

# Cranmer Primary School

## Inspection report

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<b>Unique Reference Number</b>	102653
<b>Local Authority</b>	Merton
<b>Inspection number</b>	323672
<b>Inspection dates</b>	26–27 March 2009
<b>Reporting inspector</b>	Sarah McDermott

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	483
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sheila Fraser-Whyte
<b>Headteacher</b>	Ms Irene Leeves/ Mrs Ruth Whymark
<b>Date of previous school inspection</b>	21 September 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Cranmer Road Mitcham CR4 4XU
<b>Telephone number</b>	020 8648 2621
<b>Fax number</b>	020 8640 8172

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<b>Age group</b>	3–11
<b>Inspection dates</b>	26–27 March 2009
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Cranmer Primary is a large two-form entry primary school situated on the edge of Mitcham. The proportion of pupils eligible for free school meals is average. Over half of pupils come from minority ethnic backgrounds and a high proportion do not speak English at home. The proportion of pupils who have learning difficulties and/or disabilities is similar to the national average. The school has gained several accreditations including the Healthy School Award and the Activemark.

The Early Years Foundation Stage includes part-time Nursery provision for 104 children and two Reception classes. The governors manage all day wraparound nursery provision, called Little Gems, and provide a breakfast and after school club. These were inspected last year.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Cranmer Primary is a good school which lives up well to its Golden Rule, 'To work hard and be respectful every day; to believe and achieve, that's the Cranmer way'. Parents are very appreciative of the school and justifiably believe their children make good progress. Two headteachers share the headship post very effectively. They are enthusiastic, very approachable and have the good of the children at the heart of everything they do.

Pupils achieve well because teaching and learning are good. Teachers have very positive relationships with pupils and organise learning very methodically. Pupils are particularly good at knowing their targets and are now beginning to use them well to learn independently. In some years, standards and achievement fluctuate in English and mathematics within key stages, but by the time pupils leave in Year 6 they reach average standards in English and above-average standards in mathematics. Pupils who speak English as an additional language make especially good progress from often very low starting points. Standards in science have been above average for several years because pupils have plenty of chances for experimentation and finding things out for themselves.

The curriculum is good. The organisation and content of lessons help pupils to make good progress in their literacy and numeracy. Out of lessons, pupils have a wealth of opportunities to have a go at activities they might not otherwise have tried. Pupils speak enthusiastically about their trip to Sayers Croft and some are even learning Arabic. Pupils thoroughly enjoy all that is on offer. One parent commented, 'I always have trouble getting my child to come home because he loves school so much'. Pupils have an outstanding understanding of how to lead healthy lives. A strong community spirit means they are extremely good ambassadors for their school in sports and choir events. Pupils behave well and know how to keep themselves safe. Most pupils have a very good attendance record. However, despite the best efforts of the school to promote good attendance, a small but significant number of pupils miss too much school, and these absences adversely affect their achievement. The pastoral care of pupils is very good and thoroughly backed up by meticulous records.

The headteachers work well with their senior management team to identify the school's strengths and weaknesses. The new academic tracking system is used well by the senior leaders to check how pupils are progressing. Teachers are starting to use data effectively to ensure work is well matched to pupils' individual abilities. However, not all teachers are confident yet in making the best use of this valuable information to ensure pupils make similarly good progress in English and mathematics from year to year. The recent initiative to improve writing has proved successful and demonstrates the school's good capacity to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children are well prepared for their start in the Nursery because parents are fully involved and, as one commented, 'very well informed about what the children are doing at school'. These close links between school and home give children confidence which lasts throughout their time in the Early Years Foundation Stage. Consequently, children settle well and make good progress. They start Nursery with skills, knowledge and understanding that are generally below those expected for three-year-olds. They make good progress, and most leave the Reception year at the level expected for five-year-olds. Children make particularly good progress in

developing their personal qualities. Those who speak very little English on arrival are often still not up to national expectations in language when they move on to Year 1, but make good progress nevertheless.

Children are friendly and considerate towards one another, taking turns and being ready to share. Adults ensure that children are safe and sound. Children enjoy the interesting activities, which help them make good progress in developing language and number skills and also in their physical and creative development. They have good opportunities to learn independently or with attentive adult help in the spacious surroundings. Adults closely observe children's learning and plan well to ensure each child makes the right progress. Children, even as young as four, are proud of their targets and ready to explain them to visitors. The effective Early Years Foundation Stage leader has made a significant difference in less than two terms in her post. She has introduced accurate measurement of children's skills when they enter the Nursery and is clear about future improvements. Already she is working to improve children's active learning by providing more 'real-life' experiences through trips and visitors.

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

- Ensure that the few pupils who do not attend school regularly improve their attendance to help them raise their achievement.
- Perfect the use of academic data to ensure pupils achieve consistently well in English and mathematics across the school.

## **Achievement and standards**

### **Grade: 2**

Pupils enter Year 1 with skills expected for their age in nearly all areas of learning. Often they are less competent in communication, language and literacy because many come from homes where little English is spoken. They achieve well and leave in Year 6 with standards that are average in English and above average in mathematics and science. Standards in science have been high for several years, but standards in mathematics and English have been less constant. In 2007, standards in writing at Key Stage 2 dipped to below average, but with targeted support have risen in 2008 to above average. Pupils who speak English as an additional language make particularly good progress because support is tailor-made to their needs. Pupils who have learning difficulties and/or disabilities make similarly good progress to their classmates. The school's own data and scrutiny of work show that all pupils continue to make good progress. The school also justifiably prides itself on the high standards achieved in sport and music.

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

### **Grade: 2**

Pupils really like their school because they thoroughly enjoy their lessons and feel their teachers help them to learn. One parent summed up the views of many by writing, 'My child is so happy and enthusiastic about going to school'. Pupils relate well to each other and to staff because there is a shared ethos of respect. They behave well, know how to keep themselves safe and take a pride in their school. Playtime Pals and Peer Mediators are much valued because they provide friendship and support to other pupils. Pupils have an impressive knowledge of what to do to maintain a healthy lifestyle, helped by the Healthy School Award. They make an excellent contribution to life in school through responsibilities such as membership of the school council and Eco Club. Pupils' spiritual, moral, social and cultural development is good. Pupils learn positively about other faiths. The spring assembly was a glorious and colourful

celebration of cultures in the United Kingdom and around the world. Heartfelt singing brought a real spirituality to the event. A strong focus on the basic skills of literacy, numeracy and information and communication technology (ICT) contributes well to pupils' economic well-being. Attendance has improved and is now broadly average. The school's success in promoting pupils' positive attitudes towards their education is evident in the very many happy, smiling faces arriving at school each morning. It is continuing to work with a small number of persistent absentees.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers have good relationships with pupils and manage their behaviour well, creating a climate in which pupils are keen to learn. They plan lessons well, ensuring that pupils are clear about what they are going to learn. At the end, they question pupils carefully so that learning becomes firmly embedded. As one parent rightly said, 'Staff should be given full credit for all their hard work and dedication'. Most teachers cater well for the wide range of needs in their classes. Teaching assistants work closely with teachers to provide good support for the less able pupils who need individual help. Good subject knowledge and imaginative use of the interactive whiteboards increase pupils' enjoyment of learning. Pupils remain alert and learn well because teachers use an interesting variety of techniques to 'keep them on their toes'. For example, in a good Year 1 lesson pupils sang songs with accompanying actions to practise their mathematical skills. However, on some occasions, pupils sit on the carpet for too long in whole-class sessions rather than being able to get on with learning at their own pace.

### **Curriculum and other activities**

#### **Grade: 2**

Pupils and parents alike appreciate the wealth of school clubs. 'The out-of-school activities are relentless and many!' was the comment of one parent. Pupils specifically mentioned French, music, a good range of sports, and gardening, where they relish the chance to be, in the words of one member, 'green-handed'. A growing area of strength in the curriculum is the use of ICT to promote learning, not just in lessons, but by linking school and home, so that pupils can access learning at all times. Pupils have the opportunity to develop their skills particularly effectively in science, because tasks are exciting and challenging. The curriculum, including themed weeks such as the International Arts and Literacy Festival, enables pupils to make good progress overall in the core skills of literacy and numeracy. However, as standards in these subjects can vary from year to year, leaders and managers recognise the need to evaluate the curriculum more fully to ensure greater consistency.

### **Care, guidance and support**

#### **Grade: 2**

The school provides good care, guidance and support for its pupils. One pupil said, 'We always look after everyone here'. There are clear procedures for health and safety and the welfare of pupils is a high priority for all staff. The caring, supportive ethos encourages the involvement of all pupils. They say that their views are always taken into account and they feel fully included in the life of the school. Pupils know that they can rely on adults within the school for help and advice. Productive relationships with outside agencies bring in extra professional expertise.

Consequently, pupils who have learning difficulties and/or disabilities receive good support, as do those who speak English as an additional language. The academic tracking and support of pupils is good. However, teachers' marking does not always help pupils to understand the next steps towards reaching their learning targets.

## **Leadership and management**

### **Grade: 2**

The two headteachers are working very well with the senior leadership team to establish a shared vision in which every pupil has an equal opportunity to shine. Well-organised computerised tracking systems mean senior leaders can see where extra support is needed to boost achievement and can accurately gauge the progress of pupils. As a result, the school sets challenging targets and works effectively to achieve these. The school development plan provides a good working tool to help the school to move forward to its agreed goals. Senior leaders are very good teaching practitioners in their own right. They regularly monitor their colleagues' lessons but on occasion they dwell too much on the mechanics of teaching at the expense of ensuring that pupils are making the most of their learning. The school is working very well with its local community to extend services to parents. It is teaching pupils to value diversity and, following effective evaluation, is starting to extend their experience of wider world communities. The governors are well organised and are up to date with training. They effectively question and challenge the school to strive for further improvement.

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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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which 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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## 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 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 eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

20 April 2009

Dear Pupils

Inspection of Cranmer Primary School, Mitcham, CR4 4XU

Thank you very much for helping us on the inspection by talking to us and showing us what you can do. Your parents are pleased with your school because they believe you learn well and are in safe hands. We definitely agree.

You go to a good school. We think you are making good progress because the quality of teaching and learning is good. Standards in English are similar to other schools, but standards in mathematics and science are higher. In some years writing has not been sufficiently good, but it has improved this year. You have excellent opportunities to take part in a wide range of interesting and active clubs. Ms Leeves and Mrs Whymark and their team of senior teachers lead the school well. They set challenging goals for your national tests and do all they can to help you achieve them.

You told us that you really like coming to school and we are not surprised. Your behaviour is good and you get on extremely well with your teachers and friends. Most of you come to school regularly, but we are concerned that a few of you miss too much learning. We especially like the fact that you know how to keep healthy and have a particularly strong community spirit. It is not every day that we have the honour of being part of such a happy assembly celebrating the arrival of spring!

To make your learning even better, we have asked your school to do two things.

- Continue to work with the families of a few of you to encourage regular school attendance to improve your achievement.
- Make sure your teachers make better use of the information they have about how well you are getting on to help you to always make good progress in English and mathematics from year to year.

We thoroughly enjoyed our visit to your school. We know that your teachers make your school a special place for you. You can do your bit by continuing to be very positive and by making the most of your time at Cranmer Primary School.

Yours faithfully

Sarah McDermott

Lead Inspector