

Archbishop Cranmer C of E Primary School

Inspection report

Unique Reference Number	122795
Local Authority	Nottinghamshire
Inspection number	340216
Inspection dates	2–3 December 2009
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	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	155
Appropriate authority	The governing body
Chair	Mr Euan Haig
Headteacher	Mrs Debbie Yates-Linnell
Date of previous school inspection	1 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons or part lessons and held discussions with governors, pupils and staff. They observed the school's work, assessment data, policies, teachers' plans and school improvement planning. The inspection team analysed 79 questionnaires from parents, and others from pupils and staff.

Inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- improvements to the Early Years Foundation Stage
- the effectiveness of the action to improve pupils' writing
- factors contributing to pupils' consistently high performance in mathematics in Years 3 to 6.

Information about the school

Archbishop Cranmer is a smaller than average primary school. Most pupils are from a White British background and there are no pupils who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is about average. A below average proportion of pupils are eligible for free school meals. There is Early Years Foundation Stage provision for children in Reception. The school provides before- and after-school care in partnership with a private company. This provision is inspected separately.

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

Archbishop Cranmer has made considerable improvement since the last inspection. It is now an outstanding school. Pupils' achievement and enjoyment are outstanding. Good teaching and an exciting curriculum lead to pupils' good progress and to the high standards by the end of Year 6. The very positive ethos and the excellent care, guidance and support lead to outstanding personal development for pupils. The school is particularly successful at meeting the needs of all pupils, including gifted and talented and those with special educational needs and/or disabilities. Parents are extremely pleased with the care and education provided for their children. One parent summed up the views of many, 'My children have had an excellent experience at Archbishop Cranmer.' Community cohesion is promoted extremely well.

Most year groups enter the Reception with knowledge and skills expected for their age. There have been good improvements to the Early Years Foundation Stage and children make good progress in all areas of learning. Good progress continues as pupils move through the school. Standards by the end of Year 6 have been consistently high in reading, mathematics and science but performance in writing has been less consistent. Effective action has been taken to improve writing with the result that pupils write competently and confidently for a range of purposes. They apply and develop their writing skills very well in different subjects. Standards in writing in the current Year 6 are well above average. Pupils are developing extremely well into confident and responsible individuals. They are courteous, friendly and positive. Pupils relate extremely well to adults and to their peers. Across the school, behaviour is often exemplary. Pupils adopt healthy lifestyles exceptionally well and very feel safe. They thrive on additional responsibilities and make an outstanding contribution to the school and to the wider community. Attendance levels are above average. Pupils are extremely well prepared for the next stage of their education.

Teachers' good subject knowledge and enthusiasm inspires and motivate the pupils. Pupils are keenly interested and respond very well to teachers' high expectations. There are examples of outstanding teaching and the school is keen to share and extend this practice. Assessment is used well to plan teaching and match tasks to pupils' abilities. As a result, pupils are challenged well and make good progress. Just occasionally, the lesson does not proceed at a fast enough pace and pupils are not moved onto the main task soon enough. When this happens, learning falls to satisfactory levels. Pupils thoroughly enjoy a very well designed curriculum and the outstanding range of enrichment activities including clubs, visits and visitors.

Exceptionally good leadership and management is the key to the school's success and to the improvements made. The enthusiastic headteacher leads by example, and with her

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staff, has created a very positive atmosphere for pupils to learn in. Teamwork among the staff and governors is strong. Senior staff and subject leaders make a valuable contribution to the school's effectiveness and improvement. Provision and pupils' performance are systematically reviewed and successful action is taken to bring about needed improvements. Since the last inspection, teaching and pupils' progress have improved from satisfactory to good. The curriculum and care, guidance and support have improved from good to outstanding. The school demonstrates an outstanding capacity to improve further.

What does the school need to do to improve further?

- Improve teaching in the few satisfactory lessons to good or better by:
 - sharing and extending the outstanding teaching practice across the school
 - ensuring that time is used well and pupils move on to the main tasks sooner.

Outcomes for individuals and groups of pupils

1

National test results, pupils' work and the lessons seen indicate that standards by the end of Year 6 are high in English, mathematics and science. Pupils' progress in mathematics and science in Years 3 to 6 is often outstanding. More able pupils are challenged well and above average proportions attain the higher than expected Level 5 in all key subjects. Pupils with special educational needs and/or disabilities make good progress because of the well planned support they receive.

Pupils are articulate and confident speakers because of the wide opportunities to discuss their work and express their ideas. They make good progress in reading and attain high standards but writing performance has been less consistent. Girls have tended to do better in writing than the boys but the school is bridging this gap by carefully selecting topics which appeal to boys and inspire them to write. Specialist drama lessons effectively generate ideas for writing.

In a high quality Year 6 writing lesson, pupils made exceptionally good progress in writing the opening to a World War II news report. Pupils had good opportunities to examine interesting World War II newspaper extracts. They drew inferences from the text and after skilful questioning and explanations from the teacher, they appreciated the importance of 'punchy' headlines and good openings to grab the reader's attention. The teacher, as news editor, demanded high quality pieces from his journalists. Pupils used powerful words and complex sentences to great effect. Pupils perform exceptionally well in mathematics because of high quality teaching, interesting learning activities and plenty of opportunities to use and apply numeracy skills to solve problems. As one pupil astutely commented, 'Maths is always a bit of a challenge.'

Pupils show a very good understanding of different cultures and religions. Their moral and social development is outstanding. Pupils feel extremely safe and very well cared for at school. They are confident that there is always a trusted adult they can turn to if they have a problem or if they are upset. Pupils show an excellent knowledge and

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understanding of healthy eating and the importance of taking regular exercise. They participate enthusiastically in the school's strategies to promote good health. Those on the school council take their role seriously and have made valuable contributions to improving the playground equipment, the school's code of conduct and evaluating the topics studied. Pupils support those not so well off as themselves by raising funds for a range of national and overseas charities. At Archbishop Cranmer, pupils are extremely well prepared for their future economic well-being. Their personal and social skills are exceptionally well developed and by the time they leave they possess highly competent skills in literacy and numeracy.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
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	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is good with examples of outstanding practice. Parents have confidence in teaching and remarked, 'Teachers inspire the children' and 'Teachers are fantastic'. Teachers establish outstanding relationships with their class and convey high expectations of learning and behaviour. Pupils respond very positively to these and thoroughly enjoy their learning. They reported to the inspectors, 'We enjoy learning new

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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things' and 'Activities are fun'. Pupils make good progress in lessons because tasks are well tailored to their abilities and needs. More able pupils are extended and teaching assistants make a valuable contribution to pupils' learning, particularly those who need additional help. In a few lessons, learning does not proceed at brisk pace. Introductions are too long while pupils are ready and eager to tackle the main task. Teachers provide criteria for checking success to guide pupils' learning and pupils use these well to review their own and others' work.

The curriculum promotes good progress and high attainment for pupils. It makes an outstanding contribution to their personal outcomes. Provision for English, mathematics and science is very good. There are good links between subjects in exciting topics. These add meaning, relevance and enjoyment to pupils' learning. Specialist visiting teachers of drama and music enrich the school's broad curriculum. Pupils have good opportunities to learn to play a wide range of musical instruments and there is good take up of this. Health education is given very good attention and this with the many sports opportunities on offer make a valuable contribution to pupils' healthy lifestyles. An outstanding range of additional activities are much enjoyed by the pupils and appreciated by parents. Successful residential visits provide exciting outdoor activities and promote problem-solving and team-building skills well.

Care, support and guidance make an excellent contribution to pupils' personal development. The school is successfully providing for pupils with special educational needs/and or disabilities. There is first rate support to pupils needing extra help and guidance and to their families. The school is also providing high quality guidance and support for those who are gifted and talented in areas such as drama, music and sport. As one parent commented, 'I am always impressed with how the school copes with the diverse requirements of my children. All of them absolutely love school'. Another parent stated, 'My child's needs are unique and the school has been fully supportive'.

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 dynamic and established headteacher provides outstanding leadership and educational direction. She is extremely well supported by the deputy headteacher and other senior staff in embedding ambition and driving improvement. Among the staff, there is a clear commitment to continuous improvement and doing the very best for all pupils. Subject leaders are effective in their roles and successfully promote high quality

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provision, equality of opportunity and outstanding outcomes for pupils. Improving provision and pupils' performance in writing has been a particular success. Teaching and learning are monitored and supported well but senior leaders are keen to develop teaching further so it improves from good to outstanding. The school clearly has the confidence of the vast majority of its parents. There are effective measures to help parents to support their children's learning. Parents give the school considerable support.

A recently appointed chair of the governing body brings enthusiasm and considerable experience to the school. Other members of the governing body possess a wide range of expertise, such as financial management, which is well used. Governors show a very good understanding of the school's strengths and hold the school to account by providing constructive challenge. Statutory requirements are met and there are good procedures to protect and safeguard pupils.

Community cohesion is promoted exceptionally well and the school has a very clear understanding of the community it serves. There are strong partnerships with local schools to strengthen the curriculum. Pupils' understanding of different cultures and faiths is promoted extremely well through the school's exciting curriculum. A productive partnership with a school in Ghana is developing pupils' knowledge and understanding of life in the wider world. The school also has an effective link with a Nottingham city school with a diverse intake.

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	1
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

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

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Children are making good progress in all areas and by the end of Reception, standards are usually above average in most areas of learning. The Early Years Foundation Stage is well led and managed and good improvements have been made since the last inspection. Effective steps have been taken to raise children's attainment in calculation and in early writing skills. There are good partnerships with parents and adults establish outstanding relationships with the children. These factors help children to settle quickly. The children thoroughly enjoy their learning and relate very well to adults and their peers. Children's behaviour is often exemplary. They feel safe, secure and well cared for at school because of the very good attention given to care and welfare. A good range of learning activities is provided both indoors and out. There are clear plans to strengthen the use of information and communication technology to further enhance children's learning. Assessment data are used well to plan teaching. Children are well taught and there is an effective blend of adult-led activities and those allowing children to explore and learn independently. There are well advanced plans to improve further the outdoor learning areas.

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

The inspection team received a good response to the questionnaire. The vast majority of parents and carers who returned them are very happy with their child's experience at the school. They are particularly pleased with safety in school, the sense of enjoyment, leadership and management, the quality of teaching and their children's progress. The inspection team agrees with the parents' positive views. A very small minority of parents who responded to the questionnaire do not believe that the school deals with inappropriate behaviour or takes sufficient account of their suggestions and concerns. Inspectors found that the school has extremely good procedures for promoting good behaviour and dealing with behaviour problems. The school has a very positive partnership with its parents. However, the school is not complacent and senior staff and governors would always want to take effective steps to deal with parents' concerns and suggestions.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Archbishop Cranmer C of E Primary School 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. The inspection team received 79 completed questionnaires by the end of the on-site inspection. In total, there are 155 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	68	25	32	0	0	0	0
The school keeps my child safe	58	73	20	25	1	1	0	0
The school informs me about my child's progress	51	65	27	34	0	0	0	0
My child is making enough progress at this school	46	58	30	38	3	4	0	0
The teaching is good at this school	52	66	27	34	0	0	0	0
The school helps me to support my child's learning	49	62	27	34	3	4	0	0
The school helps my child to have a healthy lifestyle	50	63	25	32	3	4	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)	45	57	28	35	1	1	0	0
The school meets my child's particular needs	49	62	28	35	2	3	0	0
The school deals effectively with unacceptable behaviour	40	51	33	42	5	6	1	1
The school takes account of my suggestions and concerns	48	61	23	29	5	6	0	0
The school is led and managed effectively	53	67	22	28	2	3	0	0
Overall, I am happy with my child's experience at this school	58	73	19	24	2	3	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



4 December 2009

Dear Pupils

Inspection of Archbishop Cranmer C of E Primary School, Aslockton, NG13 9AW

Thank you so much for welcoming us into your school and showing us your work. We thoroughly enjoyed our visit and would like to tell you what we found. There have been lots of improvements since the last inspection. Yours is an outstanding school and one you can be very proud of.

These are the school's main strengths.

You thoroughly enjoy school and your attendance is good.

The school is a very positive and welcoming place to learn in.

Children in Reception get off to a good start.

Good teaching helps to you to make good progress.

Standards by Year 6 are high in English, mathematics and science.

Behaviour is often excellent and you get on extremely well with others.

Exceptionally good learning activities are provided, including clubs and visits.

You have a first-rate understanding of how to keep healthy and fit.

You feel very safe at school because the teachers and other adults take exceptionally good care of you and provide outstanding support and guidance.

You make super contributions to the school and to the wider community.

You have a strong understanding of different faiths and how people live in different parts of the world.

The school is exceptionally well led by your headteacher and she receives very good support from other senior staff.

We have asked the headteacher, governors and teachers to do one thing to make the school even better.

In a few lessons, learning could move on at a quicker pace and you could get on to the main task sooner.

You can help by continuing to work hard. Finally, thank you once again for all your help. We wish you all the very best for the future.

Yours sincerely

Derek Watts

Lead inspector

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