



# Archbishop Cranmer Church of England Community Primary School

## Inspection Report

**Unique Reference Number** 123824  
**LEA** Somerset  
**Inspection number** 281570  
**Inspection dates** 12 October 2005 to 13 October 2005  
**Reporting inspector** Susan Wheeler HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Cranmer Road
<b>School category</b>	Voluntary controlled		Taunton
<b>Age range of pupils</b>	3 to 11		Somerset TA1 1XU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01823 272553
<b>Number on roll</b>	320	<b>Fax number</b>	01823 331769
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	22 November 1999	<b>Headteacher</b>	Mr Alan John Boxer

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3 to 11	12 October 2005 - 13 October 2005	281570

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors of schools, two additional inspectors and a child care inspector.

## Description of the school

Archbishop Cranmer Church of England Community Primary School has 279 children aged from 3 to 11 and almost all are from white British backgrounds. There is a specialist language resource base with 12 places, which is used by children from across the area. As well as those using this resource, there are a significant number of children with learning difficulties and disabilities who receive additional support. The school is organised with several mixed-age classes and a Foundation Stage unit for nursery and reception aged children. The school offers a breakfast and after-school club as well as a lunch club for its nursery children.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

The overall effectiveness of the school is good with some very strong features and the school assesses itself similarly. The children reach average standards and the progress they make from starting in the nursery is very good. The nursery and reception children in the Foundation Stage unit get an excellent start and most make good progress. Teaching is good overall with some outstanding features. The school needs to use this breadth of staff expertise further to share good practice, including the use of information and communication technology (ICT). Provision for the most able children is developing well, but this is an area for further improvement. The school provides a wide variety of opportunities for children to learn. These include educational trips, sports activities and a wealth of school clubs. The quality of care is outstanding. Parents are confident that their children are happy and well looked after at school, and that they are making good progress. Children are extremely polite and confident. They learn and play together well.

The school has worked hard on the areas for improvement identified at the last inspection and particularly in improving standards and managing children with disruptive behaviour. The school has a strong family atmosphere where relationships between children and with staff are very strong. The governors work closely with the staff and readily offer their support although they do not always provide sufficient challenge to help the school raise standards. The school provides good value for money. It is very well led by the headteacher and his leadership and management team. Priorities for improving the school are clearly identified as a result of good monitoring and evaluation. The school has good capacity to improve.

### **What the school should do to improve further**

- extending the involvement of governors in monitoring the school's performance
- ensuring that staff expertise is shared effectively, including in ICT
- formalising procedures to ensure that the most able children in the school have appropriate provision.

## **Achievement and standards**

### **Grade: 2**

Children begin school with standards that are generally well below average, but they make very good progress through the school. This is a good achievement considering the large number of children identified as having learning difficulties. The Year 2 test results have generally been below average in most years, although the 2005 results showed significant improvement in mathematics and reading with writing remaining below average. In Key Stage 1, the school has correctly identified that standards in writing are low and that more children should be reaching the higher level in mathematics. This has been properly taken into account in planning, and challenging targets have been set. The Year 6 test results have improved steadily over recent years, and were similar to the national average in 2005. Performance in science was particularly

good, with two thirds of children reaching above the expected level. The school's records show a marked increase in the number of children reaching the higher level for their age in English and mathematics in Years 5 and 6.

Children with learning difficulties achieve well because they are given intensive help that is carefully focused on their needs. The provision for gifted and talented children is developing well, but there is scope for further improvement for this group.

## **Personal development and well-being**

### **Grade: 2**

Children's personal development is very well catered for. In keeping with the school's religious character, spiritual development is a strong feature. The enthusiastic singing in an assembly was inspiring. The school places a strong emphasis on valuing the children. Children show respect for the opinions of others in class discussions and applaud their achievements, which are also celebrated in assemblies and through attractive displays. Personal beliefs and values are encouraged and the children have a keen sense of right and wrong. They are made aware of world issues through assemblies, and children's fundraising for charities produces a generous response. There are very good links with the life of the parish and the local community.

Playtimes are happy and productive. Children use play equipment responsibly for healthy exercise, and say how much they enjoy the many sports on offer. All children are able to have fruit or vegetables at snack time. They learn how to take on significant responsibilities; for instance some Year 6 children are trained to help supervise playtimes. The school council acts as a voice for all children. The school is making good progress in working towards a "Healthy Schools" award.

Behaviour is good in lessons and children are keen to learn. Effective action has been taken since the last inspection to manage the problem behaviour of a few children. Children respond quickly to instructions, concentrate hard and are eager to take part. They enjoy working with others and good work habits are firmly established. Attendance has improved because of rigorous actions, including a rewards system, computerised records and early contact with parents. Figures are now close to average.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Overall, teaching is good and in some cases outstanding. Most children make very good progress in their learning, building on the excellent start they get in the Foundation Stage. These young children happily choose from a range of interesting activities within a carefully organised and exciting environment. The staff work from what the children know and can do, involving parents and their children in the process.

Most children know their targets and work hard to achieve them. There is a comprehensive structure for regularly assessing children's learning as they move

through the school. This information is carefully analysed to help teachers plan work which is well matched to the ability of each child, including the more able and those with learning difficulties and disabilities. The school is aware that there needs to be more formal systems for identifying the most able children so that their specific talents can be nurtured consistently.

A strong feature of most lessons is a good pace, where children are absorbed in what they are learning. A class of older juniors was totally immersed in a topic about the Second World War, and the mock air raid practice certainly brought it to life. In the vast majority of lessons, children are attentive and have a clear understanding of what they are expected to learn. Teachers and their assistants strive to make lessons interesting and make good use of a range of resources including interactive whiteboards, although some lack confidence in this area. Questions are used effectively to assess children's learning and to identify what they need to learn next. Children are usually encouraged to offer opinions and to share their ideas with others.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a well balanced and interesting curriculum and there is appropriate emphasis on English, mathematics and science, but particularly English. Very effective organisation and planning enable subjects to be taught in extended blocks of time which give children the chance to study topics in greater depth. The school is well resourced, including ICT, but recognises that the use of this equipment to support learning across the curriculum is an area for further development. There is excellent provision for music, which is a strength of the school. Large numbers of children learn to play instruments and participation in the local carnival is providing an opportunity for the school's samba band to perform. Educational visits, activity days, summer schools and involvement in sports and arts events enable children to learn from first-hand experiences. There is a broad range of out-of-school clubs which include French, gardening and games skills. The computer club is particularly popular and children not only enjoy going, but believe it helps them in lessons.

## **Care, guidance and support**

### **Grade: 1**

The quality of care, guidance and support given to all children is outstanding. At its heart are the close relationships formed between adults and children in all aspects of school life. Children are confident that adults will listen to their problems and help them. This ensures that they feel safe and secure. Child protection measures are in place and known by the staff. The learning support assistants have a profound impact on children's progress. The family advice and liaison worker is an extremely valuable resource in linking home and school for families which need her support. There has been a big improvement in assessment procedures and their use since the last inspection. Children are provided with additional support as necessary through specific individual or group work. The learning support unit and the language resource base staff are extremely well focused on the needs of children with significant learning

difficulties. There are very close links with a number of outside agencies to ensure that children receive appropriate help and that information is shared effectively.

Additional care is provided by the before- and after-school clubs as well as the lunch club for nursery children. Lunchtime assistants are also an integral part of this caring community. Induction procedures for nursery and reception children are very good and this ensures that children settle quickly into school.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good overall and the school judges itself similarly. The headteacher provides very clear educational direction and, with his leadership and management team, has high aspirations for the children. Leaders meet regularly with their teams to evaluate all children's progress and to plan accordingly. Another strong feature is the regular meetings between specialist staff and class teachers to ensure that provision for children is well coordinated. Additional strengths, such as the effectiveness of communication with parents, have developed a strong partnership with the school. Children's views are listened to and acted upon particularly well through the school council. In addition, the school improvement plan accurately identifies key priorities for improvement and procedures for monitoring are well developed.

The school is committed to staff development. Careful analysis ensures that the specific training needs of all staff are met. As a result, standards at the end of Key Stage 2 have risen consistently over a number of years. The performance management process is well established in the school and teachers' objectives are linked very appropriately to the school improvement plan priorities.

Governors are interested, willing and involved. They maintain good relationships with staff and regularly visit co-ordinators to speak about developments in their subjects. Governors are fully aware that they need to be more involved in monitoring standards and progress. Given the progress made since the last inspection and the commitment of the school to raise standards, the capacity to improve is good.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

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

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for helping us to feel welcome in your school, and for answering our questions and sharing your work with us. As you know, we visited every class and talked to your teachers, Mr Boxer and the chair of governors. We would like to tell you what we thought about your school.

Here are some of the good things we found:

- you work very hard and make good progress
- you are very polite, well behaved and play carefully together
- there are lots of activities you can take part in, including clubs, going on school trips, having special visitors and many music and sports events
- if you have any difficulties the staff help you do your best and look after you
- you care about each other and people around the world who need help
- you were very confident when talking with us and liked showing us your work
- we enjoyed your singing and seeing you using sign-language
- it was good to know that you enjoy being at school.

These are a few areas where your school can improve:

- you have very interested governors who need to make sure that the school is helping you to do your best
- your teachers are very good at lots of things and we want them to share this with each other, including how to use the interactive whiteboards very well
- if you have particular talents, we want your school to help you develop them even more.

Thank you again for all you did to make the inspection go so smoothly. We appreciate everything you told us about yourselves and your school. We hope you enjoy the rest of your time at Archbishop Cranmer Church of England Community Primary School and that you do your very best.