

The Cranbourne Primary School

Inspection report

Unique Reference Number	117307
Local Authority	Hertfordshire
Inspection number	326567
Inspection date	25 February 2009
Reporting inspector	Sue Hall

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.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	478
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
Appropriate authority	The governing body
Chair	Mr Rob McCarthy
Headteacher	Mrs Rachel Semark
Date of previous school inspection	26 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Bridleway North Hoddesdon Hertfordshire EN11 9PP
Telephone number	01992416220
Fax number	01992416221

Age group	3–11
Inspection date	25 February 2009
Inspection number	326567

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues: whether boys and girls achieve equally well, whether curriculum planning is effective especially in literacy and numeracy, and whether the monitoring of the work of the school is rigorous enough to identify areas for further improvement. Evidence was gathered from observations of parts of lessons and discussions with the headteacher, senior staff, governors and pupils. Inspectors also scrutinised the inspection questionnaire for parents, school documentation and a sample of the pupils' work. Other aspects of the school's work were not investigated in as much detail, but inspectors 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 is a large primary school in Hertfordshire. The percentage of pupils entitled to free school meals is low as is the proportion from minority ethnic groups. There is a below average number of pupils with learning difficulties and/ or disabilities. Children receive Early Years Foundation Stage education in the Nursery and Reception classes. The school holds Activemark and Healthy Schools awards. The headteacher took up the post permanently in April 2008 and the deputy headteacher in September 2008.

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. There are outstanding features in the personal development of the pupils. The inspection judgements largely match those of the school's own evaluation of its effectiveness and show that it recognises its strengths and areas for improvement well. The headteacher's excellent leadership is ably supported by the deputy, the staff team and governors.

Children enter the school with skills and experiences which are around the expectations for their age. They make good progress in the Nursery and Reception classes and enter Year 1 having often slightly exceeded the targets for this stage of their development. In Years 1 to 6, pupils make good progress. Standards are above national averages and many in the current Year 6 group are set to do very well. Standards over several years have been above average but with inconsistencies between boys and girls, particularly at the higher levels. For instance, girls have done well in reading and writing but not in mathematics. Conversely, boys have not done as well in reading and writing but have achieved well in mathematics. The school has recognised this and put into place a considerable number of initiatives to assess and track progress and give additional support to pupils at different levels. Such activities now ensure a better match of work to pupils' abilities and there is a growing number of boys achieving the higher levels in writing.

The personal development of pupils is outstanding. The school has a very strong sporting tradition and makes full use of its extensive grounds to promote physical activities. This, coupled with a focus on healthy eating, supports healthy lifestyles very well. Through the personal, social and health education programme, pupils consider different scenarios for staying safe. Older pupils enjoy the well planned opportunities for them to support the youngest children at playtimes. Pupils particularly enjoy themed weeks, 'away days' and residential visits where they encounter lots of problem solving activities. The behaviour of the large majority of pupils is excellent. While a small number have recognised behavioural difficulties, the school makes very clear its expectations and most staff manage any misbehaviour effectively.

Spiritual, moral, social and cultural development is excellent. The school's very strong focus on cultural activities through extensive high quality music and art extends their understanding of their own and other cultures very effectively. Pupils make an extremely positive contribution to the school and wider community and there are plenty of opportunities for them to discuss their ideas and put these forward in class councils which feed into the school council. The school is very active in supporting charities and virtually all pupils take part in the one mile 'Cranbourne Marathon'. Attendance levels are high. Through the development of a range of basic skills, including in information and communication technology (ICT) and activities that enable them to grow in confidence, the pupils are well prepared for the next phase of education.

The quality of teaching and learning is consistently good. Staff explain things well and the use of 'golden goals' and 'handy hints' ensures pupils know, in the long term, what they have to do and how they have been successful. Good use is made of interactive whiteboards as a teaching tool to provide information and show pupils how to set work out. Staff are careful in planning tasks for groups of different abilities to provide a good level of challenge for all. Pupils are beginning to be more involved in assessing their own learning but this is at an early stage. In the short term, teachers do not always make it clear in their marking of pupils' work what they still need to do to improve.

The curriculum is outstanding, particularly because of the host of exciting enrichment opportunities. The curriculum for literacy and numeracy is good and improving through the use of new resources to interest boys in reading and a focus on higher levels of skill, especially in mathematics. There are some exciting features to the curriculum for ICT, including at certain times of the year, the provision of 'Radio Cranbourne'. Older pupils also have the opportunity to produce presentations on the computers, for the headteacher, to avoid using paper in an effort to make the school 'greener'. Excellent use is made of staff expertise, resulting in some very high quality work in art, music and other areas. Themed weeks, including a focus on 'global awareness', are a clear success and enjoyed by pupils and staff alike. Pupils like the challenges presented in some imaginative work reflected in the languages week where one pupil noted 'it's tricky speaking Polish because the letters make different sounds'.

The care, guidance and support of pupils is good with some strong features in pastoral care including for those with learning difficulties and/ or disabilities. Provision for child protection and systems to check all those who help in school are well considered and appropriate. Pupils note that even though it is a big school, teachers know them well. However, staff, including those in support roles, miss opportunities at lunch and playtimes to engage pupils in activities and support them as well as they might, including if they have any worries about the behaviour of others. The school is now collecting and using a good range of assessment information to track progress and set challenging targets.

Leadership and management are good. The headteacher is providing outstanding leadership through her clarity of understanding of what works well in this successful school and what still needs to be improved. The deputy headteacher and staff team work well together and share the headteachers infectious enthusiasm to achieve the challenging goals the school sets itself. The monitoring of the work of the school is effective, including well considered sampling of pupils' work. Governance is good. Governors are supportive and keen to extend their programme of visits to focus more on standards. The school's leadership has evaluated and developed its involvement extremely thoroughly in the community at a local, national and global level. This means that pupils respect the beliefs and cultures of others in different parts of the world outstandingly thoughtfully. Parents are very pleased that they have a voice in the school through the role of class representative meetings that are open to all parents. The school is in a good position to continue to improve and, when some of the recent initiatives are embedded, is poised to go from strength to strength.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision for children in the nursery and reception classes is good. When children enter the school they have mixed skills which are generally in line with expectations for their age. Initially some struggle because they have limited communication skills and are often quite quiet and are not used to conforming to expected standards of behaviour. The school has recently extended the links with external agencies to provide extend support for children's language development. With good support and clear boundaries in school, children make good overall progress and at the end of reception standards are often slightly above average. Parents are pleased with the quality of care provided for their children and like the introduction of home visits where they can discuss their concerns. Children benefit considerably from the large and well resourced outdoor areas where they learn more about the world around them and develop greater skills and confidence in working with others. The quality of teaching is good although at times staff miss opportunities to model and get the children to use a wider range of key words. Leadership

and management of the Early Years Foundation Stage is good and staff work with enthusiasm to make activities interesting and enjoyable.

What the school should do to improve further

- Extend the marking of pupils' work and provide more opportunities for them to understand what else they need to do to improve.
- Improve provision and support for pupils at playtimes.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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 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/or disabilities make progress	2

¹Grade 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

How good are 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	2
The extent to which learners enjoy their education	1
The attendance of learners	1
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 learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

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 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

26 February 2009

Dear Pupils

Inspection of The Cranbourne Primary School, Hoddesdon, EN11 9PP

Thank you very much for looking after Mr Greatrex and me when we visited your school recently. We really enjoyed speaking to several of you and meeting you in lessons, at lunchtime, in assembly and when we spoke to the school council.

These are some of the best things we found.

- Mrs Semark has made a great start to leading the school. She clearly understands what else needs to be improved and is pushing you all to achieve even more.
- There are some really exciting things for you to do in extra activities that make learning more interesting.
- You develop as very sensible children and are really good at taking on responsibilities in and around school that help others.
- The school makes very effective use of the talents of the staff to help your work especially in the arts and sport.

Yours is a good school. To help things to improve further we have asked that:

- teachers mark your work a little more fully and help you to understand how you can improve even further
- staff provide more interesting things for you to do at playtimes and look after you a little better if you are worried.

To help your school to do even better, please continue to be enthusiastic, try hard and enjoy your time at Cranbourne!

Yours sincerely

Sue Hall

Lead inspector