

Cranford Park Primary School

Inspection report

Unique Reference Number	102415
Local Authority	Hillingdon
Inspection number	335897
Inspection dates	18–19 May 2010
Reporting inspector	David Wynford Jones

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	752
Appropriate authority	The governing body
Chair	Mrs Kuldeep Lakhmana
Headteacher	Dr Martin Young
Date of previous school inspection	19 May 2010
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Introduction

This inspection was carried out by four additional inspectors. Inspectors visited three assemblies, twenty eight lessons and observed twenty six teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work and scrutinised a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school improvement plan. Inspectors analysed 170 questionnaires completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of pupils who find learning difficult and those who are more able
- pupils' understanding of cultures other than their ownthe use of the outdoor area to promote children's learning in the Early Years Foundation Stage.

Information about the school

Cranford Park is considerably larger than the vast majority of primary schools. The percentage of pupils from a minority ethnic background is well above that found in the large majority of schools, as is the proportion of pupils who are at an early stage of learning English. There are approximately 43 nationalities and 39 home languages represented within the school. The main ethnic groups are of Asian or Asian British and Black African heritage. The proportion of pupils identified as having special educational needs and/or disabilities is above the national average. The majority of pupils with special educational needs have moderate learning or speech and language difficulties. More pupils join or leave the school at other than the usual starting and leaving times than that found in most schools. The proportion of pupils known to be eligible for free school meals is well above the national average.

The Early Years Foundation Stage consists of a Nursery and three Reception classes. The school holds, amongst other awards, Healthy School status and the Sports Activemark.□

In January 2010, Cranford Park federated with a nearby primary school under a single governing body. The headteacher is executive headteacher of both schools, with heads of school assuming day-to day-responsibility for the separate schools. The work and outcomes of the nearby school did not form part of this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. Its success can be attributed to the excellent leadership of the executive headteacher, head of school and senior leaders. They are supported effectively by a committed staff, forward thinking governors and supportive parents. Staff successfully capture the interests of the pupils. Pupils are proud of their school and want to do well. As a result, their behaviour is exemplary. Pupils achieve well and have an excellent understanding of healthy living and staying safe. Their spiritual, moral, social and cultural development is outstanding.

Children enter the Nursery with skills and knowledge generally below those expected for their age. They get off to a good start and continue to make good progress in the Reception classes. Children's attainment by the end of Reception is broadly in line with that found nationally. Currently not all the children are able to transfer into the Reception classes because of the limitations on the number the school can admit. In September 2010 the school is planning to create an additional Reception class. This will enable the vast majority of the children to continue to be educated at Cranford Park. The school has rightly identified that, in addition to building alterations, improvements to the provision and use of the outdoor area for children in the Reception classes are needed to enhance all aspects of their learning. Pupils make good progress and achieve well as they move through the school. Their attainment in the Year 6 national tests in 2009 was above average in mathematics and science and exceptionally high in English. Pupils in the current Years 5 and 6 are on track to meet or exceed the school's challenging targets and to reach above average standards by the end of the year.

Pupils' good progress is underpinned by the outstanding curriculum, the excellent level of care provided for all groups of pupils, and good teaching. Within the profile of good teaching the large majority of lessons are taught well. Some are outstanding. In these lessons pupils of all abilities are fully involved. They work with sustained concentration and respond enthusiastically to questions which encourage deeper thinking and reflection. In contrast, where teaching is satisfactory, teachers do not make sufficient use of assessment information to challenge all groups of pupils. This is because some teachers have not received clear advice following lesson observations. The observations, particularly by some subject coordinators, have not focused sufficiently on evaluating the impact of teaching on learning. Consequently, they were not able to offer precise guidance on how to further improve teaching.

□ The school's capacity for further improvement is excellent because the relationships within this multicultural school are exemplary. All staff work together very effectively to enhance provision for pupils and to promote community cohesion. The school's self-evaluation of its own performance is incisive, detailed and accurate. The strengths

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and areas for development are clearly identified in the very comprehensive and detailed school development plan. Expectations are high. Governors set demanding targets for improvement. Partnerships with others are outstanding. There is an outward-looking culture. This includes contribution to national and local conferences, supporting others, for example through the federation with another school, and embracing new ideas.

What does the school need to do to improve further?

- Enhance outdoor provision for the Reception classes and provide more opportunities for the children to use the outdoor area to support their learning.
- Raise the quality of teaching from good to outstanding by:
 - ensuring all teachers make effective use of assessment information and opportunities to accelerate pupils' progress
 - making certain that all lesson observations are evaluative, focus on the impact of teaching on learning and offer staff clear guidance for improvement.

Outcomes for individuals and groups of pupils**1**

Pupils are very polite and enjoy school. They interact well with each other and are keen to take responsibility. They want to help each other and to see their school do well. They are developing an excellent understanding of other faiths, customs and values. They reflect on, and talk knowledgeably about, different beliefs. They eagerly join in with celebrations from different cultures. The Bollywood dancers are an excellent example of how pupils from different backgrounds celebrate culture through dance, act as ambassadors for the school by performing at local schools and events, and by promoting community cohesion. Pupils' exemplary behaviour contributes significantly to their learning. Incidents of inappropriate or racist behaviour are rare. Their outstanding awareness of healthy eating and eagerness to take part in sporting activities have contributed to the school being awarded Healthy School and Sports Activemark awards. The large majority of pupils attend regularly, but a few do not attend as frequently as they should. This is despite the extensive efforts of the school and the robust procedures that are in place. Too many pupils continue to take extended holidays in term time. As a result, the school has to provide additional support to ensure these pupils make progress similar to their peers. While pupils' attendance is satisfactory, their preparation for the next stage in their lives is good. This is because transfer arrangements to secondary schools are firmly embedded. Pupils have a positive attitude to learning and their attainment in the core subjects and in information and communication technology is above average. □

In lessons pupils are attentive. They work with sustained concentration and are keen to do well. In a Year 6 mathematics lesson, pupils explored numbers and posed challenges for their partner. The task successfully extended their thinking and their understanding of terminology. Scrutiny of pupils' exercise books confirms that the vast majority are making good progress in English and in mathematics. Pupils are developing a good

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understanding of the technicalities in writing. However, their work tends to be limited by the restricted use of vocabulary and their understanding of subject-specific terminology. The school is aware of this and staff clearly identify the vocabulary to be promoted during lessons. □

□ There is no significant difference in the performance of boys and girls or between the different ethnic groups. The more-able pupils are challenged appropriately. Pupils with special educational needs and/or disabilities and those at an early stage of learning English make good progress because of the individual support provided.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The exemplary level of care, guidance and support enables all pupils to be fully involved in the school. The support for the most vulnerable pupils is particularly effective. Excellent and well-established links and partnerships with outside agencies and the strong links with parents are contributing to accelerating the rate of pupils' progress. Systems to ensure the safety and well-being of the pupils are firmly embedded in school routines. Relationships between staff and pupils are excellent. Pupils are confident that

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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any concerns will be listened to and acted on.

In the large majority of lessons, teaching ensures that the pace of learning is brisk. Lesson content is presented in a way that captures the interests of the pupils. Lessons are interactive. Teachers make the purpose of the lesson clear and use questioning strategies well to support learning. Teaching assistants work effectively alongside the class teacher and provide good support to pupils who find learning difficult or those who are in the early stages of learning English. Pupils know their literacy and numeracy targets. The large majority understand what they have to do next to improve. They are increasingly being asked to evaluate their own learning and their peers' work. However, there remains some inconsistency between classes in this.

□ Pupils enjoy the theme or topic approach to the curriculum. The themes have been thought through well to ensure coverage of National Curriculum requirements and to meet the needs of the pupils. There is a strong focus on promoting links between subjects and in consolidating and extending pupils' skills in writing, mathematics and information and communication technology skills. The Year 5 assembly presentation on the life of Henry VIII was a good example of this. It successfully drew together pupils' work in history, art, drama, music and English. Teachers in the different year groups plan together effectively and ensure that pupils in parallel classes have equality of opportunity of access to the curriculum. High-quality displays reflect the stimulating curriculum and the emphasis placed on celebrating pupils' work. The skills and expertise of specialist teachers, for example in supporting pupils at an early stage of learning English and in French and sport, make a significant contribution to the curriculum. Very effective use is made of visits and of visitors to the school to promote learning. Pupils are keen to take part in the extensive range of extra-curricular activities which contribute significantly to their personal development.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The executive headteacher provides determined and focused leadership. He works very effectively with the head of school. The executive headteacher is enthusiastic about capitalising on the benefits of the links with the federated school. He is keen to further enhance the skills of senior and middle leaders in communicating high expectations and in challenging staff to accelerate pupils' progress. Governors take their roles and responsibilities seriously. They are keen to embrace new initiatives and are working

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effectively with the school to prepare for an additional Reception class and the subsequent extra classes as the children move up the school. They carefully thought through the implications of the federation and asked many searching questions before giving the venture their support. They are not distracted from their responsibilities at Cranford Park as they work with the federated school; they continue to monitor the work of Cranford Park closely. They ensure that the school's safeguarding and child protection procedures are thorough and implemented consistently.

□ Staff and governors promote equality of opportunity very effectively. They welcome pupils to the school from all over the world. They ensure that all are included, so that there is no discrimination. Careful monitoring of pupils' performance ensures senior staff quickly identify any groups where there are slight variations in performance and effective measures are put into place to close the gap. The school's contribution to promoting community cohesion is excellent. The governors, executive headteacher, senior leaders and staff know the school community very well and have done much to involve them as a member of the school's family. Links with other schools in the United Kingdom and in other countries are established and are used well to promote learning. The executive headteacher's expertise and the school's contribution to promoting community cohesion were acknowledged when he spoke recently at a national conference on 'Leading and managing diversity'.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Good relationships and effective induction procedures ensure children settle quickly into

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the Nursery. They quickly grow in confidence and enjoy learning as they explore and learn in a safe, well-equipped classroom and outdoor area. Children in the Nursery and Reception classes engage with staff and visitors and are keen to talk about their work and play. The Reception classrooms are small and although there are opportunities for the children to work outside, this is not as well developed as provision in the Nursery. Nevertheless, all classrooms are organised and vibrant. Children's work is celebrated and displayed effectively. There is a strong focus on promoting the children's skills in communication, language and literacy and problem solving, reasoning and number. Across the Early Years Foundation Stage, staff work together effectively and use their good understanding of how young children learn to plan a good range of stimulating activities that maintain their interests. There is a good balance between adult-led activities and those chosen by the children.

□ The Early Years Foundation Stage coordinators have a good understanding of the strengths and areas for development. They coordinate the team well, providing clear guidance and offering constructive suggestions to enhance the children's learning. Systems for assessing and recording children's attainment are firmly established, but the information has not been analysed sufficiently robustly at a strategic level to compare the children's attainment against national expectations, to evaluate the curriculum, and to identify precise areas for development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Almost all of the responses from parents and carers were entirely supportive of the school's work. Very few parents disagreed with any statement. Parents' positive views are confirmed by inspection evidence. A particularly high percentage of parents and carers stated that they were happy with their child's experiences at this school, that their children enjoy school, and are kept safe.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 170 completed questionnaires by the end of the on-site inspection. In total, there are 752 pupils registered at the school.

Ofsted invited all the registered parents and carers of pupils registered at Cranford Park Primary to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	414	83	28	16	0	0	0	0
The school keeps my child safe	135	79	33	19	1	1	0	0
The school informs me about my child's progress	115	68	51	30	3	2	1	1
My child is making enough progress at this school	108	64	58	43	1	1	0	0
The teaching is good at this school	124	73	44	26	0	0	0	0
The school helps me to support my child's learning	111	65	54	32	3	2	0	0
The school helps my child to have a healthy lifestyle	91	54	72	42	5	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	84	49	77	45	0	0	0	0
The school meets my child's particular needs	92	45	70	41	0	0	0	0
The school deals effectively with unacceptable behaviour	100	59	68	40	1	1	0	0
The school takes account of my suggestions and concerns	83	49	79	46	2	1	0	0
The school is led and managed effectively	110	65	58	34	0	0	0	0
Overall, I am happy with my child's experience at this school	128	75	41	24	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



20 May 2010

Dear Pupils

Inspection of Cranford Park Primary, Hayes UB3 4LQ

Thank you very much for making us so welcome when we visited your school. We enjoyed our visit and talking to you. A special 'thank you' to the Bollywood Dancers and the Year 5 pupils who presented the assembly. You are fantastic ambassadors for your school and in demonstrating how well you work together.

Your school provides you with an excellent education, so it's not surprising that you are proud of your school. We found that you have an outstanding understanding of healthy living and of keeping safe. Your spiritual, moral, social and cultural development is excellent and your behaviour is an example to others. It was really nice to see that you all get on so well together and respect each other's background, values, customs and beliefs. You make good progress as you go through the school and achieve well. By the end of Year 6, your attainment in English and mathematics is better than that found in most schools. Well done!!

All this does not happen by accident. Your school is very well led by your headteacher and senior staff. They want you to have the best. The curriculum and the level of care the school provides are outstanding. This, coupled with good teaching, has helped you make good progress. Inspectors believe you can do even better. We know that the school is planning to have an extra Reception class in September and there will be some building work undertaken. We have suggested that the school takes the opportunity to look carefully to see what can be done to improve the outdoor area for children in the Reception classes. We have also suggested that teachers offer each other clearer advice as to how they can improve their teaching to help you learn.

We were pleased when you told us that you like school. From the registers we see that most of you attend regularly but were very sorry to see that some of you do not attend as often as you should. This is because too many of you take long holidays in term time. Please remember, to make your school better you must also play your part by always attending. Good luck for the future and remember to keep working hard. Be proud of your school. After all it is outstanding!

Yours sincerely

David Wynford-Jones

Lead inspector

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