



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR CRANFORD PRIMARY SCHOOL

Name of School:	Cranford Primary School
Headteacher/Principal:	Jasmeen Chana
Hub:	London West Hub
School phase:	Primary
MAT (if applicable):	Not applicable (N/A)

Overall Peer Evaluation Estimate at this QA Review:	N/A
Date of this Review:	04/12/2024
Overall Estimate at last QA Review:	N/A
Date of last QA Review:	N/A
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	15/09/2022

Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers, agrees that evidence indicates these areas are evaluated as follows:

Leadership at all levels N/A

Quality of provision and outcomes N/A

AND

Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs

Area of excellence N/A

Previously accredited valid areas of excellence Quality of Inclusion Provision
18/05/2022
The Power of Growth for All Staff
07/06/2023

Overall peer evaluation estimate N/A

Important information

- The QA Review provides a peer evaluation of a school's practice in curriculum, teaching and learning, and leadership. It is a voluntary and developmental process, and the peer review team can evaluate and offer 'peer evaluation estimates' based only on what the school chooses to share with them.
- The QA Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.
- The QA Review report is primarily for the school's internal use to support the school's continuing improvement. If you choose to share this report, or extracts thereof, externally (e.g. on your website or with parents), please ensure that it is accompanied with the following text:

Challenge Partners is a charity working to advance education for the public benefit. We are not a statutory accountability body. The QA Review does not audit schools' safeguarding or behaviour policies and practices. However, Lead Reviewers and



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visiting reviewers are expected to follow Challenge Partners' safeguarding policy and report any concerns as set out in the procedures.

1. Context and character of the school

Cranford primary school is a well above average sized, 2-11 mixed primary school with a nursery. The purpose-built school buildings and grounds provide pupils with plenty of pleasant indoor and outdoor space, including an outdoor igloo amphitheatre.

The school's location within Cranford is an area of average deprivation. The proportion of disadvantaged pupils and the pupil deprivation base is close to average. The pupil population is diverse with a majority coming from an Asian background. The proportion of pupils for whom English is an additional language is well above the national average.

The proportion of pupils with special educational needs and/or disabilities (SEND) is below the national average but higher than the local average, with a high number of speech and language needs. The proportion of pupils with an education, health and care plan is close to the national average.

Cranford is a community school in West London and sits within Hounslow local authority (LA). Cranford's mission is to expect the very best from all through developing an enjoyment, and commitment to, twenty-first century lifelong learning, encapsulated in the statement 'Learning hand in hand - partners in education.' In order to help its pupils achieve this, teachers provide pupils with opportunities to make independent choices, develop resilience and be confident members of their community (RCI).

2.1 Leadership at all levels - What went well

- In keeping with their mission, leaders share planning and monitoring documents so that everyone has constant access to input or to read them. Contribution is ongoing, for example staff voice reviews after implementing new initiatives (such as guided reading or the 'big write'). This means that everyone is involved in evaluation and improvement and immediately understands what needs to be done next as part of the process. As a result, the consistency of the high-quality provision is impressive. This is seen in the superb climate for learning and the beautiful environments, as well as heard in the comments from pupils and staff.

- Governors support leaders by visiting the school to check the accuracy of leaders' findings and share their expertise, such as with internet safety and food technology.
- Leaders' focus on good quality external relationships also enables the school to drive standards forward, such as local cluster moderation of pupils' work and working with the LA on attendance. The number and breadth of external validation via quality awards is exceptional, such as the Parent Partnership Award, Arts Mark Gold Award, Inclusive School Award, Skills Builder Gold Award, International Eco-schools Award and Healthy Schools London - to name a few.
- As a result of this approach, staff feel valued so that retention is high. Leaders consider workload with staff, agreeing adjustments to policies, such as marking and feedback, as well as providing options like planning at home. Staff see school improvement as a collective effort, taking ownership of their role in driving progress. Within just six months, staff have responded well to the three EBIs from the last QA review, such that two are now embedded and one is partially so.
- Similarly, staff have a solution focused approach to their own professional development. This is exemplified by subject leaders who have a sense of ownership and passion about their subject and its assessment. For example, their solution to weaknesses in pupils' written conclusions was to develop teacher support for 'guided conclusions'.
- As well as what it is like to live outside of Cranford, pupils learn about the beliefs and customs of a wide range of other faiths, including Humanism and Buddhism. The religious education leader has recently added more trips to the curriculum, including to the Hindu temple in Neasden and a virtual trip to a synagogue.
- Pupils' holistic development is a priority and a key strength of the school. Pupils in each class apply for several leadership responsibilities and take pride in their ability to make changes. A few examples of the many they cited include changing the school menu, setting up a Creative Mile exhibition, attending parent coffee mornings to enforce the message to save the earth, adding timelines into history lessons and repairing books in the library.
- The ambassador roles help all pupils to see their school values in practice. Pupils talked about juggling responsibilities, helping adults, advocating to leaders and making the world a better place. One pupil explained, 'I'm really good at making pupils feel good and comfortable in the library'. Another pupil said that house captains are good role models for them. Combined with teachers helping them to be more confident, pupils link their values to their actions. They are excited to now have the opportunity to gain their 'RCI Award' in special assemblies.

2.2 Leadership at all levels - Even better if...

...leaders' training programme improved teachers' confidence to constantly look for and react when individual pupils need adaptations in the moment.

3.1 Quality of provision and outcomes - What went well

- Staff understand the community they serve, adapting the curriculum and enrichment offer to ensure pupils take part in a range of experiences. Each year every pupil has at least five they might not otherwise experience, such as a farm visit, visiting a park or even making a healthy sandwich.
- Teachers encourage a love of learning by providing a wide array of learning resources. Pupils find it easy to immediately engage with their tasks. For example, to help pupils work out their 'telling the time' answers, they had individual small movable clocks, clock pictures on handouts, clocks posted around the classroom and many printed resources. Pupils use them respectfully, including keeping their rulers and books well organised.
- Teachers challenge pupils at all levels through encouragement, praise and effective use of questioning. Pupils reflect this by respectfully challenging each other's ideas, for example, 'I don't think it is an amphibian because it has slimy skin but because it has webbed feet'.
- Teaching assistants (TAs) recognise when pupils need stretching - for example challenging pupils to achieve greater depth by 'uplevelling' their writing with more complex vocabulary. A Year 2 pupil explained, 'I am using the thesaurus to look up another word for scared, like 'petrified'.
- In response to an EBI from April, the SENDCo and TAs have turned the role of the TA into a key strength of the provision. They help the teacher with live marking and spotting errors. As pupils reflected, TAs help them focus but never give them the answer, instead directing them to the working wall or breaking down the question. For example, a TA recognised a pupil's misunderstanding with the split digraph 'i-e' and said, 'I'll give you a clue, what goes in here?', demonstrating on a mini whiteboard. As a result, the pupil corrected their writing and wrote 'alive' in their book.
- Another TA asked sequenced targeted questions to build a pupil's ability to tell minutes past the hour, starting with the minute hand, then the hour hand until expecting the pupil to answer whole questions independently.

- Building on pockets of good practice identified in the previous review, teachers now make extensive pre-adaptations so that all pupils can access learning. For example, to teach the tea-making process, a teacher made the process visible for all pupils by modelling using a kettle, teabag and cup. Supporting resource sheets were well-structured with pictures of the tea-making process, key vocabulary, features of instructional writing and dual coded with widgeits.
- Teachers plan engaging and purposeful activities, listening to pupils' voices. Pupils noted their science lessons as being more practical now, explaining how they remember about hearts and heart rate change because they went outside to test the effects of exercise on their own heart rate. Pupils love their learning.
- Subject leaders help teachers develop technical vocabulary and language through lessons by emphasising subject specific language in comparison to everyday language. Pupils shared how they should say 'dispersing seed plants' rather than 'exploding plants'.
- Pupils engage positively with activities that develop their oral articulation of learning. Pupils shared how structured group role activities in art helped them to deconstruct and evaluate pieces together. Similarly embedded within the early years foundation stage (EYFS), children become confident communicators and want to express themselves, saying hello to unknown visitors and sharing their work, 'Look, I made a stick man'. Pupils' published outcomes in writing and mathematics remain strong compared to their starting points.
- Year 6 pupils feel ready for their next stage of education. Friday timetable changes, such as foundation subjects in the morning helps them prepare for the different structures in secondary school. Similarly, staff from Transport for London come in to help them with independent travelling.
- Overall, pupils attend frequently because leaders provide a warm stimulating environment. The EYFS environment is language rich. One reviewer commented, 'a perfect balance of inspiration without clutter, with reading corners that invite you to enter'. Staff provide consistent classroom routines that help pupils to love learning and to feel like they are becoming better people.

3.2 Quality of provision and outcomes - Even better if...

...all teachers identified pupil errors or misconceptions at the point of learning so that pupils did not move on to consolidation activities before they were ready.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- SEND provision is a key priority within the senior leadership team and the school. The strength of the inclusive provision means that more parents of children with SEND are choosing the school, leading to increased numbers in Key Stage 1. Parents are highly appreciative of the efforts that staff make, such as termly family workshops for resilient parenting. As a result, parents are never resistant to leaders' suggestions for interventions.
- Pupils with additional needs benefit from a wide range of provision. Some attend internal specialist provision for morning English and mathematics classes in Opal, Moonstone and Sunshine. Qualified teachers and TAs help pupils in these smaller classes to catch-up with their peers. Pupils' progress is evident in how they confidently answer questions.
- To deal with increasing numbers, leaders grow staff internally, such as the pastoral leader who is responsible for emotional literacy and parent liaison. She was promoted two years ago with a wide range of training, such as a level 3 apprenticeship in team leading. Similarly, the emotional literacy support advisor (ELSA) started as a parent volunteer and became a TA before being trained as an ELSA. Leaders have trained the year group TAs in speech and language therapy (SALT) to complement the reduced number of LA SALT visits.
- The SENDCo oversees referrals from parents and teachers, ensuring accurate identification. Teachers use checklists to help them identify whether pupils would benefit from an ELSA or mental health session. Sessions include bereavement training, using zones of regulations, daily targets and affirmations to activate for the week. Reward cards such as, 'I can get a drink', 'I can go to the reading corner', or stationery help pupils to reach their targets. Pupils who are new to English join an EAL group until they are able to access the mainstream classroom. As a result, many pupils who would otherwise be tired, absent or showing behaviour problems successfully attend, self-regulate and learn in school.
- Leaders provide an enhanced provision for their disadvantaged pupils based on their local need. In addition to this universal disadvantaged offer, such as food and free extra-curricular activities, the pupil premium lead monitors each pupil throughout the year to arrange relevant individual support, such as wrap-around care and booster interventions. As a result, there is no gap in

outcomes for pupils in Key Stage 1 and Year 3 and the gap for older pupils is closing.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

...the pastoral team worked with teachers to have a bank of strategies in each classroom for brief, informal interventions to support pupils' social, emotional and mental health well-being.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)