

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cranford Park Church of England Primary School

Vision

A community that is nurturing, inspiring and equipping compassionate, courageous, creative individuals who are letting their light shine, living life in all its fullness, flourishing and making a positive contribution to the world.

Cranford Park Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- 'Let your light shine' brightly illuminates the work of the school. Being part of the school is deeply valued and often transformational. The rich outworking of the vision enables pupils and adults to flourish.
- The broad curriculum powerfully reflects the Christian vision. Spiritual development is intrinsically woven through the curriculum and worship, providing opportunities for pupils and adults to flourish spiritually.
- Worship provides the foundation for the school's expression of the vision. It is inspirational and engaging. Effective structures and content mean it is open and invitational. Meaningful space for personal spirituality is habitually embraced by participants.
- There is a deep culture of treating each other well. Pupils and adults take responsibility and act to ensure fairness in their shared lives. Extensive partnerships enrich both adults and pupils so that community is built and nourished.
- Religious education (RE) is highly valued, providing challenge within a well-balanced curriculum. There is clear breadth of study through the school making it effective.

Development Points

- Develop further opportunities for personal reflection across the curriculum so that the spiritual understanding of pupils is deepened.
- Enhance pupils' understanding of the diverse ways that faith is lived out so that their understanding of the way personal belief impacts on people's lives is deepened.



Inspection Findings

'Let your light shine' is deeply expressed across the work of Cranford Park. Leaders' decisions are rooted in the Christian vision which fundamentally shapes the school day for pupils and adults. The associated values of compassion, courage and creativity root the language and actions of all in the vision. Pupils understand the Christian teaching of Jesus as the light of the world. The symbolism of a light bulb, which is integrated into the school crest, effectively captures this. This helps them to connect belief with their own lives. Opportunities such as the range of pupil councils mean that pupils see the vision as a living reality. Adults are supported in following training opportunities to enhance their professional development. Leaders and governors use careful and precise monitoring to evaluate the school's work. Decisions have a positive and rapid impact on its effectiveness as a Church school. As a result, the school is enabling pupils and adults to flourish.

The careful way the curriculum is created expresses the school's vision for pupils to be inspired. The Cranford Park graduate concept raises aspirations for what each pupil might be. High quality planning, designed by experts, is used to ensure progression over time. This is particularly impactful for pupils considered to be vulnerable and /or disadvantaged. This includes those with special educational needs and/or disabilities (SEND). Provision is effectively adapted by adults which enables success. The inclusive vision is expressed through a range of experiences that enable every child to let their light shine. Striking examples include forest school outdoor learning and weekly mixed age 'Cranford Park University' sessions. Leaders clearly plan the way their subject supports the spiritual development of pupils. This is strengthened by a shared understanding of spirituality. Whole class discussion and times of reflection show this well. However, explicit opportunities to deepen personal spirituality are not yet fully established. Horizons are regularly lifted due to the opportunities within the extra-curricular provision. Pause days provide space and time for deeper learning. Residential starting in Year 2 broaden learning experiences, ensuring pupils are truly living life in all its fullness. Leaders, including governors, check the impact of the curriculum through regular visits to classrooms and moderation of written work. The impact of the curriculum on pupils with SEND is striking. Their experience of school is enriched by the expertise of adults and the variety of activities used in lessons.

Worship is a joyous expression of the Christian vision. Participants are inspired by the inclusive content. Older pupils let their light shine by fulfilling a range of roles that help to structure worship. Pupils value volunteering during the very popular 'open the book' worship delivered in partnership with the local church. The foundation of the school is reflected in the pattern of worship which reflects the Church year. A powerful expression is how each class brings a candle for the worship table which then returns to their classroom reflection area afterwards. This explicitly connects to the Christian vision. Pupils understand the connection between themselves and the Christian vision. Worship is varied but always familiar for participants. It is enriched by local clergy coming to school and by regular visits to the parish church. Partnership with the diocese helps refine the shared understanding of spirituality. The use of specific language means pupils and adults can find moments of reflection both in worship and the school day. The custom of capturing these on post-its and adding them to a public display readily expresses the vision.

Cranford Park is a deeply nurturing community. This is the result of a culture which shapes how people treat one another. A range of practices such as the buddy system and peer tutoring mean pupils have roles to play and a light to shine. The approach to teaching how to behave is rooted in restorative practice. This effectively expresses the value of compassion. There is a recognition that people do not always get things right but that solutions are found



together. This is reinforced by support for pupils considered vulnerable that enables them to identify and manage their emotions. Support during difficult times is deeply appreciated and means adults feel valued and able to overcome challenges. Good mental health is a priority with senior staff trained in mental health first aid. Intentional acts of smiling and laughing fill school days, providing energy and courage for adults and pupils to be ever hopeful.

Adults demonstrate a deep sense of responsibility and care for pupils which are constantly displayed from classroom to playground. Pupil groups such as school council and road safety officers exemplify the wide-ranging contributions to the life of the school. This expresses the vision's expectation that a positive contribution must be made by all. Justice is maintained by the school custom to always 'step in' at moments when rights could be impinged. Pupils have routine opportunities to propose support for causes by addressing the school during worship. This means they understand how to take responsibility for issues beyond their immediate lives. The school maintains a wide range of local partnerships that help pupils appreciate the community they are part of. The local church enriches the school through its welcoming open doors and regular presence in school. This is reciprocated by the school hosting parish events such as the summer barbecue. Pupils support a church group for adults who live alone which enriches their spiritual development. Parent coffee mornings help deepen home school partnerships so that all feel part of the school and able to make a positive contribution.

Pupils produce well-presented RE work that reflects the effectiveness of the curriculum. Their understanding is deepened by an enquiry based approach. However, they are less confident in expressing their understanding of broader themes in their studies which are relevant to their own lives. The RE curriculum is well-balanced with a diverse range of faiths, including Christianity. The subject has a high profile in the school. Clear systems, such as detailed planning, are in place to help teachers know what needs to be learnt by pupils. High quality resources inform the design of the RE curriculum. Monitoring by leaders and governors is well-used so that the school's high expectations for the curriculum are realised. Relevant training from the diocese means leaders are well-placed to extend the effectiveness of RE and effectively share their expertise with teachers.

Information

Address	Cranford Park Drive, Yateley, Hampshire, GU46 6LB		
Date	21 November 2024	URN	135885
Type of school	Voluntary controlled	No. of pupils	183
Diocese	Winchester		
MAT/Federation	N/A		
Headteacher	Tina Nowell		
Chair of Governors	Liz Brown		
Inspector	Andy Higgs		