



# Cranwell Primary School (Foundation)

Inspection Report

**Unique Reference Number** 120674  
**Local Authority** LINCOLNSHIRE  
**Inspection number** 291827  
**Inspection dates** 12–13 December 2006  
**Reporting inspector** Sue Hall

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

<b>Type of school</b>	Primary	<b>School address</b>	Cranwell
<b>School category</b>	Foundation		Sleaford
<b>Age range of pupils</b>	4–11		Lincolnshire NG34 8HH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01400261271
<b>Number on roll (school)</b>	304	<b>Fax number</b>	01400262217
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Trevor Bush
		<b>Headteacher</b>	Mr Stephen Douglas
<b>Date of previous school inspection</b>	4 June 2001		

<b>Age group</b> 4–11	<b>Inspection dates</b> 12–13 December 2006	<b>Inspection number</b> 291827
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average sized primary school which serves the Royal Air Force (RAF) training college and surrounding area in Lincolnshire. Because almost 60% of families have links to the RAF there is a very high level of mobility. No pupils are currently eligible for free school meals. The proportion with learning difficulties and/or disabilities is below the national average. There are eight pupils who speak English as an additional language. The school has been awarded Healthy School status and an Artsmark Gold award.

## 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 school that provides a good quality of education in virtually all areas and has particular strengths in the arts. The school environment is stimulating and very attractive displays bring learning to life. The school values all its pupils and makes a particularly good job of welcoming and supporting the continuously changing number of pupils and families. This is widely recognised and appreciated by parents one of whom notes, 'The school is excellent at settling new children in'.

Pupils enter the school with very mixed early experiences and some have had little formal pre-school education. Their skills and knowledge overall are initially average though in some groups a good proportion of pupils have higher level skills. Provision in the Foundation Stage is good, with some outstanding features, so pupils often enter Year 1 exceeding the targets expected for their age. At the end of Year 2 standards are slightly above average. By the end of Year 6 standards are above, and sometimes well above average, with a good proportion of pupils attaining the higher levels especially in mathematics and science. Overall pupils make good progress and achieve well. However, throughout the school pupils do not achieve as well in writing as in other areas.

The personal development of pupils is good. They behave well, have positive attitudes to learning and are particularly good at welcoming new pupils. The support and guidance of pupils is good. Those with learning difficulties are well supported which enables them to achieve well.

The quality of teaching is good overall. There are particular strengths in teaching some of the youngest pupils and the older ones. Here the level of challenge and expectations of what the pupils can achieve is high. Whilst staff generally use assessment information well to provide an appropriate challenge at times the same or very similar tasks are set for all which does not always meet the needs of the range of ability. The curriculum is good and enrichment activities especially in the arts are outstanding.

Leadership and management of the school are good. The headteacher and senior management team work well to organise the many aspects of school life. Governance is good and governors know what happens in the school. While there are opportunities for senior staff to monitor and evaluate the quality of education these activities are not as regular or rigorous as they might be which has not helped the school diagnose what needs to be done to improve standards particularly in writing. The school provides good value for money and has the capacity to improve further.

### What the school should do to improve further

- Make full use of assessment information to provide the most appropriate level of challenge especially in pupils writing.
- Ensure senior staff and subject leaders rigorously monitor and evaluate the quality of learning to identify areas for further improvement.

## **Achievement and standards**

### **Grade: 2**

Pupils enter the Foundation Stage with an unusually wide range of early learning experiences. While many have formal pre-school education some have not, which especially shows in their limited skills in communication, language and literacy. In some groups several girls are initially very quiet. Early understanding of mathematics is generally better. The school has an established nursery which helps pupils become more confident learners as they enter compulsory education. Overall pupils make good progress in the Foundation Stage and often exceed the targets expected on entering Year 1.

By the end of Year 2 standards are slightly above average. By the end of Year 6 pupils do even better in national tests and assessments and a good proportion of pupils attain higher levels in their work. The last inspection of the school identified that pupils did better in mathematics and science than in English and especially in writing. This remains the case and throughout the school relatively few pupils reach the higher levels in writing. A sample of recent work indicates there are not enough opportunities for pupils to record their own ideas or extend their writing in detail. Pupils, including those with learning difficulties and/or disabilities generally make good progress and achieve well. The small number who speak English as an additional language receive no mother tongue support but most are able pupils who settle quickly and achieve well.

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

### **Grade: 2**

Pupils' personal development and well-being are good. Their moral, social and cultural development is very strong. Spiritual development is satisfactory, but opportunities for reflection are sometimes missed in assembly. Pupils are confident, outgoing and friendly. They enjoy school a great deal, one said, 'Everyone's nice to you' and another, 'Teachers are very friendly'. Attendance is good. Pupils feel safe and many adopt healthy choices including what they eat and through effective provision for physical education. They make good progress in developing the personal qualities that will enable them to contribute effectively to the community, for instance by initiating fund-raising projects for charity. The school promotes community cohesion well through the warm welcome given to families on overseas postings.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good while varying from satisfactory to outstanding. In all classes adults and pupils relate well to each other, so that pupils are keen to take an active part in lessons and make good progress. In many lessons there is a good level of challenge and teachers usually plan activities well to meet

pupils' differing needs but this is not consistent in all classes. Teachers keep good records of pupils' attainment but do not always use the information to best effect. At times they organise the same task for all pupils and in the use of some work-sheets do not always provide the most suitable challenge to help pupils to progress as well as they can, especially in writing. Pupils with learning difficulties and/or disabilities are supported effectively, so that they progress well. Literacy and numeracy targets for individuals or groups of pupils, as well as the marking of their work, help pupils to understand what they do well and what they need to do to improve.

## **Curriculum and other activities**

### **Grade: 2**

Reception children have good opportunities to make independent choices and to learn from practical play as well as through a very good balance of adult led activities. The school has linked subjects together effectively into themes to motivate and excite pupils so that they attain good standards, particularly in history and art. There is a good emphasis on the teaching of literacy and numeracy, although in some lessons teachers do not challenge the full range of ability as much as they could. The school has an extensive range of clubs that enhance pupils' learning very well. Visits and visitors enrich the curriculum significantly and pupils, staff and parents all speak proudly of the quality of whole school musical productions. The school's creative and expressive arts work is an outstanding feature of the curriculum and noted in a national award.

## **Care, guidance and support**

### **Grade: 2**

Staff are strongly committed to pupils' welfare and are particularly good at welcoming the school's many newcomers. Parents speak of the lengths the school goes to to ensure that all pupils, particularly those with learning difficulties and/or disabilities, settle in quickly. Pupils' views and ideas are valued by teachers and this helps pupils to feel confident and secure. Appropriate child protection arrangements are in place. Risk assessments are carefully attended to as are the checks of those who help in school. The school identifies vulnerable pupils and provides good support to keep them engaged. The provision for pupils who speak English as an additional language is satisfactory. However, there is no support available for Arabic speakers and this does little to help them when they are new to the United Kingdom.

## **Leadership and management**

### **Grade: 2**

The headteacher, senior staff and governors manage the school well. The ethos of the school is warm and welcoming. Staff go to great lengths to provide an attractive and stimulating learning environment where the extensive range of historical artefacts are used well to develop an interest in learning. Parents are appreciative of how well the school is led. The head delegates areas of responsibility well to senior staff. The new

management structure where senior staff lead teams centred on different curriculum areas is appropriately focused upon achievement. School self evaluation and the monitoring and evaluation of the quality of education offered are satisfactory. However, at times the good range of information available is not always used to fullest effect to bring about further improvement. For instance, the literacy coordinator and other subject leaders have not had enough opportunities to monitor the quality of teaching or samples of pupils' work in order to clarify if the most appropriate level of challenge is consistently provided for all pupils.

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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?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
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>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
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>	2

<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	3
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

14 December 2006

Dear Pupils

Cranwell Primary School, Cranwell, Sleaford, Lincolnshire, NG34 8HH

Thank you very much for looking after us when we visited your school recently. We really enjoyed speaking to you in lessons, at lunchtime, in the playground and at the meeting with the school council. We were very pleased to hear that you really enjoy your time at school. We think there are lots of things that are good about your school.

These are the things that we found are best:

- the way all the staff know and care for you is really effective and helps those of you who are new to settle in school quickly
- your behaviour is good; you get on really well together and try hard
- you make good progress and do well in your work
- the displays around school are really striking which encourages you to make your work attractive.

This is what we think could be improved.

- You need more opportunities to develop your writing skills.
- Staff could check on what happens in lessons and your work more regularly to make sure that you are learning all you can.

Thank you again for being so helpful and friendly towards us. Remember that you can do a lot to help your school improve even more by making sure you try really hard all the time.

Yours sincerely

Sue Hall

Lead Inspector