

Cranham Primary School

Inspection report

Unique Reference Number	116750
Local Authority	Worcestershire
Inspection number	358021
Inspection dates	14–15 September 2010
Reporting inspector	Christopher Parker

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	406
Appropriate authority	The governing body
Chair	Neil Macdonald
Headteacher	Gareth Morgan
Date of previous school inspection	14 November 2007
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Introduction

This inspection was carried out by four additional inspectors. Thirty lessons, taught by 15 teachers, were observed. Meetings were held with pupils, the headteacher and senior leaders, teachers, and representatives of the governing body. The inspectors looked at records of the pupils' progress, minutes of the governing body meetings, lesson planning, some of the school's policies and a sample of the pupils' work. Questionnaire responses from pupils, staff and 55 parents and carers were analysed.

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

- how well girls are learning and making progress in mathematics
- how effectively assessments are used to plan lessons that meet the pupils' learning needs
- how well the free flow of activities from indoors to out extends the children's learning and enjoyment in the Early Years Foundation Stage.

Information about the school

This is a larger than average primary school. The pupils are predominantly from White British backgrounds. The proportion of pupils who speak English as an additional language is relatively small. Over a quarter of the pupils have special educational needs and/or disabilities, which is above average, although the proportion with a statement of special educational needs is much lower than average.

The headteacher has been in the post since September 2009.

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?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory education for the pupils. The headteacher and his staff share a strong enthusiasm and determination to raise attainment. The school has been successful in accelerating the pupils' progress and raising their attainment in writing. It has also increased boys' attainment in reading. However, progress in mathematics is slower than in English and, consequently, attainment in mathematics is not high enough. Raising attainment in mathematics is currently a priority for the school and is central to its improvement plan.

The youngest children make a good start to school life and achieve well in the Early Years Foundation Stage. At this very early stage in the school year it is evident that they are cared for particularly well. The good quality of the care, guidance and support that are provided throughout the school is the main reason for the good behaviour and harmonious relationships of the pupils, who feel safe and contribute well in lessons. Support for pupils whose circumstances make them vulnerable is particularly effective in improving social development, behaviour and attendance. Although the overall rate of attendance remains low, there has been an improvement over the last year as the result of a successful drive to considerably reduce the persistent absence of a small number of pupils. The great majority of pupils have good levels of attendance, but a very few pupils still do not attend as often as they should.

The quality of teaching in some lessons is good, but there are inconsistencies, notably in the teaching of mathematics, which make it satisfactory overall. Improvements in the teaching of writing are based on the effective use of assessment to ensure that the tasks teachers set for the pupils build, at a good pace, on what they already know. In mathematics lessons, this process is not as secure, and there are occasions when not enough consideration has been given to what the pupils need to know next.

Consequently, progress is slower than it should be. The progress and well-being of all groups are satisfactorily monitored. Efforts to improve boys' performance in reading and writing are bearing fruit, but occasionally not enough emphasis is placed on engaging girls in mathematical activities.

The headteacher and senior leadership team have secured improvements through careful monitoring and evaluation and by tackling areas of weakness through a well-focused improvement plan to raise attainment. In addition, the enhanced role of the subject coordinators has given considerable impetus to the drive for improvement. The school has demonstrated a secure capacity to improve by raising attainment, notably in writing, and reducing persistent absence. Accurate self-evaluation provides leaders and managers with a very clear view of where further improvements are needed.

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What does the school need to do to improve further?

- – Raise attainment in mathematics, to be in line with the national average by 2012, by ensuring that the quality of teaching is consistently good. Take steps to ensure that:
 - teachers use the information they collect about what pupils know and can do in order to plan lessons that promote good progress
 - these activities consistently interest, engage and motivate girls.
- Take all possible steps to reduce the absence of the very few pupils who do not attend school as often as they should.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils make at least satisfactory progress in lessons, but this progress is stronger and more consistent in reading and writing than it is in mathematics. Assessment and planning are used well to match work to the pupils' needs in writing, but are not consistently sharp enough to ensure that all pupils make good progress in mathematics. In some of the mathematics lessons seen during the inspection, the teachers were providing good opportunities for pupils to practise their skills and develop strategies for problem-solving. However, this approach is quite new and is proving more successful in accelerating progress in some classes than in others. This was clearly illustrated in one lesson for more able pupils, where they were challenged by a series of mathematical tasks that were carefully modified and very well matched to the different abilities within the group. However, in another lesson for pupils who find learning harder, not enough consideration was given to what the pupils of diverse abilities within the group already knew and were able to do, or to engaging the girls in the activities. Consequently, the pupils did not make enough progress in this lesson.

The school carefully tracks the progress of every pupil. Pupils with special educational needs and/or disabilities make satisfactory progress because they receive additional and effective support, both in lessons and in small groups supported by teaching assistants.

Many children enter the school with skills and abilities that are well below those expected for their age. Last year, pupils throughout the school made expected, and in some cases good progress, in writing. As a result, attainment in English has improved, because a greater proportion of boys are now reaching the expected level by the end of Year 6. In mathematics, the results of national tests at the end of Year 6 dipped because too few girls reached the expected level. Analysis of the school's data also shows that, throughout the school, they made slower progress in mathematics than in English.

Some of the outcomes for pupils are good because of the opportunities and enrichment

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they receive. Pupils talk enthusiastically about the opportunities they have to visit places of interest which add to their enjoyment of learning. They have a good understanding of the importance of a healthy diet and exercise. The pupils behave well and respond well to their teachers. They say that bullying is very rare and should it occur it is dealt with immediately. Consequently, they feel safe at school, and those parents who responded to the questionnaire agreed unanimously.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The quality of teaching is good in some respects, but there are variations between subjects and inconsistencies in the use of assessment that result in the pupils making satisfactory rather than good progress. A positive feature of a number of the lessons is the good questioning by the teacher to extend the pupils' learning. However, there are occasions when questioning fails to provoke pupils to think deeply and they are not given the opportunity, for example, to discuss the range of possible approaches to solving a mathematical problem. The quality of marking also varies. The marking of writing is detailed and provides pupils with a clear indication of what they need to do

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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next to improve, although this is not always followed up in subsequent tasks. The marking of mathematics is not as structured or as effective in identifying what pupils need to do to improve.

Relationships are strong and pupils respond well to their teachers, who seek to make lessons interesting and lively. The teachers have high expectations of the pupils' behaviour and manage those pupils with potentially challenging behaviour very well, so that learning is not disrupted.

The school has reviewed and developed its curriculum to better meet the interests and needs of the pupils. The curriculum is carefully planned to create links between subjects. There is a strong focus on outdoor learning, such as the 'grow and cook' project. The topics and themes that pupils study are enriched by trips and visits to places of interest, which they greatly enjoy and find particularly beneficial. Activities are planned and adapted with, for example, a view to engaging boys in writing activities. The school provides an extensive range of clubs and after-school activities that are very well attended and appreciated by pupils.

The school provides good support for all pupils. It is careful to target help to those who experience difficulties. The school points to considerable success in managing and improving the behaviour of those who join the school having experienced difficulties elsewhere. This, combined with support from a range of agencies, helps the pupils to make the most of all that the school offers. The school has adopted rigorous procedures to encourage good attendance and eradicate persistent absence, including the use of court action, but there are a very few pupils who still do not attend as well as they should.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior leadership team and subject leaders have very clear expectations of the staff. Together, they have generated a strong and infectious enthusiasm for school improvement. Having analysed pupils' performance in some detail and identified fluctuations in their progress, the headteacher and subject leaders have, over the course of the last year, taken a number of successful steps to increase the rate of pupils' progress in writing. The impact of these activities is evident in the better attainment in English, but a similar process of improvement in mathematics has only recently begun and has yet to have a marked impact on the pupils' progress.

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The school has satisfactory systems to check the progress of groups and individuals through regular meetings about the performance of pupils in each class. Monitoring of teaching and learning is a regular feature of the senior leadership team's work. This results in the identification of pointers for teachers to improve their practice. Subject leaders use a range of strategies including scrutinising pupils' work and discussing with pupils their views about learning.

The school makes effective use of its good partnerships with the great majority of parents, although there are a very few still who do not ensure that their children attend school regularly enough. The school is engaging parents and carers in the development of the learning platform to provide more opportunities for learning at home. Good links with agencies have led to a range of beneficial developments in the provision for pupils whose circumstances make them vulnerable. Safeguarding arrangements are comprehensive and rigorously managed.

The governing body supports the school well and is well informed about its performance and priorities for improvement. Governors question senior leaders, but the minutes of the governing body meetings do not reflect a challenge that is sufficiently rigorous to bring about rapid improvement. Nevertheless, the governing body has a secure grasp of the school's work and is committed to providing a good quality of education for the pupils.

Arrangements to promote community cohesion are satisfactory. Links with schools in other countries, such as Kenya and France, provide an international dimension to elements of the school's work.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

The staff show great care for the children. The children who have started school in the last few days are settling well into daily routines. This is because of the induction arrangements into Nursery, and the smooth transition between Nursery and Reception. Productive partnerships with parents are established through home visits, good communication and regular contact, notably at the start of the day.

An analysis of the performance of the children in the Reception class last year shows that they made good progress, although fewer children than usual reach a secure level of development by the time they move into Year 1. Lively teaching ensures that activities captivate the children. The adults provide well-resourced opportunities for the children to begin to explore the world around them, develop their language and particularly their knowledge of letters and sounds, and extend their personal development. Children are expected and encouraged to play and work together well and they respond positively. As a result, even at a very early stage in the school year it is clear that children enjoy learning, and that their curiosity, independence and concentration are already developing well. Activities flow freely from indoors to out in the Reception class but the building limits this in the Nursery. Nevertheless, the adults provide the children with many outdoor experiences. Plans are in place to improve facilities for outdoor learning.

The Early Years Foundation Stage is well managed. Welfare requirements are met in full. The Early Years Foundation Stage manager has developed good systems to monitor each child's progress, but the information which is transferred to the teachers in Year 1 does not provide them with a sharp enough insight into what the children can already do.

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

Those parents who returned the questionnaire were highly satisfied with all aspects of the school's work. There was at least 90% agreement on all questions, with 100% of respondents agreeing that the school keeps their child safe, that the teaching is good and that the school helps them to support their child's learning. All those who responded were happy with their child's experience at this school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cranham 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 55 completed questionnaires by the end of the on-site inspection. In total, there are 406 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	64	18	33	1	2	0	0
The school keeps my child safe	35	64	19	35	0	0	0	0
The school informs me about my child's progress	30	55	21	38	2	4	0	0
My child is making enough progress at this school	28	51	23	44	1	2	0	0
The teaching is good at this school	30	55	22	40	0	0	0	0
The school helps me to support my child's learning	34	62	19	35	0	0	0	0
The school helps my child to have a healthy lifestyle	27	49	24	44	2	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)	28	51	23	42	1	2	0	0
The school meets my child's particular needs	25	45	27	49	1	2	0	0
The school deals effectively with unacceptable behaviour	27	49	21	38	1	2	3	6
The school takes account of my suggestions and concerns	20	36	29	53	2	4	3	6
The school is led and managed effectively	34	62	16	29	0	0	3	6
Overall, I am happy with my child's experience at this school	34	62	20	36	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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:	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. ■ 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.



16 September 2010

Dear Pupils

Inspection of Worcester, Cranham Primary School, Worcester, WR4 9LS

Thank you for the welcome you gave me when I came to see how well you are learning. I enjoyed eating an egg laid by one of your chickens. The 'grow and cook' project is a good example of the interesting opportunities your school provides for you as part of its good curriculum. The school cares well for you and has high expectations of your behaviour. As a result, your behaviour is good and you feel safe at school.

The school provides a satisfactory education. The headteacher and teachers are working hard to help you to make faster progress and reach higher standards in English and mathematics. Over the last year, they have been successful in helping you to make better progress in writing, and this year they are concentrating their efforts on helping you to reach higher standards in mathematics. They are right to focus on mathematics, so I have asked them to press ahead and to make sure that new learning always builds on what you already know. I have also asked them to make sure that everyone, particularly the girls, is interested in mathematics lessons and concentrating fully.

Some of you told me and my colleagues how much you enjoy school, but there are a very few pupils who do not come to school every day. It is very important that everyone attends school whenever they can. You can help by attending every day unless you are ill.

I enjoyed being in your school, and hope that in the future it is even more successful in helping you to do as well as you possibly can.

Yours sincerely

Christopher Parker

Lead inspector

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