



# Crondall Primary School

## Inspection Report

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**Unique Reference Number** 115878  
**Local Authority** Hampshire  
**Inspection number** 290355  
**Inspection dates** 9–10 January 2007  
**Reporting inspector** Peter Thrussell

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

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<b>Type of school</b>	Primary	<b>School address</b>	Croft Lane
<b>School category</b>	Community		Crondall
<b>Age range of pupils</b>	4–11		Near Farnham GU10 5QG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01252850291
<b>Number on roll (school)</b>	197	<b>Fax number</b>	01252852291
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr William Hobson
		<b>Headteacher</b>	Mrs Megan Robinson
<b>Date of previous school inspection</b>	25 February 2002		

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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

Crondall is a popular one-form entry primary school. It serves an advantaged area, with very few pupils known to be eligible for free school meals. The majority of pupils are from White British heritage. The proportion with learning difficulties is slightly below average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Crondall is a good school with some outstanding features. Under the very good leadership of the enthusiastic and determined headteacher, the school provides an outstanding level of care for its pupils and promotes both their excellent personal development and good academic achievement. Parents recognise and greatly appreciate this, with one commenting, 'I don't think I could find a better environment for my daughter to learn in both educationally and socially'. The headteacher, well supported by her deputy, has developed a strong leadership team and maintained a good level of teaching and learning despite considerable recent staff changes.

Before starting in Reception, children become acquainted with the staff and surroundings by spending time in school and through home visits. They are therefore keen to start school and settle very quickly. Throughout the school, pupils are known very well by staff and they are fully respected as individuals. The school works extremely closely and effectively with parents, the community, other schools and agencies to promote pupils' education, well-being and safety. Very good provision for personal and social development in Reception encourages children to develop outstanding patterns of behaviour. They become confident and independent in their approach to school and learning. Pupils enjoy everything about school and confer that 'Crondall is a great place. It's like one big happy family here'. Pupils readily take on responsibilities and are very proud to become playground buddies, quite naturally offering their friendship to children throughout the school. As one Year 6 pupil explained, 'You have to be dedicated to be a buddy'. They are extremely keen to adopt healthy lifestyles, indicated by the high numbers who eat the nutritious meals cooked at the school. The school council was very pleased when its suggestion to monitor packed lunches was taken up. It went on to produce a leaflet to promote healthier contents. These personal qualities fully contribute to the good progress pupils make throughout the school and the above average standards they reach.

Children make good progress in Reception due to a very well planned and lively curriculum. Many achieve the learning goals expected at the end of the Reception year; some exceed them. In Years 1 and 2, teaching is now good and pupils are making good progress towards the challenging targets set for them as a result of much closer monitoring. However, over the previous two years, teachers' expectations, particularly of more able pupils, were not high enough and progress slowed. Standards overall by the end of Year 2 were just above average. In Years 3 to 6, where teaching is also good, pupils make good progress, and by Year 6 standards are well above average. In mathematics and science they are exceptionally high. Standards in English are above average, with writing, particularly of the more able, being the weaker element. The school has identified the weakness in writing across the school and is taking appropriate action. It has recently adopted good assessment and monitoring procedures that are keeping a check on the progress pupils make in reading, writing and mathematics. This is helping to further raise teachers' expectations by identifying what different groups of pupils, including the more able, need to learn next, and to plan work accordingly. Teachers are now expected to account for the progress pupils make term

by term. As a result, pupils are starting to make better progress in their writing. Overall, there has been good improvement since the last inspection and this shows that there is good capacity to improve.

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

- Ensure that the actions to raise the standards of writing, particularly of the more able, are effectively carried through

## **Achievement and standards**

### **Grade: 2**

Standards overall are above average and achievement is good. Children generally enter the school with an above average level of skills, but this varies from year to year. They make good progress in Reception and throughout the school. Standards by Year 2 are just above average but are now showing signs of improvement due to teachers' higher expectations, particularly of more able pupils. By Year 6, standards overall are well above average. An emphasis on investigational work has helped to produce exceptionally high standards in mathematics and science. There is a weakness in writing throughout the school and appropriate action, along with improved assessment and monitoring procedures, is being taken to remedy this. More opportunities are now provided for pupils to talk about their writing in order to develop their ideas and vocabulary. Good links have been planned between different subjects that are providing opportunities for pupils to use and develop their writing skills in more relevant and interesting situations.

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

### **Grade: 1**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. They respond very well when asked to reflect during quiet times in assembly. Pupils thoroughly enjoy coming to school and this is reflected in the above average attendance. 'Learning through experience' is central to the school's work and pupils develop mature attitudes, gain confidence in expressing their views and learn to make a strong contribution to the school community. They are keen to take on additional responsibilities. This is especially noticeable amongst the very active school council who organise many fund raising events. Pupils are involved in many community events, entering their own class gardens to the Crondall Open Gardens competition. They understand extremely well how to live a healthy and safe lifestyle and the school has an Enhanced Healthy Schools status. They benefit from the many opportunities to take part in sport. Good progress in literacy, numeracy and computer skills means they are well prepared for their later life and learning.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. Lessons generally contain strong elements that help pupils of all abilities to make good progress. Very good relationships encourage pupils and they are eager to learn. Lessons are planned well, taking good account of pupils' previous learning. In Reception, where children are new to the school, the warm relationships ensure that children develop the confidence to choose from a wide range of very well-organised activities. Throughout the school, teachers and teaching assistants work well as a team and with a keen sense of enthusiasm. They encourage pupils in their learning and use a range of techniques to make lessons enjoyable. The recently installed interactive whiteboards are used to good effect. Teachers keep up a brisk pace and help pupils to meet high expectations by asking questions that encourage them to think hard and justify answers. 'The work is definitely not too easy, it's challenging enough so people can think' commented two pupils. Teachers use a good range of assessment information effectively to support pupils' learning, but do not always remind pupils, during lessons, of what they are capable of achieving. Teachers' marking does, however, give good direction for pupils' learning.

### Curriculum and other activities

#### Grade: 2

The curriculum is good and meets the learning needs of all pupils, including those with learning difficulties. The school is currently planning to extend learning opportunities for its most able pupils. Following a full curriculum review, better links are now planned between subjects to encourage pupils to use and develop their different skills, including using computers and, particularly, writing. Pupils benefit from specialist teaching in art and music. French is taught in Years 3 to 6 and offered in Reception to Year 2. A wide range of visits, including two residential trips, visitors and a good number of after school activities, enrich the curriculum. These provide first hand learning experiences and promote pupils' personal and social development. Work in the Foundation Stage is very well planned to provide a good balance between structured sessions and activities chosen by children. The comprehensive programme of personal and social development includes very useful life skills that help pupils to become safe and responsible people.

### Care, guidance and support

#### Grade: 1

The care, guidance and support of pupils are outstanding. The school has a very strong commitment to caring, which is reflected in the very good arrangements for safeguarding the welfare of pupils. Procedures for safe recruitment and for child protection are clear, well known and rigorously applied. Teachers and teaching assistants support pupils' personal needs very well. The support for pupils with learning difficulties

is good, enabling them to achieve as well as their classmates. Pupil's progress is assessed and tracked well and targets set for them to work towards. Pupils understand that these give them something to aim for and are designed to help them improve.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The school carefully monitors and accurately evaluates its work, identifying appropriate areas for action. The school improvement plan is well structured but is not always sharply focused on what is expected from its actions. The careful monitoring of standards and achievement now enables the school to provide well focused support where pupils are not achieving as well as they might. Regular classroom observations provide teachers with areas for improvement. Through good performance management procedures, staff successfully improve their performance in line with actions that the school is taking. Governors are well involved in the life and work of the school and have a good understanding of its performance. The school has excellent links with parents who are encouraged to take a full part in their children's learning. Community links are also very strong, demonstrated by the very high level of local financial sponsorship for the recent building programme.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
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	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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	1
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

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

<sup>1</sup> 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.

## Leadership and management

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

I am writing to let you know what we found when we visited your school. Thank you for taking part in the inspection. We spoke to many of you during our visit and you were always interesting to talk to, extremely polite and helpful. You spoke very enthusiastically about enjoying school and all of the things you take part in. Crondall Primary School is a good school with some outstanding features.

We liked these things the most:

- You do very well in mathematics and science.
- You behave extremely well, work hard and enjoy your lessons and playtimes. Australian handball looks a fun thing to play!
- The school is extremely caring; pupils who need extra help are well supported.
- The school provides you with many interesting things to do.
- You understand the importance of eating the right things and taking plenty of exercise. It was good to see so many of you eating the delicious school meals.
- The school listens to you when you suggest how things could get even better.
- You value being given responsibilities; your work as Playground Buddies is taken very seriously.
- Your parents are keen to help you and give very good support to all that the school does.
- Your head teacher does a very good job and is very well supported by the staff and governors.

We have asked the school to work on this now:

- Give you many opportunities for writing and encourage you to talk about what you want to write, so that your writing, particularly those of you who find writing easy, gets better.

Thank you again.

Yours sincerely

Peter Thrussell

Lead Inspector