

Cranham Church of England Primary School

Inspection report

Unique Reference Number	115682
Local Authority	Gloucestershire
Inspection number	312027
Inspection date	18 March 2008
Reporting inspector	Stephen Lake

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	4–11
Gender of pupils	Mixed
Number on roll	
School	60
Appropriate authority	The governing body
Chair	Hazel Stacey
Headteacher	Jan Thompson
Date of previous school inspection	3 March 2003
School address	Cranham Gloucester GL4 8HS
Telephone number	01452 812660
Fax number	01452 812660

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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: attainment and achievement, especially in KS1 and in science at KS2; the impact upon teaching of the change in the number of classes; and how good pupils' cultural development is in terms of multicultural awareness. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

This smaller than average school serves a largely rural area, although some pupils come from as far as Gloucester. Although the proportion of pupils with learning difficulties and/or disabilities (LDD) is broadly average, a greater proportion than average have statements of special educational need. The proportion of pupils entitled to free school meals is well below average. More pupils than average enter or leave the school part-way through their school career. The many pupils joining the school have enabled a move from two classes to three classes in the last three years.

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. It has some outstanding features. Pupils achieve well and meet the challenging targets set for them. They start school with skills in line with those normally found and leave with standards that are above average. The strong leadership and high quality management of the headteacher has welded all staff into a strong team focused upon developing a school where children thrive. As one parent wrote, '...leadership and commitment from the head has been second to none'.

The excellent care, support and guidance are very consistent with the school's church aided status and its mission statement. Pupils' welfare is paramount and procedures for keeping pupils safe are robust. The vast majority of parents are very appreciative of the way the school cares for the pupils. As one of the many parents who have chosen to move their children to this school wrote, '...we cannot begin to describe the benefit the move has been...' The school has effective procedures for checking on pupils' progress and uses the information well to set targets for pupils. Good use is made of outside agencies to support those pupils who are gifted and talented and those with learning difficulties and/or disabilities. These pupils are fully included in the school. The high quality support from the teaching assistants ensures that they make excellent progress in relation to the targets set for them and attain similar standards to the other pupils

The school has excellent procedures for checking on its own effectiveness. The information gained from these enable well targeted initiatives to improve learning. Consequently, standards are rising. Children start school with skills in line with those normally expected at that age and achieve well in Reception, meeting their learning goals and starting Year 1 well prepared for learning. The school has identified that progress in Years 1 and 2 had not been as good as in Years 3 to 6. Good budget management by the governors enabled an additional class to be set up three years ago and the effect of this is the accelerated progress of pupils in Years 1 and 2. Although overall standards at age 7 are average and achievement in Years 1 and 2 is currently satisfactory, rapid improvement is taking place. Progress in reading and writing this year is good and standards in reading and writing in Year 2 are now above average. Standards are also improving in mathematics, although presently they are average and progress, although satisfactory, is not as good as in reading and writing. Progress in Years 3 to 6 is good and pupils achieve well. Standards at age 11 are above average and well above average in English. The high standards in music and art are reflected in the schools' award of Artsmark Gold. Standards in information and communication technology (ICT) are average

Pupils learn well because the quality of teaching is consistently good. Teachers make learning interesting and enjoyable. Pupils say that they enjoy school so much that there is nothing that they really want to change. Teachers have excellent relationships with pupils and know them very well. They make good use of ICT to motivate and stimulate pupils but there are too few opportunities for pupils themselves to use ICT to support their learning across all areas of the curriculum. The school has recognised this and has already started to plan ways of improving use of ICT.

The successful personal development of pupils is a reflection of the outstanding care, guidance and support and the high quality provision for this area within the curriculum. Pupils know how to stay safe and say they feel safe because of the way adults in the school look after them. Pupils' moral, social and cultural development is good but their spiritual development is

outstanding. The values that they have developed show in their awareness of the needs of others and the respect that they show for themselves and all around them. For example, the way in that pupils support individuals who have different needs and abilities. Older pupils take care of younger ones on the playground and all are sensitive to the needs of pupils with learning difficulties and/or disabilities. Behaviour is good. Pupils have a strong sense of responsibility and make an outstanding contribution to the school community through the school council and the many responsibilities that Year 6 undertakes. The school council particularly liked being involved in interviews for a new headteacher. Pupils are enthusiastic learners and work well together in groups. The skills and values that pupils gain prepare them well for their future economic well-being.

The good quality curriculum is brought alive by a wide range of topics, visits to places of interest and visitors to the school. Pupils develop their good awareness of other cultures through such activities as people from other backgrounds visiting to share their food and customs with the pupils. These opportunities are used particularly well to stimulate pupils to write through the creative curriculum project. Very strong links with a nearby secondary school enable pupils to benefit from specialist teaching of physical education and give them access to good quality facilities. Pupils' understanding of how to stay fit and healthy is excellent. This is reflected in the school's Activemark award. Working on the school allotment also helps pupils have a very good understanding of healthy eating. Leadership and management are good. The success of this school is due in no small part to the excellent teamwork of all adults in the school. All subject leaders have a good understanding of what is working well in their area and what needs to be improved. Governors support the school and monitor the work of the school effectively, and are undertaking additional training to enable them to become even more effective in their roles. The good improvements taking place and the strong team ethos mean that this school is well placed to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Children start the Foundation Stage at levels that are in line with expectations for children of that age. They make good progress to start Year 1 well prepared for learning. The newly formed class provides a rich and stimulating environment in which all resources, including ICT, are used well to support learning. Nevertheless, the school recognises that the outdoor area is very limited and is seeking ways to enable it to be used more effectively. Good teamwork between teachers and teaching assistants ensures that children get a good start. Detailed and rigorous assessment of children identifies any learning difficulties and/or disabilities early and ensures that activities are matched well to the needs of individuals. As a result, children are eager to learn and behaviour is excellent. The good teaching ensures that children make good progress, especially in their personal development. They develop confidence as learners and are eager to talk about what they are doing, which helps them with their early writing skills.

What the school should do to improve further

- Improve progress in mathematics in Years 1 and 2 to match that in reading and writing.
- Provide more opportunities for pupils to use ICT to support their learning across all areas of the curriculum.

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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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	1

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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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?	2
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?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
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

19 March 2008

Dear Pupils

Inspection of Cranham C of E Primary School, Gloucester, GL4 4HS

Thank you for making me so welcome when I came to visit your school. I really enjoyed my visit, especially when you showed me how to juggle at playtime. You helped me find out a lot about your school.

I agree with you that Cranham Church of England Primary is a good school and that you really enjoy learning. Some of the things that I liked about the school are:

- You are making good progress throughout your time at the school and by the time you leave at age 11 your standards are above average, especially in English. Your standards at age 7 have improved a lot and are above average in reading and writing.
- You behave well. I thought that the way you show respect for adults and one another was excellent.
- You are learning well because the teaching is good and your teachers make learning interesting. The support for those who need extra help with their learning is excellent.
- The way that the school looks after you and helps you learn is outstanding. You all told me that you feel safe and secure, and I can see why.
- Your understanding of how to stay fit and healthy is excellent. I was impressed by your Activemark, and by how well you understand what healthy foods are.
- The headteacher and other staff all work together well and your school is well led and managed. They are particularly good at finding what works well and what needs improving in the school.

I have asked the school to do just a few things to help you learn even better:

- To improve the progress that you make in mathematics in Years 1 and 2 to match the progress you make in reading and writing.
- To give you more opportunities to use information and communication technology to support your learning.

Thank you once again for all your help.

Yours sincerely

Stephen Lake Lead Inspector