



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Cranford Church of England Voluntary Controlled Primary School

Church Lane
Cranford
Kettering
NN14 4AE

Previous SIAMS grade: Good

Current inspection grade: Outstanding

Diocese: Peterborough

Local authority: Northamptonshire

Date of inspection: 18 May 2016

Date of last inspection: May 2011

School's unique reference number: 121966

Executive Headteacher: Julie Grey

Inspector's name and number: Janet Northing 792

School context

The school is much smaller than the average-sized primary school, with four classes. Most pupils are of White British heritage and speak English as their first language. The proportion of pupils receiving support through pupil premium is well below the national average. The number of pupils with special educational needs and disability is below that of other schools nationally. Since September 2015 the headteacher has been executive head of two Church of England primary schools. In April 2016 Cranford was inspected by Ofsted and judged to be outstanding in all areas.

The distinctiveness and effectiveness of Cranford Voluntary Controlled Primary as a Church of England school are outstanding

- Embedded Christian values impact positively on the daily lives and achievements of learners.
- Christian prayers and reflection are regular features of each school day and are instrumental in promoting the spiritual development of the school community.
- The Christian character and values of the school underpin the spiritual, moral, social and cultural (SMSC) development of all learners.
- Religious education (RE) effectively and explicitly supports the Christian character of the school.

Areas to improve

- Increase the regular involvement of learners in planning, leading and evaluating acts of worship to enrich their realisation of the creative potential within Christian worship.
- Deepen pupils' theological understanding of God as Father, Son and Holy Spirit within the context of Christian worship.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Cranford is a cohesive church school community grounded in Christian values. Relationships between all members of the school flourish as a consequence of the positive Christian ethos pervading the school environment. Pupils display sound biblical knowledge in readily making links between the school's Christian values and the life of Jesus Christ. In explaining one of the school's Christian values of courage a child stated that, 'Jesus showed courage when he was sacrificed on the cross.' Another explained that, 'Jesus was brave when he cleared the temple courts of the money-changers.' The link between behaviour and the school values is explicit in the behaviour policy. Embedded Christian values impact positively on behaviour in general and specifically on behaviour for learning. The resultant academic achievement for all pupils, including those who are disadvantaged, is outstanding. A caring ethos impacts positively on behaviour with older pupils particularly mindful of the younger children. Pupils know how to respond appropriately, should the values not be upheld, and describe the school as a place where they feel safe. Children know that they are unique and special to God and so enjoy coming to school. Consequently, attendance levels have been rising consistently and are now above the national average. Pupils' spiritual development is enriched through daily reflection times linked to collective worship themes and the Christian values. The multi-cultural aspects of Christianity are celebrated regularly through RE, the creative curriculum and visitors to the school. For example the visit by a headteacher from a church school in Ghana served to deepen the children's understanding of the impact of Christianity in another country. The provision aimed at developing children's appreciation of diversity and difference within major world religions is exemplary. An annual 'three faiths tour' involving visits to a church, gurdwara and mosque in Bedford give children a rich experience of faith traditions. Similarly, regular visits to a Hindu temple in Wellingborough by Year 2 children gives a breadth to their knowledge and understanding of faith communities found locally.

The impact of collective worship on the school community is good

Collective worship primarily focuses on the school's Christian values in their Christian context through Bible stories. In addition, they are applied to social and emotional aspects of learning. As a small school, the positive impact of worship on behaviour and relationships enables the community to experience peace amidst the busyness of each school day. Teachers and support staff attend worship regularly and speak positively about the value they place on this time for thoughtful reflection. Prayer and reflection are key elements within worship. Children experience different types of prayer during worship including the Lord's Prayer and extemporary prayer. They show enthusiasm when writing their own prayers and have frequent opportunities to do so. These prayers are displayed in different ways around the school and in their classrooms including prayer books and prayer trees. They are also read in worship and at other times of the school day. Each meeting of the governing body and staff meeting begins with prayer. Every classroom has a reflection area that focuses on the Christian value of the term. Children are profoundly aware of the importance of Jesus Christ to the Christian faith. One child stated that, 'The cross reminds us of Jesus', and another related that, 'Jesus gave his life to let us live ours.' The school provides planned reflection times in classrooms each afternoon. As a result, some of the children appreciate that theirs is a spiritual as well as a physical journey through life. Some children make links between Christian values and the school's support for a range of charities. This is exemplified in one child simply stating, 'That's why we do it!' Worship is co-ordinated by the collective worship leader. Different adults lead worship including school staff, the vicar from St. John the Baptist Church and the foundation governor. While older pupils have responsibility for getting ready for worship, their experience of leading, planning and evaluating worship on a regular basis is limited. Monitoring and evaluation by the collective worship co-ordinator and foundation governor supports the positive impact of worship on the school community. The recent introduction of lighting three candles at the start of worship to symbolise the Trinitarian nature of God has yet to significantly impact on children's theological understanding of God as Father, Son and Holy

Spirit.

The effectiveness of the leadership and management of the school as a church school is outstanding

The headteacher successfully communicates a Christian vision that places Christian values at the heart of the school community. She is fully supported in this by an effective governing body that are fully committed to the school as a church school. Meetings of the governing body begin with prayer and aspects of the school's Christian distinctiveness are regular items on the agenda for discussion. A positive Christian ethos underpins outstanding levels of achievement for all groups of learners, particularly for those who are most disadvantaged. Good progress has been made since the last inspection on the areas identified for development. The wellbeing of the whole school community is supported by the positive impact of the values on behaviour and relationships. The school's parent forum means that parents feel fully included in school life, valuing the experience this provides for open discussion. Parents speak warmly of the impact of the school's Christian values on their children's lives. Members of the local community are frequent visitors in school. This includes a weekly visit from a 'Pets As Therapy' dog and his owner, who supports children with their reading. Links with St. John the Baptist Church contribute to children's understanding and experience of the Anglican church. Continuing professional development for governors and potential future school leaders is planned strategically. Staff at all levels are given access to appropriate training and development ensuring high self esteem and a sense of worth. The RE and collective worship leader is effective in promoting on-going improvements particularly in RE. The foundation governor works closely with the RE and collective worship leader. Together they effectively monitor and evaluate aspects of the school's Christian distinctiveness resulting in the identification of areas for further development. Arrangements for RE and collective worship exceed the statutory requirements.

SIAMS report May 2016 Cranford CE VC Primary, Kettering, Northamptonshire NN14 4AE