

Cranleigh Church of England Primary School

Parsonage Road, Cranleigh, Surrey GU6 7AN

Inspection dates	2–3 March 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher and governing body have established a culture of high expectations and raised the aspirations of all groups of pupils.
- The headteacher and deputy headteacher have empowered other leaders and teachers in the school to make rapid improvements in teaching and outcomes for pupils.
- Teaching is now consistently good with some examples of exemplary practice.
- Pupils are now making at least expected progress with many making more rapid gains. As a result, outcomes at the end of Key Stage 2 have continued to be above national averages in reading, writing and mathematics.
- Safeguarding procedures are extremely robust.
- Governors know the school very well and challenge school leaders to make further improvements.
- Children make an excellent start to school life due to the outstanding early years provision.
- The provision in the speech, language and communication centre is extremely effective.
- Disadvantaged pupils and those with disability or with special educational needs make good progress because of the well-planned provision.
- The school's relentless work with families has led to an improvement in attendance.
- Pupils behave very well in class and around the school. They enjoy school and are well prepared for the next stage of their education.

It is not yet an outstanding school because

- Teaching is not outstanding because teachers' use of assessment information to ensure pupils make rapid progress is of variable precision.
- While all groups are making at least expected progress there is still some variability in outcomes.
- In some mathematics lessons opportunities are not taken to develop pupils' reasoning skills.
- There are not enough opportunities for pupils to make decisions for themselves about their investigative work in science.

Full report

What does the school need to do to improve further?

- Improve teaching so that it is typically outstanding by ensuring:
 - teachers make precise use of assessment information to plan activities that help all pupils to make rapid progress
 - pupils have opportunities to reason, investigate and problem solve for themselves, especially in mathematics and science.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The tenacious and respected headteacher has developed a team of leaders and teachers who have a shared determination to achieve the very best for all pupils in the school. There is a clear culture of high expectations and a positive sense of togetherness, ensuring that pupils can realise their potential. As one parent commented: 'In this school, every child matters, regardless of their ability and background.'
- The headteacher's drive and ambition, working in close partnership with the deputy headteacher, has led to continuous improvements in teaching since the previous inspection. Teaching is now consistently good overall with some examples of outstanding practice. There is a set of minimum expectations which teaching staff closely adhere to, ensuring that there is a consistency in approach across the whole school. As a result of the improvements in teaching, outcomes at the end of Key Stage 2 have continued to improve.
- The inclusion leader acts as a champion for vulnerable pupils. She ensures that those pupils who are disadvantaged, pupils with disability or special educational needs or those from Gypsy Roma backgrounds make good progress. She leads a team that works very effectively with families to ensure there are positive links between home and school. Parents of pupils who have special educational needs are wholeheartedly positive about the support their children receive.
- There are clear and rigorous systems that involve senior and middle leaders. They check the quality of teaching and the outcomes for pupils through visits to lessons and scrutiny of teachers' planning and pupils' work. This enables school leaders to have an accurate view of the strengths and relative weaknesses in the school. Their self-evaluation is accurate.
- There are many varied opportunities for staff to improve their skills through effective training and development. One highly effective example is the deputy headteacher working with teachers who are new to the school on a weekly basis to help them to develop their skills and practice. This results in substantial improvements to the quality of teaching over time.
- Pupil premium funding is used extremely well to support disadvantaged pupils and enable them to make good progress. School leaders have also been inventive in developing a staffing structure that enables the most-able pupils in Year 6 to be taught by specialist English and mathematics teachers.
- The primary sports grant has been used very effectively. Sports coaches have improved the provision in the teaching of physical education throughout the school and motivate pupils to join in with enthusiasm. Participation rates in sporting activities have improved significantly from a low starting point. For example many more pupils are now taking part in inter-school competitions such as cross-country running.
- The curriculum is interesting and meets the needs of the pupils well. Subject leaders plan the progression required through their subject and share their high expectations with other teachers through detailed portfolios of best practice. All classrooms at Cranleigh are characterised by an attractive role play area that can be used to prompt discussion and drama activities. This leads to a deeper understanding in different areas of the curriculum, but especially in history. An interesting range of visits and trips, including residential visits, are used well to bring learning to life.
- Spiritual, moral and social development are very well developed. There are strong links with the local church and each class has a reflection area. A different value, such as compassion, is explored each week in assemblies. The school is making more of the opportunities to explore the different cultures of children attending the school as well as making links with schools in other countries, for example Elmolo Bay Primary School in Kenya.
- The speech, language and communication centre is well led. Strong links with professionals in other settings and with parents ensure that this provision effectively meets the needs of the pupils who are placed there.
- Recently the school has received light touch support from the local authority. This has reassured leaders that they are doing the right things to make improvements.
- **The governance of the school**
 - Governors have had a positive impact on raising standards in the school and are ambitious for the future. They know the strengths and relative weaknesses of the school and make regular visits to the school to check the impact of actions taken by leaders. Each governor holds a different portfolio of responsibility so that all key areas of the school's work are scrutinised.
 - Governors can explain the rationale for how pupil premium funding has been used to support

disadvantaged pupils effectively. For example, it has provided individual and small-group tutoring to help close any gaps in attainment and has provided additional pastoral and welfare support through the inclusion team.

- Governors ensure the curriculum is broad and balanced and prepares pupils well for the next stage of their education and life in modern Britain. Governors are keen for the curriculum to provide pupils with opportunities for creativity and are pleased with the growing prominence of sport in the school as a result of effective use of the primary sports grant.
- Governors manage the school’s financial resources well and ensure that pay rewards for teachers are closely linked to performance.
- The arrangements for safeguarding are effective. There is a culture of vigilance throughout the school and stringent systems in place to protect the welfare of all pupils. The school ensures that the appropriate checks are made on all adults who work in the school. Staff undertake regular training in all relevant areas of safeguarding to keep themselves well informed of potential dangers.

Quality of teaching, learning and assessment is good

- Teaching has improved and is now consistently good and as a result pupils enjoy their learning in many areas of the curriculum. Lessons are clearly structured, pupils are well engaged and have the confidence to ask questions to extend their own learning.
- Leaders have embedded the ‘Targets for Success’ system into the learning culture of the school. Pupils know what is expected of them in every lesson and can choose a level of challenge that suits them. Older pupils can clearly articulate how these targets enable them to improve. Teachers and other adults usually monitor the use of these targets to ensure that pupils are always making the expected progress.
- Cranleigh classrooms are characterised by very high expectations about behaviour and positive relationships between adults and pupils and between the pupils themselves. Pupils work well together in pairs on practical tasks such as measuring coloured liquids accurately to the nearest 5ml in a mathematics lesson or discussing how to improve the vocabulary in a piece of writing in English. It is not uncommon to hear pupils coaching each other to improve.
- Where teaching is strongest, teachers change the planned learning within the lesson to meet the emerging needs of the pupils, for example if they need greater consolidation of a mathematical concept or if they are confident with what is being taught and can move on to more challenging work quickly. Teachers have very good subject knowledge; this is especially true of the subject specialists who are well deployed teaching the most-able Year 6 groups in English and mathematics.
- Pupils can happily recall a range of exciting learning opportunities, many of which took place outside of the classroom both in school and on trips further afield. Recent learning in science has inspired pupils, especially when they have had the opportunity to observe a pig’s heart, to understand how a human heart works. However they say there are limited opportunities to plan their own investigations to test out their ideas.
- Assessment information is collected systematically by teachers and moderated and analysed by school leaders. The systems in place have been recognised locally and by the local authority as good practice and the school has shared its work in this area with other local schools. As a result of these rigorous processes outcomes for pupils are improving.
- The school’s policy for providing pupils with written feedback is applied consistently. Pupils clearly know where they have been successful and what they need to do next. However, sometimes the advice is not precise enough. Older pupils work together well to assess and improve each other’s learning, especially when enhancing and editing their writing.
- There are a good range of opportunities for pupils to apply their writing skills across the curriculum, but especially in history. As teachers grow in confidence they are beginning to take calculated risks to make learning exciting and interesting in all areas of the curriculum. Well-planned visits to places of interest, such as the visit to a transport museum during the inspection, add an extra dimension of interest to pupils’ learning.
- While assessment information is generally used well there are times when it could be used more precisely to enable pupils to make more rapid progress. For example, phonics is currently taught effectively in Key Stage 1. However, the detailed assessment information that teachers hold is not used with precision to plan the next steps for each pupil or small group based on what they can already do. This extra precision would make the teaching of phonics highly effective.

- Teaching assistants are deployed well and have well-developed questioning skills that allow them to move learning on at a good pace.
- Where teachers and leaders identify that pupils, especially those who are disadvantaged, are at risk of falling behind, extra support is provided.
- Teaching in the speech, language and communication centre is extremely effective. It builds sequentially on what pupils can already achieve and, through targeted questioning and modelling, moves learning on with crystal clear precision and personalisation for each individual.
- Where teachers have identified that pupils with disability and those who have special educational needs may find a concept that is due to be covered in lessons difficult, it will be pre-taught in a small group. This strategy is also used to great effect to let some pupils from the speech, language and communication centre successfully take part in whole-class mathematics lessons with their peers.
- In the few areas where teaching is less effective, pupils are sometimes held up by having to wait for a teacher to say they can be moved on to the next step of their learning, or teachers do not take opportunities to develop pupils' conceptual understanding and reasoning skills in mathematics.
- Parents who completed the Parent View questionnaire universally believe their child is taught well and most parents agree that their child receives appropriate homework.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- There is a range of responsibilities within the school that pupils can take on. For example, the Eco Warriors take pride in their role of checking the school for litter and ensuring that electricity is used conservatively by turning off the lights in empty classrooms.
- The role of prefects and head boy and girl have high status in the school. Pupils are required to prepare a written application and attend an interview to be selected for these roles. This is an excellent way of promoting personal development ready for the future.
- The school council was elected during a 'democracy day' that was organised by pupils. Since their election they have helped organise a project to replace the trim trail climbing equipment at the upper school.
- Playground buddies ensure that nobody is left alone at playtimes. During the inspection, buddies were seen to mediate a minor disagreement between a group of girls sensitively and successfully without needing to refer to an adult. Buddies from the upper school also attend the lower school site to care for their younger peers.
- New pupils are welcomed to the school and receive great support from their new peers so that they fit in to school life at Cranleigh quickly. Pupils use a worry box to share any concerns and say these are addressed quickly by adults.
- Pupils know that the school is an extremely safe place and learn to keep safe in a range of situations. Pupils are aware of how to stay safe online when working on the internet both at school and at home.
- Pupils told inspectors that bullying does not happen in this school. However, pupils are aware of what bullying is and the steps they can take to prevent it.
- The support for vulnerable pupils is exemplary. An 'invite only' breakfast club is run by senior staff to ensure a healthy and happy start to the school day for those who need it most.
- The school has increased the promotion of healthy lifestyles through the introduction of Fruity Fridays and by using the primary sports grant to raise the participation rates in sports such as cross-country running.
- Every parent who completed the Parent View questionnaire is confident that their child feels safe at this school.

Behaviour

- The behaviour of pupils is outstanding.
- Behaviour in classrooms during lessons is extremely positive and at times exemplary. Pupils listen carefully to instructions, complete tasks diligently and work very well with their peers when required. All of this has a very positive impact on the progress they make.
- Pupils value the school's reward system of house points known as Vivos. Pupils are proud to gain badges for receiving a large number of rewards.
- Around the school, pupils walk sensibly in corridors and greet each other and visitors politely. On the

playground, groups of pupils socialise harmoniously with each other while enjoying a range of games and activities.

- The school records any minor behaviour issues systematically and this information shows that those few pupils who have additional needs in this area show improvements in their behaviour over time. The use of exclusion has also reduced significantly.
- In the speech, language and communication centre pupils take turns, play well together and show care for their friends because positive behaviour is modelled to them so clearly by staff.
- A number of successful strategies have led to improved attendance overall so that it is currently above the national average. School leaders are not complacent and have clear strategies in place to maintain these improvements.
- Parents are confident that the school manages behaviour well and deals effectively with any bullying. Staff and pupils who completed online questionnaires at the time of the inspection are also very positive about pupils' behaviour.

Outcomes for pupils

are good

- Attainment at the end of Key Stage 2 is consistently above average, showing that pupils from Cranleigh are well prepared for the next stage of their education at secondary school.
- Since the previous inspection, progress through Key Stage 2 has improved significantly. In 2015 nearly all pupils made the expected amount of progress in reading, writing and mathematics. The proportion of pupils making more than expected progress in the same year compared favourably with national averages.
- The progress of disadvantaged pupils has improved since the previous inspection. In 2015 their progress was better than that of other pupils nationally. This is due to good teaching and effective use of additional pupil premium funding.
- In 2015 pupils from Gypsy Roma backgrounds made significantly more progress than they had in previous years.
- Nearly every current pupil in Key Stage 1 and Key Stage 2 is making the amount of progress the school expects in reading, writing and mathematics. However, there are some variations between classes and different groups when it comes to the proportions of pupils making better than expected progress. This is because some teachers do not use assessment information precisely to plan the next steps of learning.
- The most-able pupils are making similar or better progress than their peers. Progress for this group is enhanced further in Year 6 with the use of specialist teachers in English and mathematics.
- In the year groups where the attainment of girls is higher than boys, the boys are currently making faster progress to help close the gap.
- Pupils with disability and those who have special educational needs generally make good progress from their starting points because of well-planned provision. Pupils from the speech, language and communication centre make rapid and sometimes exceptional progress from very low starting points due to precise teaching.
- Pupils throughout the school enjoy reading and make good progress in this area. Early reading and phonics skills are taught effectively. As a result the majority of pupils meet the required standard in the Year 1 phonics screening check.
- Throughout the school pupils are developing their skills as writers and have opportunities to practise these skills in different areas of the curriculum. There have been measurable improvements in pupils' use of vocabulary and their understanding of different areas of writing. However the school has correctly identified that some pupils need more help with their spelling, handwriting and use of grammar and punctuation.
- Pupils develop and apply their fluency and problem-solving skills well in mathematics. However, there are insufficient opportunities for pupils to deepen their learning and use their reasoning skills or to explore how some mathematical concepts are related.
- Parents overwhelmingly believe that their children are making good progress. It is no surprise that nearly every parent who completed the Parent View survey would be happy to recommend the school to other parents.

Early years provision

is outstanding

- The early years leader has a relentless focus on learning which makes the provision outstanding. As a result of outstanding teaching over time children are well prepared for Year 1.
- Excellent use of assessment information when children enter the setting and throughout Reception ensures that teaching can be tailored to meet the wide range of abilities in the class.
- Teaching in the early years is inspirational and exciting. It is responsive to children's needs. There is an effective balance between explicit direct teaching and subtle, incidental learning opportunities.
- The learning environment stimulates children's interests and curiosity, which are both nurtured and enabled well.
- Role play contributes well to learning. During the inspection, children had the opportunity to plan holidays to the Arctic at a travel agent and construct their own creations in the carpenter's workshop.
- Children's behaviour is impressive. They understand the expectations and routines, and are enthusiastic about their learning without getting over-excited. Children are often seen helping each other with their learning.
- Many children, including those from the speech, language and communication centre, make rapid progress from their starting points in the different areas of learning. All children make at least good progress, some from low starting points. In 2015 the majority of those children who entered the setting with skills and knowledge below those found typically for their age made good progress to meet the early learning goals. This included disadvantaged pupils who were entitled to additional funding.
- Where progress is not as strong as the school would expect, school leaders make immediate changes to the provision to enable children to make faster progress.
- There are strong links with families and pre-school providers. These partnerships, together with a range of transition events, ensure that children have a smooth start to their school career.
- All safeguarding and welfare requirements are met. High levels of vigilance and the dedicated care and support of all staff in the setting ensure that every child thrives.

School details

Unique reference number	135566
Local authority	Surrey
Inspection number	10002319

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	312
Appropriate authority	The governing body
Chair	Jean Scott
Headteacher	Sarah Albery
Telephone number	01483 273286
Website	www.cranleighprimary.surrey.sch.uk
Email address	info@cranleighprimary.surrey.sch.uk
Date of previous inspection	6–7 November 2013

Information about this school

- The school is larger than the average primary school and is organised on two separate sites. The lower school accommodates Reception and Key Stage 1 while the upper school accommodates Key Stage 2.
- The school has a specialist centre for speech, language and communication needs. This can accommodate up to a total of 10 pupils from Reception and Key Stage 1. The centre is housed at the lower school site.
- The school provides full-time early years provision in one Reception class and as part of the speech, language and communication centre.
- The proportion of pupils eligible for the pupil premium is about half the national average. This is additional government funding for disadvantaged pupils.
- The proportion of pupils with disability and those who have special educational needs is above that found in primary schools nationally. This is mainly due to the specialist centre for speech, language and communication.
- The vast majority of pupils are of White British heritage. A few pupils are from Gypsy Roma backgrounds. Very few pupils have a first language other than English.
- The school meets the current government floor standards, which set out the minimum expectations for pupils' attainment and progress.
- The school is part of the Cranleigh Confederation of Schools.

Information about this inspection

- Inspectors observed learning in each class and in the speech, language and communication centre. They also made shorter visits to a number of lessons. Many of the observations were carried out jointly with the headteacher or deputy headteacher.
- Inspectors held meetings with the headteacher and deputy headteacher, other school leaders, three governors (including the Chair of the Governing Body) and a representative from the local authority.
- Inspectors spoke to pupils informally in class and on the playground, to seek their views about the school. They also met with a group of pupils more formally to discuss many aspects of school life. They also looked at the 67 responses from the online pupil questionnaire.
- Inspectors heard some pupils from Year 2 and Year 6 read.
- Inspectors scrutinised the school website and a range of school documents including: assessment information, minutes from governors' meetings, and the school's own evaluation of the quality of teaching, curriculum folders and improvement plans.
- Inspectors considered the 71 responses to the online Parent View questionnaire, including many free text comments. They also spoke to some parents before school at the beginning of the inspection.
- Inspectors took account of the 23 questionnaires completed by members of staff.

Inspection team

Lee Selby, lead inspector	Ofsted Inspector
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Jo Lakey	Ofsted Inspector

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