

Cranmere Primary School

Inspection report

Unique Reference Number	131125
Local Authority	Surrey
Inspection number	315727
Inspection date	1 November 2007
Reporting inspector	Derek Watts

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	201
Appropriate authority	The governing body
Chair	Mrs Joanna Willey
Headteacher	Mrs Gillian Freeman
Date of previous school inspection	6 October 2003
School address	The Drive Esher KT10 8DJ
Telephone number	020 8398 5580
Fax number	020 8398 9824

Age group	4-11
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Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school, investigated and evaluated the following aspects: achievement and standards, personal development and well-being, teaching and learning, the curriculum, care guidance and support and leadership and management. The following areas emerged from the school's pre-inspection documentation as specific areas to be explored.

- The factors contributing to the improved standards by the end of Year 2.
- The action the school was taking to raise achievement in mathematics in Years 3 to 6.

Description of the school

Cranmere is a smaller than average primary school. The vast majority of pupils come from White British backgrounds. The remainder come from a range of other ethnic backgrounds including other white backgrounds, Asian, Black African and Black Caribbean. The proportion of pupils with learning difficulties and disabilities is average although there is a higher than average proportion of pupils with a statement of special educational needs. A few pupils speak English as an additional language but very few of these are at an early stage of learning English. The school's intake is varied with pupils coming from advantaged and disadvantaged socio economic circumstances. During the past two years, there have been significant changes to the teaching force including temporary cover for maternity leave. The staffing is now more settled.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Cranmere Primary is a good school with outstanding aspects to its work. Pupils achieve well overall because of good teaching and a stimulating curriculum. Outstanding pastoral care and the very positive school climate leads to the outstanding personal development and well-being for pupils. The vast majority of parents hold positive views about the school and are pleased with both the care and education provided for their children. However, a few expressed concerns about the teacher changes over the past two years.

Good leadership and management are key factors contributing to the school's effectiveness and success. The headteacher, senior staff and governors successfully promote effective educational provision and this gives rise to favourable outcomes for pupils. The headteacher provides strong leadership and is well supported by senior staff. The performance of the pupils and staff is systematically reviewed and the school uses the findings well to guide planning for improvement and to set challenging targets. Due to staffing changes, the roles of some subject leaders are not as well developed and established. New leaders are receiving good training and support so they can contribute fully to evaluating and improving pupils' performance. The governing body, particularly the Chair, are actively involved in the life of the school. Governors are committed, supportive and have a good understanding of the school's performance. Accurate self-evaluation, improved attendance, improved provision in the Foundation Stage and rising standards by the end of Year 2, demonstrate the school's good capacity to improve further.

Effective teaching enables pupils to make good progress across the school. Teachers' enthusiasm and imaginative use of resources inspires and motivates the pupils. As one pupil astutely commented, 'Teachers find interesting ways for us to learn.' The purpose of lessons is made clear so that pupils know what they are expected to learn. Outstanding relationships have been established between teachers and their pupils. Teachers' instructions and explanations are clear and informative. Skilful questioning is used to challenge pupils' thinking and to check their understanding. Pupils are enthusiastic learners who respond well to their teachers. They work well collaboratively in pairs and in groups to discuss their work or to solve problems. Activities and tasks are well matched to pupils' abilities and needs. As a result, they are challenged well and make good gains in their learning. Teaching assistants are well deployed and make a valuable contribution to pupils' learning, particularly those with learning difficulties. Just occasionally, there is over use of worksheets which can impede pupils' ability to plan and organising their own work. Teachers and pupils use information and communication technology (ICT) well to support lessons. For example, Year 6 pupils used ICT competently to consolidate their understanding of negative numbers and temperature.

Standards are above average. Over the past two years, standards by the end of Year 2 have improved from the average levels of 2005. Standards were above average in 2006 and the most recent results of 2007 show that standards were well above average in reading, writing and mathematics. Good teaching, the successful implementation of writing initiatives and other improvements to the curriculum have accounted for these improvements. National tests results for Year 6 indicate that standards are consistently above average and that pupils make good progress through Years 3 to 6. However, in 2007, pupils made less progress in mathematics than they did in English and science. This lower than usual performance was swiftly identified by the school. Careful evaluation revealed that pupils were less effective in solving shape and space problems. Positive action is being taken to tackle this. Planning and teaching in

mathematics has been modified and more emphasis is being placed on shape and space. However, the changes are too recent to have a long term impact on achievement.

An interesting and stimulating curriculum contributes very well to pupils' progress, enjoyment and to their personal development. There are good links between subjects which add meaning and relevance to pupils' learning. For example, in a Year 2 and Year 3 study about the seaside, art, literacy, design and technology, geography and history were successfully incorporated into the work that pupils experienced. This helped them to apply different skills and to investigate seaside holidays of the past. Provision for art is strong and the school has impressive displays of pupils' work are of a high standard across the school. A good range of additional activities contributes to pupils' interests. Popular clubs include a music band, chess, football, dance, sudoku and kakuro. In Years 3 to 6 there are good opportunities for residential visits.

Good care, guidance and support contribute significantly to pupils' academic and personal development. Pastoral care and support is outstanding. The school has established effective systems to assess and track pupils' attainment so teachers have a good overview of how well each pupil is doing. In most classes, pupils are set clear individual learning targets in English and mathematics so that pupils know what they are aiming for. However, this good practice is not consistent in all classes particularly for mathematics. Pupils' spiritual, moral, social and cultural development is outstanding. A successful international week involving parents and the local community and an interesting partnership with a school in Uganda develops pupils' understanding of different cultures. Pupils thoroughly enjoy school and this is reflected by their enthusiastic participation in lessons and other activities. The effective promotion of the school's 'five Rs' of reasoning, reflection, resilience, resourcefulness and responsibility, makes a valuable contribution to pupils' personal development. Pupils are friendly, polite and show considerable care and respect for others. As pupils commented, 'We are all one happy family here.' The school works hard to monitor and promote good attendance. After the last inspection, attendance levels have improved from below average to above average. While attendance dipped last year, more recent data shows above average attendance again. High expectations by staff and outstanding relationships lead to behaviour which is often exemplary. Pupils show an excellent understanding of the importance of healthy eating, taking regular exercise and keeping safe. Clubs such as 'Wake and shake' and running support pupils' healthy lifestyle. Pupils thrive on additional responsibilities such as being playground friends, mentors or eco monitors. Members of the school council take their responsibilities seriously, and have contributed to improving outdoor playground equipment. Pupils contribute very well to the local and wider community by raising funds for charities and their participation in the local community's Harvest Festival. Above average standards in literacy and numeracy by Year 6 and outstanding personal and social skills prepares pupils well for the future.

Effectiveness of the Foundation Stage

Grade: 2

Children enter the Reception with knowledge and skills expected for their age. Provision for the Foundation Stage has improved well since the last inspection. Teaching and the curriculum are now good and so children settle quickly and get off to a good start. Teachers and assistants provide a good blend of direct teaching and allowing children to explore, work creatively and independently. Children are enthusiastic learners and make good progress in all areas of learning. The new staff team has settled well. They are building on the planning for the Foundation Stage curriculum and establishing effective partnerships with parents.

What the school should do to improve further

- Ensure that teaching and the curriculum enables pupils to make at least good progress in mathematics from Year 3 to 6.
- Establish a consistent approach in all classes to individual target setting so that all pupils know what they are aiming for, particularly in mathematics.

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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?	2
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	2

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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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

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?	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.

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	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

9 November 2007

Dear Pupils

Inspection of Cranmere Primary School, Esher, KT10 8DJ

Thank you so much for welcoming me into your school and showing me your work. I enjoyed the visit and would like to tell you what I have found. Cranmere is a good school with some outstanding features. This is a school you can be very proud of.

These things are strengths of the school.

- You enjoy school and take part in activities with great enthusiasm.
- The school is a very friendly, caring and pleasant place to be.
- Behaviour is outstanding in lessons and around the school.
- Children in Reception get off to a good start.
- Teaching is good, which is why you make such good progress.
- You show an excellent understanding of healthy lifestyles and keeping safe.
- An interesting range of learning activities are provided for you including clubs, residential visits and the international week.
- The school is well led and managed by the headteacher and other senior staff.
- You show considerable care and respect for other pupils and adults.
- Staff know you very well; they take excellent care of you and give you good support.
- Your parents are pleased with the school.

There are two areas that the school has been asked to improve.

- Some of you in Years 3 to 6 could make better progress in mathematics and your teachers are working hard to make this happen.
- Your teachers could make sure that all of you are set clear individual learning targets to help you make even more progress, especially in mathematics.

Finally, thank you once again for all your help. I wish you all the best for the future.

With kind regards,

Derek Watts

Lead Inspector