

Cranbrook Education Campus

Tillhouse Road, Cranbrook, Cranbrook Education Campus, Exeter, Devon EX5 7EE

Inspection dates

9–10 May 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The headteacher leads with moral purpose and determination. Senior leaders share his vision. Together they are creating a culture of aspiration as this school grows to its full capacity.
- The trust has played a pivotal role in creating this new school. It has rapidly established effective systems which allow the school to run smoothly on a day-to-day basis.
- Children in the Nursery receive effective care and nurture. Strong leadership ensures that staff skills are improving rapidly. Parents and carers are very satisfied with the Nursery. However, staff do not yet make the most of the outdoor areas to promote children's learning.
- Teaching in Reception and Year 1 helps children acquire early writing skills well. However, pupils' handwriting in Year 2 and above is not yet sufficiently well developed.
- The quality of phonics teaching has improved significantly in the last year and is now good. Pupils are supported well to develop their early reading skills.
- Pupils make good progress across a range of subjects in Years 7 to 9, including English and mathematics. Nevertheless, some pupils do not read a wide enough range of texts, and this limits their vocabulary.
- Pupils' conduct in lessons and around the school is good. Staff and pupils trust and respect each other.
- Staff develop pupils' personal and social skills well. The majority of pupils know how to be successful learners. However, a small minority of pupils in key stage 3 waste time in lessons by quietly switching off.
- Senior leaders' checks on the quality of teaching and learning ensure that they have an accurate understanding of the strengths and weaknesses of the school. Consequently, they are able to pinpoint any areas that need to improve.
- Middle leaders demonstrate flexibility as their responsibilities develop in this expanding school. However, some are new to their roles and lack leadership experience.
- The governing body, supported well by the trust, provides effective challenge to senior leaders. As the founders of this school, the governors are passionate about its growth and success.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and raise pupils' achievements by:
 - extending the range of books pupils read so that their vocabulary is increased
 - making the outdoor environment in the early years more interesting and inviting for children
 - ensuring that pupils' handwriting skills improve.
- Improve pupils' personal development, behaviour and welfare by ensuring that the concentration of a small number of pupils in key stage 3 improves.
- Improve leadership and management by continuing to develop the leadership skills of middle leaders, particularly those who are newly appointed.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher is ambitious for the children and families the school serves. He is determined to see this school grow successfully as the new town develops around it. Along with senior leaders, he is raising pupils' aspirations, no matter what their background.
- Since the school opened in September 2015, the leadership structure has evolved as the school has grown. The current structure is effective. The headteacher leads a core group of senior leaders, each with responsibility for one age range within this all-through school. Senior leaders have clearly defined accountabilities and communicate well with staff and parents.
- Working with the support of the trust, senior leaders have developed accurate systems for monitoring pupils' achievement. Consequently, they have a precise understanding of the progress of different groups of pupils. Their plans for improvement across the different age ranges are well thought through and cohesive. Staff feel that they are working towards a common goal and their morale is high.
- The school has a relatively small number of staff. Many middle leaders have recently joined the school. They are supported well by senior leaders. However, some middle leaders are inexperienced and so they are still developing their leadership skills.
- The leadership of teaching is effective. Efforts to improve the quality of teachers' questioning have been largely successful. Teachers and teaching assistants are appreciative of the many training and development opportunities available to them. Many staff have benefited from collaborating with colleagues in other schools in the trust. As a result, the quality of teaching, learning and assessment is improving.
- Performance management of teaching staff is rigorous and links teachers' professional development needs with the school's improvement priorities. Newly qualified teachers receive expert advice and guidance. They develop their skills quickly as a consequence.
- Senior leaders are building a curriculum that develops pupils' knowledge progressively from the early years through to Year 11. There are no Year 5, 6, 10 or 11 pupils in the school yet. Even so, current pupils are provided with a suitably broad range of subjects and experiences.
- The personal, social and health education programme is well organised. Senior leaders include topics most relevant to pupils' needs. For example, in collaboration with a leading bank, secondary pupils have recently been given guidance on financial planning. Pupils understand the British democratic process and the importance of the rule of law. Their understanding is enhanced by the work of the student council as a model of democracy.
- Pupils enjoy a growing number of extra-curricular activities, including many sporting activities and outdoor pursuits. Senior leaders are developing good links with community organisations that hire the leisure facilities on the school site. The range of extra-curricular activities is well placed to expand in future.
- Pupils' spiritual, moral, social and cultural development is supported positively by the

curriculum. A well-structured programme of assemblies and tutorials helps pupils to understand and appreciate other cultures and points of view.

- The proportion of disadvantaged pupils at the school is high. Senior leaders are fastidious about checking the effect of the extra funding provided to support these pupils. They ensure that the efforts to support these pupils are well targeted and effective.
- Support for pupils who have special educational needs (SEN) and/or disabilities is coordinated effectively by school staff. Staff are well informed about how best to plan for and secure good progress for pupils with a range of specific needs.
- Additional funding to help Year 7 pupils catch up in literacy and numeracy is used to good effect. The majority of pupils who receive extra support have improved their progress in English and mathematics.
- The primary physical education (PE) and sport premium funding is used well. Senior leaders have formed an effective collaboration with a local football club. This promotes pupils' engagement in sporting activity very well.
- Staff who responded to the online survey strongly believe that the school is well led and managed. They particularly appreciate the consideration the school gives to their well-being.
- Senior leaders communicate well with parents. Parents who responded to the Parent View survey believe the school keeps them well informed about their child's progress. The vast majority of parents would recommend this school to others. One parent's comment summed up the sentiments of many: 'This is a great school that is growing and getting stronger all the time.'

Governance of the school

- The chair of the governing body has led the governors since the school opened. Governors are highly committed to the school and its pupils. They have a realistic understanding of the strengths and weaknesses of the school. They are under no illusions about the challenges that lie ahead as the number of pupils rises further.
- Governors are well informed by senior leaders. They understand the performance of groups of pupils as they progress through the school. Therefore, governors are able to evaluate the impact of extra funding for disadvantaged pupils, pupils who have SEN and/or disabilities and Year 7 pupils who need to catch up in English and mathematics. They ensure that this additional funding, and the primary PE and sport premium, is spent wisely.
- The governing body ensures that the school meets the requirements for safeguarding pupils. It oversees the performance management of staff effectively, including the headteacher. The chair of the governing body has made sure that governors are suitably skilled and experienced, and so they are confident to continue this work into the future.
- The trust has supported the school strongly from its inception, through its opening in September 2015, to the present time. The trust continues to work closely with local governors and senior leaders. It provides high-quality advice and training at many levels in the school. This has been a decisive factor in the success of the school so far.

Safeguarding

- The arrangements for safeguarding are effective. Senior leaders ensure that the school's policy and procedures for keeping pupils safe are fit for purpose. They keep detailed, accurate records where concerns are raised about the welfare of a child. They make timely referrals to other agencies, when this is necessary, and they follow up these referrals rigorously to make sure that any actions taken are effective.
- Senior leaders work with parents successfully to keep them aware of the risks their children face, for example risks associated with mobile phone use and social media. Parents have great confidence in the school's safeguarding procedures.
- All necessary checks are made when staff are appointed, to make sure that they are suitable to work with children. Staff receive appropriate training and regular updates about safeguarding issues. They fully understand their responsibilities in ensuring the safety and well-being of all pupils. A culture of vigilance runs throughout the school.

Quality of teaching, learning and assessment

Good

- Teaching in each part of this all-through school is good. Although each age range requires different teaching approaches and skills, teachers share a common vision to raise pupils' aspirations. As a result, teachers are well motivated and continually seek to improve their practice.
- Teachers' questioning of pupils is effective. As a result, they have an accurate view of pupils' understanding during lessons. This enables teachers to respond quickly and successfully to deal with pupils' misconceptions.
- Mathematics teaching in Years 7 to 9 is particularly good. Teachers' precise assessment of pupils' knowledge is used to plan learning that challenges pupils well and helps them make rapid progress.
- Strong leadership of teaching in the primary phase has caused rapid improvement in teaching this year. Teachers' planning has improved because clear expectations have been set for them and good support has been provided. However, teaching is not yet enabling some of the most able pupils to make progress at the rate they are capable of.
- Senior leaders have introduced a coherent strategy for phonics teaching and provided effective training for teachers and teaching assistants. Teachers assess pupils' phonic knowledge accurately. They use this information to ensure that teaching is pitched at the right level for individuals and so pupils' early reading skills develop quickly.
- Parents emphatically believe that teaching is good. The overwhelming majority of parents who responded to the Parent View survey said that their children are well taught and make good progress.
- The school is not yet full to capacity, and so currently there are relatively small numbers of pupils in each key stage. Teachers know their pupils well. They strive to meet pupils' individual needs, and in the large majority of cases they succeed. Disadvantaged pupils' progress is tracked carefully by senior leaders and further support is provided for these pupils to overcome barriers to their learning. Pupils who have SEN and/or disabilities are supported well by dedicated and caring staff.

- As the school grows, new staff join, and so the range of staff expertise and experience grows. In the secondary phase, teaching is more established and so more effective in some subjects compared to others. This leads to some uneven progress in key stage 3. For example, in religious studies and in history, pupils' progress is good, but does not yet match that of other subjects.
- Teachers set homework tasks regularly for pupils. These tasks, often involving digital media, are set at an appropriate level to extend pupils' learning.
- Senior leaders' efforts to develop a coordinated approach to pupils' literacy development have had mixed results. The use of additional funding to support a small number of pupils in Year 7 has worked. Nevertheless, senior leaders acknowledge that teaching is not yet developing rapidly enough some pupils' reading and writing in key stages 2 and 3.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Many pupils express pride that they were part of this school at its beginning. They see it as their own. This attitude is strengthened by the regular opportunities they are given to voice their opinions to senior leaders, and so shape the school as it grows.
- Pupils' personal skills are developed well. By acting as primary house captains or taking part in the secondary student leadership team, they develop their leadership skills well. Many pupils take part in outdoor pursuits, such as the Exmoor Challenge, which further build their confidence and resilience.
- Teachers nurture pupils' good manners, and their willingness to learn from their mistakes, from the earliest stages. Pupils in the primary phase are enthusiastic learners, as are the majority in the secondary phase. Nevertheless, a small minority of pupils in the secondary phase are not yet self-reliant enough. Sometimes they lose interest in their work and sit back too easily.
- Pupils feel safe and well cared for in all parts of the school, and parents agree. A very high proportion of parents who replied to the Parent View survey said that their children are happy at school and kept safe at all times. Bullying is rare. Pupils have confidence that their teachers will deal with any incidents of bullying, in any form, should they occur.
- Pupils are aware of risks to their safety. For example, primary pupils are taught about the risks they may face when using the internet. Among other risks, secondary-age pupils are taught about the problems that can be caused by negative body image. Consequently, pupils have an awareness of how to keep themselves safe which is appropriate to their age.
- The school provides a wealth of support for pupils suffering from emotional or mental health problems. Counsellors and mentors help pupils manage the difficulties they face so that they are ready and able to learn in the classroom. For example, pupils are helped by drama and art therapies. Senior leaders' strong links to the local community support this work further through the 'healthy town' initiative.

Behaviour

- The behaviour of pupils is good. Pupils are considerate and polite. Respectful behaviour is expected from the youngest children through to the oldest pupils in the school.
- Senior leaders' introduction of a clear behaviour policy has ensured that staff take a consistent approach to managing pupils' behaviour. Pupils' conduct in lessons is typically good, and so disruption of learning is rare.
- Pupils move around the site sensibly at break, lunchtime and between lessons. They appreciate the new, spacious buildings and respect their environment. There is very little litter and no graffiti around the site.
- The rate of pupils' attendance is above average. Pupils enjoy coming to school. The school works effectively with the families of those pupils who do find it difficult to attend regularly. The proportion of pupils who are persistently absent is below that seen nationally.
- Senior leaders have high expectations of behaviour. When pupils find it difficult to live up to these expectations, good systems are in place to help them reflect on their behaviour and support them to improve it. As a result, the rate of exclusion is low.
- Parents support the school's stance on behaviour strongly. They have confidence in the senior leadership and believe that the school makes sure its pupils are well behaved.

Outcomes for pupils

Good

- Pupils make good progress at each stage of their education across the school. The school has accurate systems for tracking pupils' progress across different year groups.
- These systems show that pupils in Years 7 to 9 make good progress across a range of subjects. Pupils' progress in mathematics is a particular strength as a result of the well-planned teaching in this subject. Pupils' progress from their starting points in English is not at the same rapid rate as in mathematics. Senior leaders have recently introduced initiatives to improve pupils' literacy skills. However, many pupils do not read widely or often enough to develop a rich vocabulary.
- The majority of key stage 2 pupils make good progress in reading, writing and mathematics. Most are attaining at the standard that could be expected of them for their age. Nevertheless, some Year 3 pupils' progress in reading is hampered because of weaker phonics teaching they received in the past.
- A high proportion of pupils currently in key stage 1 are on track to attain at the expected standard in reading, writing and mathematics by the time they finish Year 2. However, few of the most able pupils are going further and achieving at a greater depth of understanding.
- Last year, the proportion of pupils who attained the expected standard in the Year 1 phonics screening check was below the national average. As a result of improvements in phonics teaching, more Year 1 pupils now have a good grasp of basic phonic knowledge.
- Disadvantaged pupils receive effective support when they need it. Across the school,

most of these pupils are progressing in their learning at a similar rate to other pupils. Disadvantaged pupils currently in Year 7 make better progress than their peers.

- Pupils who have SEN and/or disabilities make good progress from their starting points. The leader with responsibility for this area of the school's work knows these pupils well and understands what they require to succeed. Individualised support for pupils is particularly effective in key stages 1 and 2. Teaching assistants in key stage 2 occasionally provide too much help for pupils and so limit the pace of their development.
- Lower-ability pupils in key stage 3 make strong progress, particularly in Year 7. The extra support provided through additional funding for these pupils is helping them catch up with their peers in English and in mathematics.
- Year 1 pupils are developing their cursive handwriting style well. Senior leaders have introduced a coordinated approach to the development of basic writing skills in the early years and key stage 1. Current Year 2 pupils and older pupils did not benefit from these improvements, and so their handwriting is not yet good enough.

Early years provision

Good

- The early years leader presents a good example of high expectations and ambition to her team. The provision is well led. She ensures that good practice is shared across the early years. Consequently, adults have the support and training they need to develop their professional skills quickly. Their morale is high.
- Many children join the school with weak communication and language skills. Leaders have introduced an initiative in the Nursery to encourage children's speaking skills. This is raising the youngest children's confidence in communicating with each other and with adults.
- The development of early reading skills in Reception was not rapid enough last year. However, staff training and effective leadership have led to better teaching of phonics this year. Leaders have introduced a consistent approach to teaching handwriting, and so children's ability to form letters accurately has improved.
- The proportion of children achieving a good level of development by the end of Reception is around the national average. Nevertheless, the early years leader is ambitious for more children to achieve a good level of development, and so be better prepared for Year 1.
- Staff know the children well. They complete regular, accurate assessments of children's skills and knowledge. This enables them to spot quickly when a child needs extra support and give them the help they need. Disadvantaged children, in particular, receive extra support with personal and social development, which helps them overcome barriers to their learning.
- Children in the Nursery and Reception are well motivated to learn. Children are willing to take part in activities because they have good relationships with staff. Even so, some activities provided in the outdoor spaces are not sufficiently imaginative or inviting to stimulate children's curiosity.
- Children settle quickly into routines. Staff help them develop their personal and social

skills. As a result, the early years is a happy and productive place where children respect each other and behave well.

- Staff know when a balance of adult-led teaching combined with provision where children choose learning activities themselves leads to good learning outcomes for children. However, the range and quality of the learning resources to support children's learning are limited.
- Children feel safe and secure. Children are well supervised at all times. Safeguarding is effective and all welfare requirements are met.
- Parents' engagement with their children's learning is increasing. Staff provide regular drop-in sessions. Staff model learning to parents so that learning can be reinforced at home. For example, in a recent, well-attended parents' meeting, staff described how they encourage children's early writing skills. Parents are very positive about the quality of care and support provided for their children by the early years staff.

School details

Unique reference number	141514
Local authority	Devon
Inspection number	10048332

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

Type of school	All-through
School category	Academy sponsor-led
Age range of pupils	2 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	300
Appropriate authority	Board of trustees
Chair	Robert Bosworth
Headteacher	Stephen Farmer
Telephone number	01404 823293
Website	www.cranbrookeducationcampus.org.uk
Email address	reception@cranbrookeducationcampus.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school serves children and pupils from 2 years old through to Year 11. It opened in September 2015 in new, purpose-built accommodation. Currently, the school has no pupils in Years 5 or 6 in the primary phase or in Years 10 or 11 in the secondary phase.
- The school is part of the Ted Wragg Trust. This multi-academy trust is responsible for three other secondary schools and one primary school in the Exeter area.
- The headteacher took responsibility for all phases of the school in January 2018.
- The school operates a Nursery on site, with places for 68 children.
- The school has a higher than average proportion of pupils who are eligible for free school meals.
- The proportion of pupils who have SEN and/or disabilities is above average. The proportion of pupils who have an education, health and care plan is above average.

Information about this inspection

- Inspectors held meetings with the headteacher, senior leaders, middle leaders and newly qualified teachers. The lead inspector held meetings with the chief executive officer of the trust, the chair of the local governing body and one other governor.
- Inspectors observed learning across all age groups and in a wide range of subjects. Many of these observations were conducted jointly with senior leaders. Inspectors spoke with children and pupils in their lessons and looked at the work in their books.
- Formal meetings were held with pupils from key stages 2 and 3. Inspectors also spoke to many pupils informally at break and lunchtime.
- Inspectors looked at a range of documentation, including the school's review of its own performance, analysis of pupils' progress in all year groups, minutes of governors' meetings, development plans, attendance logs and safeguarding documents.
- The lead inspector met with several parents informally before school.
- Inspectors took account of 193 responses to the online questionnaire, Parent View, and 34 responses to the staff questionnaire.

Inspection team

Paul Williams, lead inspector	Her Majesty's Inspector
Marie Hunter	Ofsted Inspector
Malcolm Willis	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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