

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cranford Park Church of England Primary School

Cranford Park Drive
Yateley
Hampshire
GU46 6LB

Current SIAMS inspection grade	Good
Diocese	Winchester
Previous SIAMS inspection grade	Good
Local authority	Hampshire
Date/s of inspection	18 May 2017
Date of last inspection	26 June 2012
Type of school and unique reference number	Voluntary Controlled 135885
Headteacher	Georgina Edwards
Inspector's name Quality assurance	Tina Daniel Jayne Pavlou 628

School context

This is a smaller than average, one form entry primary school. There are currently 202 pupils on roll. Most pupils are of White British heritage. The percentage of pupils with English as an additional language is below the national average, as is the number of pupils for whom extra funding is received due to social disadvantage. The percentage of pupils with special educational needs and/or disabilities is similar to the national average. There have been changes to leadership since the last inspection. The previous headteacher moved on in August 2016. Following a period of acting headship, the deputy headteacher was appointed as the substantive headteacher in March 2017.

The distinctiveness and effectiveness of Cranford Park Primary as a Church of England school are good

- The school's Christian values of peace, respect and courage are clearly articulated and understood by all members of the school community. These are reflected in the positive quality of relationships throughout the school community.
- The emphasis placed on the well-being of all pupils, providing them with an inclusive environment where the uniqueness of each individual is celebrated and respected.
- The clear understanding of the nature and purpose of prayer which is lived out by pupils within their daily life at school.
- The strong partnership between school, church and parents secures an inclusive community where all are valued and welcomed.

Areas to improve

- Formalise current monitoring procedures in order to develop a more systematic approach for reviewing and evaluating the effectiveness and distinctiveness of Cranford Park as a church school.
- Ensure that the recent development of a shared understanding of spirituality is underpinning the progression of opportunities for pupils' spiritual development across the curriculum.
- Deepen pupils' understanding of Christianity as a world-wide faith within the context of a multi faith and diverse society so learners have a deeper appreciation of the world in which they live.

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

Cranford Park CE Primary school is a happy, caring Christian community where all members are valued and welcomed. Pupils and parents from all backgrounds know that they are accepted, respected and, as one parent commented, 'everyone is made to feel special'. The school is highly inclusive, committed to meeting the needs of the whole child and providing extra support where needed, including the provision of a school counsellor. As a result, attendance is above national average and overall pupils make good progress and achieve well. The three core Christian values of peace, respect and courage are rooted in biblical teaching and understood by all members of the school community. Pupils talk enthusiastically about the school's 'values afternoons' which provide rich, creative opportunities for pupils to work collaboratively and explore each Christian value in depth, so deepening their understanding. The school's Christian values are evident in the highly positive relationships between pupils, parents and staff. Pupils explain the importance of these values with confidence and are able to relate them to their everyday lives. One pupil described how the values 'help us know how to live, behave and learn'. The school has recently begun to explore its understanding of spirituality with support from the diocese but this work is at an early stage. Reflection areas are established in the classrooms, supporting the school's focus on prayer. These provide effective opportunities for pupils to respond to collective worship but they are not used to support the wider curriculum. There are some opportunities for spiritual development across the curriculum but they are not routinely planned so lack progression and some opportunities are lost. RE is well planned and supports pupils' spiritual, moral, social and cultural (SMSC) development. Pupils understand the importance of learning about other religions and cultures. The RE curriculum is enabling them to develop a growing knowledge of other faiths and pupils can clearly explain why everyone should be treated with respect, regardless of differences in faith or culture. The school has developed strong links with the local church which parents and pupils see as their church. The school has identified that additional first hand experiences of other faiths and cultures are needed to support pupils growing awareness of diversity, along with a deeper understanding of Christianity as a multi-cultural world faith. Pupils support a range of charities both locally and nationally. They recognise the impact this has on their local community, for example, when pupils raised funds to support the medical needs of a local family.

The impact of collective worship on the school community is good

Collective worship is central to the daily life of the school and makes a positive contribution to the spiritual development of pupils. It is highly valued by the whole school community and pupils can explain the difference it makes to their lives. Acts of worship are well planned by the collective worship leader, effectively supported by the local church. This promotes a deeper understanding of the school's Christian values. Collective worship makes a strong contribution to biblical teaching and understanding of the Christian faith. Worship is led by a range of leaders, including those from the local church and members of the church community through 'open the book' who bring Bible stories to life through drama. Staff are supported in delivering collective worship through coaching by experienced staff and the provision of detailed planning to ensure collective worship is of a consistently good quality. Carefully selected music and the carrying on a 'lit' candle by a member from each class helps prepare them for this time of reflection. The school's Christian values are central to collective worship. Each of the school's three Christian values is represented by an animal which is displayed in worship. Pupils are encouraged to discuss how the characteristics of these animals relate to the weekly worship theme, so deepening their understanding of each value. Each week pupils are rewarded in celebration worship for demonstrating the school's Christian values throughout the week. This helps them to understand how these values are lived out in their actions. Parents value collective worship and recognise the positive impact it has on relationships and behaviour across the school. They enjoy being part of collective worship and recognise how the 'strong collaboration with the local church, fosters the value of community'.

The school has made good progress since the previous inspection by establishing a shared understanding of the purpose and place of prayer and this is now woven through the life of the school. Pupils have a deep understanding of the difference it can make to their lives and that 'God always listens to you'. Pupils are invited to bring 'prayer pebbles' into worship and the whole school are invited to join in with these prayers. One child asked everyone to pray for a sick relative and explained that if others join in your 'pebble prayer' you know they all care about you. Learners have some understanding of God as Father and Son but have a less secure understanding of God, the Holy Spirit. Pupils have recently started to evaluate collective worship, but they are not yet fully involved in leading and planning daily acts of worship. The school has identified this as an area for further development and recently one year group prepared and led an act of worship which was enthusiastically received by the whole school community. A system for pupil monitoring of collective worship is being developed where pupils record and share thoughtful responses each day. Foundation governors have also begun to monitor collective worship more formally. The feedback from this monitoring however does not yet clearly identify where improvements enhance provision.

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

The school has made good progress since its last inspection in reviewing and developing the core Christian values of the school. This means everyone in the community knows this is a church school and is proud of its Christian ethos. The headteacher, through her inspirational leadership, models the Christian values of the school. Staff, governors and parents all play an active role in the continual exploration and living out of the school's Christian values so they permeate across the whole community. As a result the distinctly Christian character of the school impacts positively on achievement, behaviour and the well-being of all pupils. Whilst the school's Christian values are clearly understood by all members of the school community, there is sometimes less clarity about the school's overall vision. A strong partnership between the school, church and parents enables everyone to feel welcome and valued as individuals. This has led to a strong sense of respect, acceptance and compassion both within the school and the wider community. Parents are highly supportive of the school, commenting that they 'listen and go the extra mile' and 'every child is welcomed for who they are'. They appreciate the fact the headteacher is highly 'visible' and all staff show the school's values in their daily interactions. The vicar and children's co-ordinator are regular visitors to the school and enjoy close links between the church and the school. They host 'Messy Church' in the school each term and an increasing number of pupils and parents attend. The school and church recognise that they now need to work together to establish links with schools nationally and globally to benefit pupils' understanding of other communities. Some monitoring of RE and collective worship takes place and areas for development as a church school are included in the school improvement plan. There is not yet, however, a sufficiently rigorous system in place to enable governors and senior leaders to evaluate all aspects of the school's Christian distinctiveness to help identify further areas for improvement. School leaders recognise the importance of professional development to support them in their roles and participate regularly in training provided by the diocese. New staff and those taking on new responsibilities are fully inducted into the school as a church school. As a result, staff are supportive of, and understand the importance of the school's Christian distinctiveness. Consequently, good practice is maintained and statutory requirements for RE and collective worship are met.

SIAMS report May 2017 Cranford Park CE Primary School, Yateley GU46 6LB