

Crane Park Primary School

Norman Avenue, Hanworth, Feltham, Middlesex TW13 5LN

Inspection dates	5–6 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- This school is very well led by a visionary headteacher. Together with support from the local authority and governing body, she has improved teaching and outcomes since the last inspection.
- Pupils in all year groups are making good progress. No groups of pupils underachieve as effective systems are in place to check on their progress at regular intervals.
- Governors have been unrelenting in ensuring that leadership has had a marked impact on improved outcomes for pupils. They have worked hard to ensure that the school has made rapid and sustained improvements.
- Teaching has not only focused on improving pupils' skills in English and mathematics but on how these important areas are used in all other subjects.
- Pupils are very proud of their school. They both recognise and appreciate the improvements made since the last inspection. They also take responsibility for their own excellent conduct.
- Teachers know the pupils very well. They are effective in delivering exciting lessons that capture the interests of all groups of pupils, so they do well.
- Good provision in the early years means that children progress rapidly and are very well prepared for Year 1. Children in the school's Nursery class make an excellent start to learning.
- Pupils in the specialist unit for those with autism make good progress due to the sensitive teaching that caters well for their needs.
- Well-matched provision for pupils who have special educational needs and those who are disadvantaged means they make good progress that helps them catch up with their peers.
- Pupils' spiritual, moral, social and cultural development is well promoted.
- Pupils show very caring and mature relationships with each other, as well as with adults at the school. They want to learn as much as they can, try very hard and behave superbly.
- Parents are confident that the school keeps their children safe and ensures that they make good progress.

It is not yet an outstanding school because

- The school's approach to teaching is not always as beneficial as it could be, particularly for the most-able pupils.
- Children in the 2–5 'playgroup' class do not yet receive the same quality of provision as in the school's Nursery and Reception classes.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of the leadership of teaching still further, by:
 - using the skills of the school’s existing teaching staff to refine the school’s innovative approach to learning
 - making sure that all teachers pace lessons according to the need of pupils
 - ensuring that in all lessons, the school’s most-able pupils are given the time to foster independent skills for learning as is the case in the best lessons.

- Improve the provision for the school’s youngest children in the 2–5 ‘playgroup’ class, by:
 - ensuring that teaching is as good as in the school’s Nursery and Reception classes
 - developing opportunities for the development of children’s literacy and number skills in a meaningful way so that they are well prepared for the next stage in their education.

Inspection judgements

Effectiveness of leadership and management is good

- Since the previous inspection, leadership capacity has increased significantly. The headteacher, supported by other members of the senior and middle leadership team, has led this school with vision, determination and compassion. Their drive to improve teaching and outcomes for all pupils has proved highly successful. They are ambitious to improve teaching still further and understand where this is needed.
- The school is now a high-achieving place of learning where all staff have high expectations of pupils. The strong focus on improving the quality of teaching has had a dramatic impact on the pupils' progress and has ensured they now achieve well. Staff have developed an innovative approach to teaching that places pupils' interests uppermost within all lessons. This results in highly memorable experiences that enable pupils to understand what is expected of them and strive to do their very best work. Parents and pupils hold very positive views about the school and its staff.
- Middle leaders are both skilled and enthusiastic. They hold a clear view of how the developments that they have put in place link directly into improved outcomes for pupils. They are rightly proud of their work and take responsibility for their areas of the school. A good example of this is the successful work to introduce and rapidly embed a new approach to the teaching of reading in upper key stage 2. This energy for change has been helpful in making significant improvements in teaching and rates of progress in this subject in key stages 1 and 2.
- The headteacher has demonstrated an unrelenting pursuit in striving for all teaching at the school to be of very high quality. This strategy has paid off; staff at Crane Park are enthusiastic about their work and can see the improvements they are making.
- Pupil premium funding is used effectively to support disadvantaged pupils through a range of activities to support their learning in English and mathematics. Funds are also used well to support pupils on an individual basis through the work of the school's well-deployed teaching assistants. Additionally, the money is used to develop pupils' self-esteem and to ensure that this group of pupils are not unable to take part in the school's rich curriculum where costs may be incurred.
- The primary physical education and sport premium is carefully spent. Specialists are employed to lead lessons and to pass on their expertise to school staff so there has been an increase in the frequency of competitive sports events with other local schools. As a result, teaching and learning in physical education lessons have improved and pupils benefit from a good range of morning sports activities that have also improved attendance.
- The school makes very good provision for pupils' spiritual, moral, social and cultural development. These skills are successfully carried into all areas of the school's planned curriculum that is carefully planned into themes that interest the pupils. Crane Park's wider curriculum such as residential trips, visits, clubs and visitors goes a long way to support pupils' academic progress and personal development that provides them with a memorable primary education.
- Pupils gain a good understanding of British values, including democracy, through activities such as the work of the school council. Through assemblies, lessons and the wider curriculum, pupils are taught to be tolerant and to challenge discrimination. All of this contributes to pupils leaving the school well prepared for life in modern Britain.
- The school has received invaluable support from the local authority. Since the last inspection, local authority staff have provided a wide range of helpful consultancy and advisory support. This has also included regular meetings with the school's leaders to check on progress.
- **The governance of the school**
 - Governors are highly effective. They have been extremely diligent about how they make use of the assessment information provided by the school to both support and challenge the headteacher and school leaders. They have been very attentive to the school throughout the past two years and this has helped support the improvements seen. They know the school very well and are highly ambitious that Crane Park should gain due acclaim for being the successful school it has become.

- Governors have a wide skill set and use this to good effect. The new chair of the governing body knows the school very well. As well as paying frequent visits to the school she also appreciates the need to trust and support senior leaders in a strategic way. All governors understand processes for the management of teachers' performance, making sure that senior leaders and teachers are accountable for pupils' progress. They manage the school's finances well and seek assurances that additional funding, for example for disadvantaged pupils and for sports, is used well.
- The arrangements for safeguarding are highly effective. School leaders have ensured that all members of staff are trained in child protection procedures. The school's policies and practice are both very thorough. A very strong culture of safety exists in the school where key staff engage with parents, carers and other stakeholders to ensure that all pupils are supported and safe.

Quality of teaching, learning and assessment is good

- Since the previous inspection, the quality of teaching at the school has improved. Teaching is now at least good and growing proportions are outstanding in all key stages.
- Teachers have extremely high expectations of the quality of work they expect from pupils in all subjects, and no time is wasted in lessons. Pupils remain focused on their learning because teachers remind them to try hard to do their best work and to challenge themselves wherever possible.
- The school has a very clear approach to the way pupils' work is assessed and pupils can see at a glance how well they have done and how to improve their work. This is always well done across the year groups and is particularly helpful in writing. Pupils respond well and use it to make further improvements to their work.
- Since the previous inspection, leaders have worked hard to develop pupils' attitudes towards learning. This has resulted in pupils showing a love of the challenge of learning and seeking out opportunities to deepen their knowledge.
- Reading is taught well throughout the school. The school has placed a love of reading high on its list of priorities, has developed a useful reading programme in key stage 1, and has recently developed this further for the oldest pupils in key stage 2. This approach successfully promotes a deep understanding of the text far beyond literal meaning and promotes a real love of reading.
- Teachers have good subject knowledge and, together with the school's approach to teaching, have created a thirst for learning that permeates the school. Teachers' questioning ability is very good and they are able to draw all pupils into lessons and tackle any misconceptions.
- The school's expectations that pupils are very productive are also clear in the approach to homework. This extends the work done in the school and often involves research into topic areas as well as consolidating knowledge through working online.
- Teaching in mathematics and English is good because teachers make the lessons challenging for pupils. For example, pupils deliberately stretched themselves to improve their literacy skills in a Year 5 grammar lesson seen. The teacher made sure that she challenged all the pupils by a careful balance of whole-class participation and allowing the pupils to select their own level of work. In this lesson, standards were very high and bode very well for the future of the outcomes of pupils of all abilities.
- In a small number of lessons, pupils who are most able are not challenged as they might be, resulting in this group of pupils sometimes spending too long on work they can already do. On other occasions, teachers move through different parts of lessons too quickly and some pupils are left behind. The school's leaders are aware of these limitations and have included them as priorities for future development.
- Teaching in 'The Ace' is well organised to ensure that pupils with autism are supported to achieve well. In a lesson on handwriting, older pupils were able to produce work of a very high standard, as they were calm and encouraged to try their very best.
- The high number of very competent support staff, both in classes and occupying other positions in the school, make an invaluable contribution to not only supporting pupils but also in creating a modern and professional outlook for the school.
- Parents speak very positively about the school and its teachers. Parents were almost unanimous in their praise for the school and commented on how it had improved over recent years. Of particular note was the work of the headteacher, 'The headteacher has really turned around this school' was a comment made by one. Parents are grateful to have such a welcoming staff who clearly are 'prepared to go the extra mile' for their children.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Through the hard work of staff at the school, pupils show great confidence and awareness about how to be successful learners. Pupils say that they feel safe and understand where to turn to for help should they need it.
- The school has worked effectively to create consistent approaches to behaviour management that have empowered pupils to take responsibility for their own excellent conduct. This is appreciated by pupils who said of the staff, 'they have our backs' as their way of expressing the support and care given to them by all adults. As a result, pupils have a good understanding of how education can prepare them for the next stage of their lives.
- In 'The Ace' unit, great care is taken to ensure that pupils' needs are fully met and staff know the pupils extremely well.
- The staff actively promote positive messages about how to tackle and respond to bullying. Pupils were able to describe how bullying is not tolerated at the school and how they stop it from happening.
- Leaders have strengthened the pastoral support available for pupils that has included the employment of a family support worker. Senior leaders take their responsibilities very seriously and work well with external agencies to ensure that all pupils are well cared for at the school. All new staff members are trained in safeguarding procedures, which ensures that everyone in the school community is committed to a caring ethos.
- Pupils are well looked after throughout the day and enjoy the school's novel approach to calm lunchtimes, called 'family service' which takes place in the school dining hall.
- Pupils are well aware of the need to be careful when using modern communication technology. They are alert to cyber bullying, for example, and understand how the school's referral system works to protect them.
- In discussions, and in their survey responses, parents were overwhelmingly positive about the way the school ensures their child's safety.

Behaviour

- The behaviour of pupils is outstanding. Pupils are confident, friendly and self-assured learners. They hold excellent attitudes to school life and are very proud to form part of the school community.
- They understand the importance of school and are very appreciative of the rich curriculum on offer at Crane Park. They spoke to inspectors about how each year gives them rich and memorable experiences that they will treasure and take with them to secondary school. Pupils conduct themselves extremely well in lessons and around the school. This is true of the main school and in the additionally resourced unit for pupils with autism.
- Teachers ensure that pupils know that their best behaviour is required and that they should try hard in their lessons. Pupils have a thirst for learning and show great respect for one another at all times. They are very adept at taking an interest in each other's opinions. Their very sensible approaches to working cooperatively together, whether in groups or in pairs, have made a marked difference to the rates of progress now in the school.
- Pupils can explain confidently how to keep themselves healthy and understand the need to eat sensibly and take regular exercise; in fact, they would like the school to offer more physical education and sport for them.
- Very good relationships between staff and pupils underpin the very positive attitudes seen in lessons and throughout the school. Pupils show respect for adults and are helpful and friendly to visitors, staff and their classmates.
- The school is a very happy and calm place. Pupils want to come to school every day, with parents telling inspectors that they specifically chose the school because they could see how it was improving rapidly and gaining a better local reputation. Therefore, attendance rates in all year groups are very high compared with those seen nationally. Rates of absence have declined markedly since the last inspection.

Outcomes for pupils

are good

- Pupils' achievement has risen significantly since the last inspection. This is because the improvements made in the quality of teaching in all year groups are embedded successfully. All pupils make good progress from their different starting points.
- The standard of pupils' work in all years is rising so that a higher proportion of pupils are producing work that is at or above expectations. Inspection evidence matches the school's assessment information which indicates that, currently, pupils are on course to at least match progress seen last year. This is the result of improved teaching and learning over time.
- Pupils develop a good understanding of the way letters link to the sounds they make (phonics) because this early reading skill is taught well. As a result, the proportion of pupils reaching the expected level in the Year 1 national phonics screening check is now well above the national average. The school builds on this work in key stage 2 by developing work of greater complexity through a new approach that is building on the gains the pupils made lower down the school.
- Pupils in all key stages work hard and with success to improve their reading, writing and mathematical skills. Lessons are pitched to ensure that pupils pay close attention to the teaching. For instance, in a very effective English lesson seen, a class of Year 6 pupils had linked the work of the artist Banksy with the development of expanded noun phrases. This was done in a very exciting way that enthralled the pupils.
- In all years, pupils' workbooks show a good coverage of the curriculum with high standards typically expected by teachers. In particular, the presentation of work is a notable strength of the school and demonstrates a sense of pride. This is true of all the other subjects as well as English and mathematics.
- Pupils who have special educational needs or disability make very good progress; this is due to the school's staff working to ensure that all pupils succeed, including those who need additional support to catch up with their peers. Pupils in the additional resourced unit for those with autism achieve well because of the additional high ratio of well-targeted support they receive.
- Additional funding for disadvantaged pupils is used effectively to support their learning. For example, it is used to fund specific support to increase pupils' self-esteem and provide access to extra-curricular activities. As a result, these pupils make at least the same good progress as their classmates and, in some years, better progress. For current pupils, there is no discernible gap in attainment and in some cases, the historical gap has been reversed.
- Pupils are very well prepared for the next stage of their education when they leave the school at the end of Year 6. The school is well placed to sustain the good progress pupils are now making because systems for improvement are thorough, consistent and extremely rigorous.

Early years provision

is good

- When children join the school in the early years, their skills and knowledge are below those typical for their age. Using information from the children's home backgrounds, the school wastes no time in getting a good understanding of the skills and interests of the children in order to plan work and playful activities that capture their enthusiasm. As a result, they get off to a very good start with their education.
- Children are very well prepared for the rigorous demands made on them in Year 1. They have already developed a very positive attitude to school life and love coming to school. The parents echo this view.
- The school's approach to the teaching of early reading skills gets off to a solid start in the Reception class with children taking full advantage of the very book-rich environment that the school has worked hard to create. In writing too, the standards seen at the end of Reception are now high.
- In the main school, the three classes are well resourced and staffed so that adults can support many groups of children at the same time and encourage them to explore the activities that are provided for them. Children are enthusiastic and work well together, clearly enjoying the activities which take place both indoors and outside. Staff make good use of assessment information to check on the progress being made.

- Routines are very well managed and great care is taken to ensure that children are involved in daily routines such as setting out and tidying up at the end of sessions. Staff in the Reception and Nursery classes provide a clear learning structure while at the same time allowing children to explore the bounds of their own learning in a lively and fun way. This strength of provision is less clear in the school's 2–5 'playgroup' class, however. Here, resources, particularly those intended to encourage the development of literacy and number, are less well used and the teaching less focused on promoting effective learning.
- Teaching in the Nursery and Reception classes is good and takes into account children's interests. For example, children learn about the world of work through actively role playing as opticians. Here, children patiently queued for an appointment to have their eyesight checked in the role play area where the optician also allowed them to try on frames that best suited them. Relationships between the adults and the children are very good, and children are happy and secure within the environment that allows them to flourish.
- The early years staff have developed effective and close working partnerships with parents, who at the start of the year are welcomed into all the classes at the beginning of the day. Parents are invited to join in the enjoyment at times throughout the year such as the Easter bonnet parade and a multilingual reading week.
- Parents can access useful progress information about their children that are compiled into 'learning journeys' which are given to parents after the transition into Year 1. Parents contribute to the records the school keeps, creating a good link between home and school.
- The indoor classrooms are spacious, effectively organised and used well. The classrooms are very well resourced with different work areas matching different aspects of the curriculum. All the rooms are complemented by easily accessible outside spaces. The outside space has been improved markedly since the previous inspection and now provides a very good range of activities for children and is used well. The early years phase leader has plans to improve the learning environment still further.
- Leadership and management of the early years provision are good and have made a significant difference to the provision. The early years leader, who has worked very effectively to improve provision in the main school, realises that the challenge ahead now is to ensure that teaching in the school playgroup is at least as effective.

School details

Unique reference number	132263
Local authority	Hounslow
Inspection number	10009164

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	490
Appropriate authority	The governing body
Chair	Rev. Victoria Davidson
Headteacher	Alison Small
Telephone number	020 8894 9047
Website	www.craneparkprimary.org
Email address	office@cranepark.hounslow.sch.uk
Date of previous inspection	19–20 March 2014

Information about this school

- The school is larger than most primary schools. The majority of pupils are from minority ethnic groups. They are mainly from 'Other White' backgrounds and Black African heritages. The proportion speaking English as an additional language is above average. The proportion of pupils that joins or leaves the school during term time is also above average.
- The proportion of pupils who have special educational needs or disability supported through a special educational needs statement or an education, health and care plan is above average. The proportion receiving special educational needs support is also above average.
- The proportion of pupils supported by the pupil premium is slightly above the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a specialist unit, 'The Ace', with up to 28 places for pupils with autism.

Information about this inspection

- Inspectors observed teaching in samples of lessons in all year groups throughout the inspection, several of which were visited jointly with the headteacher or the deputy headteacher.
- The inspection team heard some of the school's pupils read, and looked at samples of work throughout the inspection.
- Inspectors looked at a range of documents, including the school improvement plan and records of pupils' behaviour, safety and attendance. They also scrutinised information on individual pupils' progress, anonymised records of teachers' performance, and records of meetings of the governing body.
- Inspectors met with pupils and teachers. A meeting was held with three members of the governing body. A meeting was also held with two representatives of the local authority.
- The views of parents were obtained through 35 responses to the online Ofsted Parent View survey as well as informal discussions, which were held with parents of pupils at the school on both days of the inspection.

Inspection team

Tim McLoughlin, lead inspector	Ofsted Inspector
Martin Roberts	Ofsted Inspector
Martina Martin	Ofsted Inspector
Mary Hind	Her Majesty's Inspector

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