stage is highly effective because of the careful attention paid by leaders, managers and staff to providing children with an excellent environment in which to learn. Leaders, managers and teams within the school are involved with regularly evaluating the education that the school offers. The outstanding impact of this process can be seen in the continued improvement since the time of the last inspection along with the marked

success of current initiatives to further improve standards of achievement. The school makes excellent use of its financial and other resources, including the very good use of its indoor and outdoor space.

Governors are a real asset to the school. They bring the benefits of their wide professional and personal experience to bear on the school. As a result, they are both highly supportive and very effective in their role as 'critical friends'.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

21 June 2007

Dear Pupils

Inspection of Cranford Park Primary School, Hayes, UB3 4LQ

I really enjoyed meeting and talking to you when I visited your school. I would like to say thank you to everyone who showed me around the school and all of you who just stopped to say hello or tell me about your work. One of your school council members told me that you all feel responsible for giving the school a good name. I think you make an excellent job of this.

One of the things that impressed me most was how well you behave and the care and respect you show each other. This is one reason why you enjoy school so much and do well. You told me about how much you enjoy all the different subjects you study and all the activities you do at, and after, school. You also told me that your teachers are 'dedicated and helpful' and I could see that too. Your parents told me how well the school is organised and I agreed that this is excellent. All the adults who work at the school make this happen, but perhaps especially your headteacher and deputy. They have set up some really good teams so that all the adults work together really well. I have written more about all these things in my report.

Your teachers told me that your school is good and I agree with them. They are always thinking about getting even better and there is one particular job that they have set themselves to do. This is to make sure that all of you make even better progress. We have agreed that giving you extra opportunities to learn things independently would help achieve this.

I really enjoyed my visit to your school and look forward to hearing about all your successes in the future.

With best wishes

Nicola Davies

Lead Inspector