

Crane Park Primary School

Inspection report

Unique Reference Number	132263
Local Authority	Hounslow
Inspection number	294008
Inspection dates	11–12 July 2007
Reporting inspector	John Horwood

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 on roll	
School	326
Appropriate authority	The governing body
Chair	Rev. Keith Rowbottom
Headteacher	Mrs Susan Hardwick
Date of previous school inspection	9 December 2002
School address	Norman Avenue Feltham TW13 5LN
Telephone number	020 8894 9047
Fax number	020 8890 4486

Age group	3–11
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Introduction

The inspection was carried out by 3 Additional Inspectors.

Description of the school

This is a large primary school set in area with very high levels of deprivation. The school population is changing with the numbers from ethnic minority groups having increased from 25% to 55% in five years. Around 28% of these children are at the early stages of learning English as an additional language. Many pupils join and leave the school outside normal times. Around 40% of the pupils are eligible for free school meals. The proportion of pupils with learning difficulties or have statements of special education needs is well above the national average. The school has extended school status and provides an outstanding range of facilities to support children and parents. The school has, amongst other awards, achieved the Silver Arts Mark and been awarded the Activemark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Crane Park is a good school with some outstanding features. Children enter the Foundation Stage with standards that are very low for their age and particularly low in communication skills. Progress throughout the school is good in all subjects as a result of good teaching and an outstanding curriculum. By the time children leave the Foundation Stage they have made good progress but standards are still below those expected for children of this age. Pupils continue to make good progress in Key Stage 1 to reach levels only just below expected levels for their age by the end of Year 2. Pupils' standards have risen consistently in the last few years. When they left Key Stage 1, the present Year 6 had reached standards that were below levels expected for their age. In the past four years they have made good progress and are now much closer to attaining standards in line with the national average. The school recognises the need to raise standards still further.

Teachers' enthusiasm is reflected in their methods of teaching where much of the work is based on projects in an innovative curriculum specifically designed to suit the needs of the pupils. Their lessons fully motivate the pupils and ensure that the pace and challenge is good. The curriculum ensures that pupils enjoy the lessons and make good progress in their English, mathematical and information technology skills. The outstanding range of extra-curricular activities allows pupils to contribute to the community and have considerable opportunities to participate in sport as part of a healthy lifestyle. The school has assessment systems in place to enable staff to plan for pupils' individual needs but these are not used consistently across the school.

The personal development and well-being of pupils, including their spiritual moral social and cultural development, are outstanding as are the elements of care that support them. Pupils grow in maturity and have good attitudes to learning. They demonstrate good behaviour and outstanding relationships in a harmonious community. Healthy eating and staying safe are very well promoted in the school. Most pupils are keen to attend school regularly, and the school works hard to encourage their good attendance. However, some parents keep their children away from school for extended family holidays reducing their opportunities to learn.

The leadership team is well established and has a united vision to take the school 'onwards and upwards'. Outstanding partnerships have been developed with parents and many other groups, such as educational and welfare support services many of whom are based in the school premises, although a very few parents identify concerns about communications. The inspirational headteacher is very well supported by all levels of management and the year on year progress demonstrates that the school has a good capacity to improve.

What the school should do to improve further

- Use assessment systems consistently to ensure the needs of all pupils are met in order to attain higher standards.
- Work with parents to reduce term time absence caused by extended family holidays.

Achievement and standards

Grade: 2

Achievement is good and standards are now broadly average. When children enter the Nursery their skills are well below those normally found especially in reading, writing and speaking and

listening. They make good progress throughout the school and at the end of both Key Stages 1 and 2 standards are now approaching the national average.

There has been consistent progress in each Key Stage since the last inspection. This has resulted in a year on year increase in standards by all age groups. A significant number of pupils join or leave the school at times other than normal and this distorts the overall picture of progress. The data for those pupils who have been at the school throughout their education clearly shows at least good progress throughout.

The school is very aware of the cultural diversity of the pupils and also the need to support all pupils. The performance of each pupil is closely monitored and support provided to address any underachievement. All the pupils who are at the early stages of acquiring the English language make good progress as a result of the good support they receive. Strategies to provide challenge for the most able pupils are in place and are effective. Pupils with learning difficulties and disabilities make similar progress to other pupils.

Personal development and well-being

Grade: 1

Pupils are eager to talk about their school and are very proud of all it offers. Their outstanding spiritual, moral, social and cultural development reflects the school's ethos of respecting and recognising each person's culture and individual rights. There is a strong sense of purpose and enjoyment about the schools' work. As a result, pupils' behaviour and attitudes are good and they participate fully in the many extra-curricular activities on offer. Isolated instances of bullying or poor behaviour are well dealt with. Awareness of health lifestyles is demonstrated by healthy eating and participation in the extensive program of physical exercise. Through the school council pupils contribute to future developments. Service to the school and wider community is encouraged from an early age and there are many opportunities for pupils to develop their independence. As a result the vast majority of children grow into confident and friendly young people. Charity work and fund-raising are regularly undertaken contributing much to their future economic well-being. Appropriate work ethics are laid down by encouraging pupils to 'apply' for lunchtime tasks such as first aid monitor or water superintendent. The award for 'best worker of the month' is an eagerly awaited event!

As a result of school action attendance has improved significantly since the last inspection but it is still too low. This is mainly due to families taking extended holidays.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good. A number of outstanding lessons were observed throughout the school. Improving teaching and learning is a vital element of the drive by all staff to raise standards throughout the school. Teachers manage pupils' behaviour very well by following the agreed behaviour management procedures and by ensuring lessons are enjoyable, motivational and fully engaging. The outstanding relationships, identified by many pupils who said they really like their teachers, encourage pupils to contribute to discussions and to respond to questions. Pupils enjoy lessons and work hard with a wide range of imaginative resources well used. Teaching assistants and parent helpers provide good support in lessons. Lessons are well planned. Although work is well matched to pupils' abilities with appropriate targets set in

most lessons, assessment systems are not used consistently across the school to inform daily planning. Teachers mark pupils' work regularly and provide effective comments to help pupils to improve.

Curriculum and other activities

Grade: 1

The school provides an outstanding curriculum. Most subjects are taught through cross-curricular project work. This approach is highly effective at motivating the pupils. The planning of the project work is thorough and ensures coverage of all aspects of the curriculum. In classes with mixed age groups the projects are worked on in a detailed two-year cycle. The curriculum is broad and balanced during the year. Both teachers and pupils find this approach exciting and stimulating and this contributes well to pupils' good progress.

The range of extra-curricular activities is outstanding. Visits are well used to support the curriculum and teachers report that the benefit of school trips is enhanced because of the links to the project based curriculum. As well as having the opportunity to join a wide range of well supported clubs there are many opportunities available through the extended school provision.

Care, guidance and support

Grade: 2

The school provides good care, guidance and support for its pupils. Effective health and safety arrangements are regularly reviewed and staff are aware of their responsibilities with regard to child protection. In science lessons pupils learn to understand their bodies and are alerted to the dangers of substance and alcohol abuse. Children have great confidence in all the adults who work within the school and know who to go to with concerns. Staff receive training in identifying vulnerable children and there are systems in place to provide appropriate support for these pupils. Outside agencies are consulted as required. Parents are kept well informed. Pupils with learning difficulties or disabilities are quickly assessed and appropriate support provided. Those who are at the early stages of learning English receive good support. Their teachers have received appropriate in service training and an assistant from the Hounslow Language Service supports the pupils in class. Good systems for assessing pupils' progress are being put into place but these are not yet used consistently by all teachers.

Leadership and management

Grade: 2

Leadership and management throughout the school are good with the headteacher providing outstanding and inspirational leadership. There is a united aim of continuing to raise standards and improve the opportunities for pupils at the school. Results are analysed, trends are identified and action taken to raise standards. Equal opportunities are a high priority in the school and this is reflected by the fact that all pupils make the same good progress. A significant number of teachers have left during the last year, mainly for promotion, but the school has put in place very effective induction procedures for the replacement teachers. Performance management systems are fully in place to help all staff become even more effective at helping to raise standards. The lesson observations carried out show that areas for improvement are correctly identified. The senior management team have ensured that the Foundation Stage has continued to be well led during periods of absence of the Foundation Stage co-ordinator. Governors fulfil

their roles well and are becoming increasingly involved in strategic planning. All aspects identified in the last report as requiring development have been improved significantly. The financial management is good and this has enabled large projects such as the all-weather playing field to be planned.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

3 September 2007

Dear Children

Inspection of Crane Park Primary School, Feltham, TW13 5LN

Thank you very much for making us so welcome when we came to visit your school and for helping us with the inspection. We enjoyed talking with you and coming into your lessons to see how much you enjoyed them.

We think your school is a good school and has some outstanding aspects. You are all making good progress because the teachers are enthusiastic and teach you in a way that helps you learn. You enjoy the lessons and have outstanding relationships with your teachers. This helps you not only learn about the subject but also to develop skills that will help you as you get older. The way the school changes teaching style for a week to simulate a secondary school is a good example of how they help you prepare for the future. You told us that you know how to keep yourself safe and what you should eat to keep healthy. It was good to see that so many of you join in the great variety of activities that are available to you outside lessons. We enjoyed listening to your choir and seeing how proud they were of having sung with the BBC choir.

We have asked the school to improve a few things. Although you are all making good progress we have asked the school to help you reach higher standards in all of your subjects. We have asked teachers to be more consistent in how they look at your progress to make sure you are learning as much as possible. Although most of you like coming to school and want your classes to have high attendance figures a few of you miss learning time because of holidays. We have asked the headteacher to work with your parents to reduce the time you have to miss because of family holidays during term time.

Thank you once again. We wish you and your families well for the future and hope that you enjoy the rest of your education.

John Horwood Lead Inspector