

# Cranleigh Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	135566
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	333754
<b>Inspection dates</b>	10–11 June 2009
<b>Reporting inspector</b>	David Mankelow

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	274
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 Jean Scott
<b>Headteacher</b>	Ms Jane Byford
<b>Date of previous school inspection</b>	Not previously inspected
<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>	Parsonage Road Cranleigh GU6 7AN
<b>Telephone number</b>	01483 273286
<b>Fax number</b>	01483 271008

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Cranleigh Church of England Primary School is larger than average. It opened in September 2008 following the amalgamation of Cranleigh Community Infant School and St Nicolas Church of England Junior School. It is currently situated on the sites of both of those schools. The proportion of pupils who have learning difficulties and/or disabilities, mainly related to speech and language, is above average. Ten pupils aged 5 to 7 attend the onsite speech and language unit and this results in the proportion of pupils with statements of special educational needs being well above average. The proportion of pupils from Gypsy, Roma or Traveller backgrounds is above average. The school makes Early Years Foundation Stage provision in a Reception class. There are two privately run Nurseries and a privately run breakfast and after school club on the school's sites.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. In the short time that it has been open, the new headteacher's good, decisive leadership has united the staff effectively and set a clear direction for the work of the school. She quickly and accurately evaluated the school's strengths and weaknesses and has set about making improvements where necessary.

The first cohort of children entering Reception in September 2008 had skill levels that were just below those expected for their age. They have got off to a good start and have made good progress. Most have already reached the goals expected of them as they move into Year 1 and some have exceeded them. Since the school opened, pupils in Years 1 to 6 have generally made satisfactory progress. Standards in the current Year 2 are broadly in line with previous national averages overall, with a strength in the proportion of pupils reaching levels higher than expected. The proportion of pupils in Year 6 who are on track to reach the expected level in national tests is broadly in line with previous national averages but the proportion on track to reach the higher levels is below average.

The curriculum and the quality of teaching are satisfactory and improving. The senior leaders' early evaluation of teaching methods and of the curriculum identified the need to engage pupils more in the work that they were doing. In consultation with staff, new teaching and curriculum arrangements were agreed and have recently been implemented. Teachers now give pupils more independence and opportunities to make choices. However, on occasions, pupils are not sufficiently challenged and this slows their progress in writing and mathematics; this is especially true for more able pupils in Years 3 to 6. The curriculum relates well to pupils' interests. Many pupils told inspectors that they really enjoy their work and this was evident in their lessons. However, the school has not yet communicated with parents and carers sufficiently well, so not all are supportive of the recent changes.

Caring for the pupils is at the heart of the school's work. Good pastoral care results in pupils' good personal development and well-being. The home-school link worker provides outstanding support for pupils and families who find themselves in challenging circumstances. Staff have implemented an effective new behaviour management policy that is based on rewarding good behaviour, and pupils told inspectors that behaviour is now much better. During the inspection, behaviour was good in lessons and at other times. Academic guidance is satisfactory. There are now effective assessment procedures that are beginning to give teachers a clear understanding of pupils' standards and progress. Assessment information is recorded on a new electronic tracking system. However, this system does not yet provide sufficient information for the school's leaders to evaluate the effectiveness of the changes to teaching and curriculum arrangements. As a result, the impact of the changes on pupils' achievement has not yet been evaluated and further necessary refinements have yet to be identified.

Leadership and management are satisfactory overall. Many of the improvements made since opening are too new to have made a full impact on pupils' achievement. However, significant improvements to the support for vulnerable families, to behaviour and to pupils' enjoyment demonstrate that the school is well placed to continue to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Provision in the Reception class is good and is a strength of the school. There are good induction procedures so children settle happily into school routines. A parent typically commented, 'My daughter has had a wonderful introduction to education during her first year at school'. The teacher and teaching assistants work well together as a team. They provide a good level of care and an exciting range of stimulating activities, both indoors and out, that result in children's good progress and personal development. However, boys' progress in creative skills is less strong than in other areas. Children are very confident and enthusiastically describe what they are learning about. They told inspectors about their marble run and that the marbles travel faster the harder they blow on them. Teaching is good. There is a very good balance between adult-led and child-inspired activities. For example, on their own initiative, children developed good writing skills by compiling a list of items they would want to take on a picnic. Leadership and management are good. Staff make regular, careful observations of how well children are doing in each area of learning and this information is used effectively to plan further activities that are well matched to children's skill levels.

### What the school should do to improve further

- Improve standards in writing and mathematics by providing greater challenge for pupils, especially for those capable of reaching the higher levels in Years 3 to 6.
- Ensure that assessment information is used effectively to monitor the impact of the new teaching methods and curriculum arrangements on pupils' achievement.
- Improve communication with parents.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

The school had only been open for nine months at the time of the inspection. During that time, most pupils in Years 1 to 6 have made satisfactory progress. The school's first set of moderated results of national assessments for pupils in Year 2 show that progress has been at least satisfactory during the year, with the more able pupils making good progress. The results of national tests in Year 6 were not available at the time of the inspection. Analysis of their work and the school's tracking information show that while progress is satisfactory overall, the more able pupils have not made as much progress during the year as those in Year 2, especially in writing and mathematics. The high proportion of pupils who have learning difficulties and/or disabilities, including those who attend the speech and language unit, are well supported by the special educational needs coordinator and a talented team of well-trained teaching assistants. Speech and language therapy support is also effective. As a result, these pupils make the same satisfactory progress as their classmates.

## Personal development and well-being

### Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Assemblies make an effective contribution to pupils' spiritual development because they are sensitively led and include

opportunities for pupils to reflect on how people should care for each other. The school makes a good contribution to community cohesion overall with strengths in the work it is doing to unite groups within its own community. Pupils also have a good understanding of global issues through their links with a school in Kenya. Pupils feel extremely safe in school and happily go to a friend or a member of staff if they are worried. Pupils told inspectors that they did not think there was much bullying at school. Most pupils thoroughly enjoy coming to school but a small number of pupils are persistently absent so attendance overall is satisfactory. The headteacher and outside agencies are working closely with their families to reduce absence but the progress of these pupils slows significantly when they do not attend. Pupils make a good contribution to the school and local community. Pupils view the school council as a genuine means of having their views heard and are proud to be selected to be prefects. Through discussions with the teachers, pupils have influenced the topics included in the new curriculum arrangements. Satisfactory progress in basic literacy, numeracy, and information and communication technology skills mean that pupils are soundly prepared for their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers value the contribution that all pupils make to their lessons. If pupils give wrong answers, teachers correct them sensitively and build on the mistakes that have been made. This increases pupils' self-esteem and means that most have an excellent attitude towards their work. Teaching is satisfactory overall and is improving as new methods are beginning to embed. Lessons now take account of pupils' different learning styles. Pupils are getting used to making choices about the order in which they do their work so are growing in independence. However, some of the work that pupils are doing is not sufficiently challenging and this slows their progress. This is particularly so in writing and mathematics for the older, more able pupils.

### **Curriculum and other activities**

#### **Grade: 3**

Staff have put a great deal of effort into improving the curriculum. It is now designed to develop pupils' skills through themes that are closely matched to their interests. This has been very successful in improving pupils' enjoyment and engagement in the work that they do. The curriculum is enriched by a good range of after school clubs, especially sport-related, that make a significant contribution to pupils' adoption of excellent healthy lifestyles. There are now good links between subjects. For example, pupils in Year 4 are very enthusiastic about their design and technology learning in making winches to lift elephants, linked to their work on India. However, the changes are too recent to have made an impact on pupils' achievement or to have been fully evaluated. Pupils with the potential for higher attainment in Years 3 to 6 are insufficiently challenged.

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

#### **Grade: 3**

Safeguarding procedures are robust and comply with the latest guidelines. The school is very inclusive of all groups of pupils and makes good use of the Traveller liaison officer to support this work. Assessment procedures have improved and are beginning to give teachers a broader range of information about pupils' progress than annual tests used to give. This information

is being used to set pupils individual targets for improvement but this is new and is not yet leading to improved achievement. In some classes, marking is good and tells pupils how well they are doing and what they need to do next. However, this is inconsistent.

## **Leadership and management**

### **Grade: 3**

Senior leaders have set a clear direction for the work of the school based on an early, accurate evaluation of its strengths and weaknesses. Subject leaders are developing their roles effectively. They use the time when they are released from their class teaching to monitor pupils' work and ensure that the statutory curriculum requirements are met through the new thematic approach. The mathematics coordinator has monitored the quality of teaching in her subject but others are aware that they are not yet sufficiently involved in doing this. The ability of all leaders to share good practice is hampered by the school being on two sites. Governance is satisfactory and developing well under the skilled leadership of the chair who has a detailed knowledge of the school's strengths and weaknesses. Governors have individual links with different subjects and are beginning to monitor the work of the school and hold it to account through these. However, these are new procedures and are not yet fully effective. Staff are united in moving the school forward in the direction set by the senior leaders but, at present, a minority of parents and carers are not entirely convinced. Not enough has yet been done to explain and demonstrate the undoubted benefits to their children of the changes to the curriculum and teaching methods.

**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](http://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
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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
Effective steps have been taken to promote improvement since the last inspection	NA
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?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

<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	1
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
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	3
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	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

24 June 2009

Dear Pupils

Inspection of Cranleigh Church of England Primary School, Cranleigh, GU6 7AN

You may remember that I visited your school a few weeks ago with two other inspectors. Thank you very much for telling us all about your school and for making us feel so welcome. I am writing now to tell you what we found.

Yours is a satisfactory school. Most of you really enjoy coming to school because the staff look after you well and give you interesting work to do. You told us that behaviour is a lot better than it used to be and from what we saw you all seem to get on with each other really well most of the time. It is a pity that a few of you have too much time off school when you are not really poorly.

You get off to a good start in the Reception class because the teaching is good. You make satisfactory progress in Years 1 to 6 and lots of you in Year 6 are at about the same standard as other eleven-year-olds but not many of you are on track to reach Level 5 this year. There have been lots of good changes in your school since it opened in September but many of these haven't been in place long enough to help you reach even higher standards in your work.

There are three things that we have asked your teachers to do to make your school even better. They need to help you to reach higher standards in writing and mathematics by giving you work that is a bit harder. They need to check that the changes that they have made to how and what they teach you are the right ones. They need to explain more about the changes to your parents and carers.

You can help your teachers a lot by continuing to work hard and behave well and by making sure that you come to school every day.

I wish you all the very best for the future.

Yours faithfully

David Mankelow

Lead Inspector