



Archbishop Cranmer CofE Primary School

Inspection Report

Unique Reference Number 122795
Local Authority NOTTINGHAMSHIRE
Inspection number 292512
Inspection dates 1–2 March 2007
Reporting inspector Roger Brown

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

Type of school	Primary	School address	Abbey Lane
School category	Voluntary aided		Aslockton, Nottingham
Age range of pupils	4–11		Nottinghamshire NG13 9AW
Gender of pupils	Mixed	Telephone number	01949 850627
Number on roll (school)	164	Fax number	01949 851642
Appropriate authority	The governing body	Chair	Rev Reg Walton
		Headteacher	Mrs Debbie Yates-Linnell
Date of previous school inspection	8 July 2002		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This smaller than average sized school serves communities from across the Vale of Belvoir. Almost all pupils are from White British backgrounds. The proportion of pupils eligible for a free school meal is below the national average, as is the proportion with learning difficulties or disabilities. Attainment on entry to the school, although varying considerably, is broadly average. The school has been awarded Investor in People status, an Artsmark Gold award, Activemark, ECO School Silver award and Quality in Study Support at Established level.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This school provides a satisfactory quality of education for the pupils in its care. Almost all pupils achieve good standards in the national tests and assessments in all subjects. Pupils with specific learning difficulties or disabilities get good support and make satisfactory progress. Following a satisfactory start in the Foundation Stage, the majority of pupils make satisfactory progress. However, their rate of progress varies markedly across year groups and subjects. This is a problem that the school recognises and has begun to address by improving the quality of assessments. The information gained from the assessments is used to set targets and guide pupils' development, but the impact of this work is uneven as yet.

Much time and effort has been put in to developing and enriching the good quality curriculum. 'The range of out of school and lunchtime activities is excellent,' was typical of the comments that parents wrote to the inspectors. Pupils were particularly enthusiastic about the special weeks for science and the arts. Pupils clearly enjoy learning, but the fluctuation in their rate of progress means that despite the many strengths of the teaching the impact on their learning is only satisfactory.

Pupils' personal development and the care and guidance they receive are good. The strong community links give pupils a good perspective on many matters, and, as they recognise, fosters in them a sense of responsibility and care that prepares them well for a role in adult life. A small number of parents raised questions about specific behavioural matters, but there was no evidence of any issues during the inspection. Staff and governors were aware of the difficulty and explained how it had been addressed. All pupils who were asked about the concerns believe that behavioural matters are dealt with fairly and firmly.

The leadership and management of the school are satisfactory. The quality of relationships throughout the school are good; this has created a happy environment with high morale and a strong level of commitment. The headteacher is very positive and encourages initiatives, but with so much going on in the school, there has been a tendency to over-estimate the effectiveness of the impact of some aspects of the work. The school makes good use of performance management to guide and motivate staff, but the many broad and wide-ranging priorities make it difficult to focus on the really effective strategies.

The school has improved since the last inspection; it now provides a richer and more stimulating environment for learning. The improved emphasis by the school's leadership team on raising achievement ensures that it continues to have the capacity to grow and develop further and it provides satisfactory value for money.

What the school should do to improve further

- Improve the consistency of pupils' learning and achievement across the different subjects and year groups.
- Make better use of the information gained from assessments to guide and improve pupils' progress.

- Prioritise more clearly the developments and initiatives within school to focus more rigorously upon raising standards.

Achievement and standards

Grade: 3

Children's skills, knowledge and understanding at the end of the Foundation Stage are satisfactory, with most children achieving the expected goals for learning. By the end of Year 2, teachers' assessments in reading, writing and mathematics show that the standards are above average. This continues to be the case at the end of Year 6. The results in national tests for English, mathematics and science are usually above those found locally and nationally. Pupils' achievement is satisfactory overall, but there are significant fluctuations in the pattern of pupils' progress in some years and some subjects. The school has recognised this and is working to bring greater consistency to the progress pupils make as they move from class to class. There is good support for pupils with specific needs or learning difficulties and their knowledge, skills and understanding develop at an appropriate rate.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral and cultural development is good. Pupils have good opportunities for quiet reflection built into lessons and are developing a good awareness of moral and social issues through assemblies and personal and social education lessons. They develop a good understanding of their own and other cultural traditions, particularly in art. Most pupils say that they enjoy school and behaviour is good. Attendance has improved and is above average. Pupils say that they feel safe in school and know that they can go to their teachers or other adults if they have a problem. They give their views through discussions and questionnaires covering a wide range of aspects of school life. Members of the school council are proud of their achievements and the way they are able to make suggestions about which charities to support each year and school improvements, such as developing the adventure playground. They are closely involved with the local community, especially through links with church, presenting concerts and raising money for charity. Pupils have a good understanding of what is needed to maintain a healthy life style and are very positive about physical education and the wide range of after school sports in which they participate.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory because teachers plan lessons which are imaginative and fun; consequently, pupils enjoy learning. Their behaviour is good

and teachers engage their interest well, especially when using interactive whiteboards to capture their imagination. This motivates them to want to succeed. Teachers are skilled at using well-focused questions. This both extends learning and encourages pupils to answer with confidence. Teachers use assessment information in planning lessons and to set targets so that pupils know what they have to do to improve. However, the rate at which pupils' learning progresses varies across subjects and year groups. This results in uneven achievement that has been recognised by the school and it has begun to address the issue by improving the quality of assessment. This work has not had time to have an effective impact and improve the consistency of pupils' learning.

Curriculum and other activities

Grade: 2

The quality of the curriculum is good because of the outstanding range of additional activities which are offered. The curriculum is particularly well enriched with a wide ranging programme of visits including residential visits, and visitors to school such as authors, artists, representatives from the local churches and musicians. There is also an excellent range of out-of-class activities including music, drama and various sports clubs. These attract many pupils and make a strong contribution to their learning and enjoyment. Good use is made of the local environment. Pupils' enjoyment of learning is further enhanced by planned theme weeks such as arts and science weeks. Pupils also have good opportunities to learn to play orchestral instruments and to learn French. The curriculum for the Foundation Stage prepares them adequately for the next stages of their education. Throughout the school there is a strong emphasis on promoting personal and social development so that pupils have a good understanding of keeping healthy and citizenship.

Care, guidance and support

Grade: 2

This aspect of school life is good. The majority of parents strongly support the view that their children feel safe, are happy and well cared for. Pupils are confident that should they have a problem, there is always an adult to whom they can turn for advice and help. Procedures for health and safety, risk assessments and child protection are secure. The school has positive strategies to manage pupils' behaviour. A good programme for personal and health education ensures that pupils know how to stay fit and healthy.

The school has developed good procedures to assess and monitor pupils' academic progress. These are beginning to be used satisfactorily to identify and support pupils who are experiencing learning difficulties and to set individual and school targets. Pupils know these targets and have a clear understanding of what they need to do to improve their work further.

The school has identified a number of gifted and talented pupils, and provides additional opportunities for them to extend and develop these. Parents and pupils are regularly consulted on their views about school life through a range of questionnaires.

Leadership and management

Grade: 3

The headteacher and the governors have a clear picture of the school's development, although their judgement about the effectiveness of its work is at times, too optimistic. Staff morale is high, a direct result of the good teamwork across the school. Everyone is hardworking, confident and committed to the school's success. The management of the school is focussed firmly on ensuring equality and fairness, for all pupils. The positive attitudes and good relationships have allowed the headteacher to introduce new ideas and initiatives that have moved the school forward, particularly with regard to the enriched and extended curriculum. With so much going on in school, it is not easy for the leadership to assess which development has greatest impact, or to decide where to focus the staff's efforts to bring about most improvement. The governors are effective, they not only support and promote the school but also act as a critical friend, overseeing the developments and checking progress. Financial management is good; the school seeks to ensure that it always secures best value for money. One outcome of this policy is that the school has managed to secure a substantial carry forward which it is using to maintain staffing levels as the pupil numbers are due to rise again.

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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
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	3
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

2 March 2007

Dear Children,

Archbishop Cranmer C of E Primary School, Abbey Lane, Aslockton, Nottingham NG13 9AW

Thank you for the warm welcome when we visited your school. It was a real pleasure to be with you. We enjoyed watching your classes and activities and we really enjoyed talking to you about your work.

We thought that the things that were good about your school were:

- the many clubs and activities you can go to, along with your visits to interesting places and events
- your school council and the way it is involved in improving your environment and deciding on which charities to support
- the strong involvement you have in local events
- your good attitudes to each other and the way you take care of your friends.

However we would like your teachers to:

- help you to progress more quickly with your work
- use the information gathered from marking your work to guide you in how to improve it
- really focus on what is important to make sure you are doing well at school.

Many of your parents wrote to us. Almost everyone said that they like your school and we agree with them. We thoroughly enjoyed the time we spent with you in school.

Best wishes for the future.

Roger Brown

Lead Inspector