

Inspection of Cranleigh Church of England Primary School

Parsonage Road, Cranleigh, Guildford, Surrey GU6 7AN

Inspection dates: 13 and 14 December 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Inadequate

Early years provision

Inadequate

Previous inspection grade

Good

What is it like to attend this school?

Pupils do not receive an acceptable standard of education at this school. Leaders have not ensured that the needs of pupils with special educational needs and/or disabilities (SEND) are met. Staff's expectations of these pupils are not high enough. Not all pupils who need to catch up in reading and mathematics are being given the support that they need. Weaknesses in teaching mean that pupils do not achieve well enough.

Pupils feel safe. Most enjoy learning and are happy to come to school. Relationships between pupils and staff are positive and supportive. Bullying is rare and staff deal with any issues quickly and effectively. However, some pupils do not follow the school's 'ready, respectful, safe' behaviour rules. This means they do not concentrate or engage well with learning.

The school has a nurturing ethos founded on the Christian values of friendship, hope, forgiveness, thankfulness, compassion and endurance. Pupils are taught to be respectful of each other and to accept differences. They appreciate the extra-curricular clubs on offer. Older pupils enjoy leadership opportunities, such as being school ambassadors.

What does the school do well and what does it need to do better?

Leaders have planned a suitably broad, coherent and interesting curriculum. However, in most subjects, they have not ensured that staff have had the training they need to deliver the curriculum effectively. Many teachers do not have secure subject knowledge. They do not routinely check pupils' understanding or address misconceptions well enough. Support to help pupils who need to catch up is not effective. This means that many pupils have gaps in their learning. They do not develop their knowledge well enough, particularly in reading, mathematics and science.

Leaders identify accurately the learning needs of pupils with SEND. However, expectations of what these pupils need to learn are too low across the curriculum. Not all pupils with SEND access the school's planned curriculum. Some pupils with education, health and care plans (EHC plans) do not receive the support that is set out in their plans, meaning they are not getting the help they need to achieve well.

Weaknesses in the early years curriculum mean that children are not ready for the demands of key stage 1. While leaders ensure that children in early years are cared for well, they have not ensured a sufficient focus on language and communication. In addition, the curriculum does not help children build their understanding of early mathematics. As a result, children in early years do not develop their knowledge as well as they should.

Leaders have made some improvements to the teaching of reading. Pupils enjoy regular story times and have positive attitudes to reading. Leaders have put in place

a suitable phonics scheme that is taught to children as soon as they join Reception. However, teachers' expectations are too low and there are some weaknesses in the school's approach to reading. The books younger pupils read do not always match the letters and sounds they are learning. Therefore, they do not get the practice they need to become confident and fluent readers. As a result, some pupils have fallen behind because they have not received the effective support they need.

The school is generally calm and orderly. During playtimes, pupils play cooperatively and share equipment sensibly. Leaders have developed a behaviour policy based on a restorative approach. However, staff are not consistently reinforcing leaders' expectations of behaviour. Often, some pupils do not engage with learning or focus well during lessons. Despite leaders' work to improve attendance, some pupils do not attend school regularly enough. These pupils, therefore, have significant gaps in their learning.

Through the school's personal, social and health curriculum, pupils develop an understanding of how to keep themselves mentally and physically healthy. Leaders and staff encourage pupils to value and respect difference. However, pupils' understanding of people from different backgrounds is not well developed. Currently, pupils do not have enough opportunity to discuss and debate their views or to celebrate different cultures. As a result, they are not prepared well enough for life in modern Britain.

While there has been some disruption caused by the COVID-19 pandemic and staffing changes, leaders have not prioritised what actions are needed or checked that the curriculum is being implemented effectively to ensure pupils can achieve well. Governors' monitoring of leader's actions has also not been rigorous enough. This means school leaders have not been consistently held to account for ensuring that the necessary significant improvements are made.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are trained and know how to identify a safeguarding concern. Staff use the school's system to refer any concerns or worries to senior leaders. Leaders take timely action to secure support from external agencies for vulnerable pupils and their families. They also make appropriate checks to ensure that recruitment processes are thorough.

Pupils are taught how to stay safe and to recognise possible risks. They learn important messages, such as not sharing personal information when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is not delivered as leaders intend. As a result, pupils are not achieving well enough. Leaders need to raise teachers' expectations. This includes ensuring staff have secure subject knowledge and know how to check that pupils have learned the planned curriculum.
- The curriculum in the early years is not fully developed. Consequently, this has a negative impact on children's learning. Leaders need to implement an effective early years curriculum that lays a strong foundation for future learning in key stage 1.
- Pupils with SEND do not receive the support that they need. This means that they are not achieving as well as they should. Leaders need to ensure that staff know how to support pupils with SEND and have suitably high expectations for all pupils.
- Reading books are not precisely matched to the sounds that pupils know, and support for pupils who need to catch up is not effective. As a result, pupils who have fallen behind are not catching up quickly enough. Leaders need to address these weaknesses in the school's approach to reading.
- Not all staff have high enough expectations or uphold the school's behaviour policy. As a result, some pupils disengage with learning. Leaders need to provide training for staff to ensure that the school's behaviour policy is implemented consistently well.
- Overall attendance is low. This has resulted in significant gaps in some pupils' knowledge and understanding. Leaders need to continue their work to improve attendance.
- Governors do not have an accurate view of the school. As a result, they have not held leaders to account well enough for the quality of education. Governors need to strengthen their strategic work and ensure that they challenge leaders more rigorously.
- Leaders and those responsible for governance may not appoint early career teachers before the next monitoring inspection.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	135566
Local authority	Surrey
Inspection number	10241023
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	231
Appropriate authority	The governing body
Chair of governing body	Roy Woodhams
Headteacher	Gillian Leadbetter-Simms
Website	www.cranleighprimary.surrey.sch.uk
Dates of previous inspection	13 and 14 November 2019, under section 8 of the Education Act 2005

Information about this school

- The number of pupils on roll has declined since the previous inspection. The school previously operated on two sites, but during the inspection it was only operating on one.
- The school has specially resourced provision for pupils with SEND who have speech, language and communication needs. This provision can accommodate up to 10 pupils.
- The school does not currently use any alternative provision.
- The school has a religious character as a Church of England school in the Diocese of Guildford. The most recent section 48 inspection took place on 16 June 2017.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

In accordance with section 44(1) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons

responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors held meetings with school leaders, governors and staff.
- To inspect safeguarding, inspectors reviewed the school's single central record and considered a wide range of safeguarding documents. Inspectors met with the designated safeguarding lead and other staff responsible for safeguarding in the school.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, science, and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, spoke to teachers, looked at pupils' work and spoke to pupils about their learning. The lead inspector also heard some pupils read.
- Inspectors reviewed a range of school documents, including curriculum planning, records for attendance and behaviour, the school's self-evaluation, records of local authority visits, governor records and plans for improvement.
- Inspectors met with staff to discuss their workload and the support they receive to carry out their roles.
- The inspection team took account of the 11 responses to Ofsted's online questionnaire, Ofsted Parent View, and the eight free-text responses from parents.
- Inspectors took account of the views of staff and pupils during meetings with them and considered their responses to Ofsted's surveys.

Inspection team

Alice Early, lead inspector

Ofsted Inspector

Liz McIntosh

Ofsted Inspector

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