



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cranfield Church of England Academy	
Address	St Peter's: Court Road, Cranfield, Bedford, MK43 0DR St Paul's: Braeburn Way, Cranfield, Bedford, MK43 0EH
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Excellent
The impact of collective worship	Excellent

School's vision
<p>I have come that they may have life and have it abundantly. John 10:10</p> <p>Our Christian vision aspires for all members of our family to 'live life in all its fullness' by:</p> <ul style="list-style-type: none"> • Being immersed in enjoyment, achieving and learning, <ul style="list-style-type: none"> • Aspiring to greatness in all its forms, • Flourishing in the process, • Being upheld and motivated in our Christian journeys by a values-based education, <ul style="list-style-type: none"> • 'Living God's love' as part of every day.
Key findings
<ul style="list-style-type: none"> • The school's well-established vision is known, understood and lived by all. It enables all pupils and adults to flourish, often in life-changing ways. • Collective worship is innovative in style which ensures that pupils' engagement is exceptional. Worship provides profound moments of collective prayer which is invitational in style and deeply appreciated by all. Opportunities exist to enhance this further through enriching moments of personal prayer and reflection during the day. • Religious Education (RE) enables pupils to develop religious knowledge in an age-appropriate way. They have a clear understanding of Christianity as a living world faith. Pupils are beginning to think about what they believe for themselves. • Pupils understand the need to support each other so everyone can live 'life in all its fullness'. They behave exceedingly well. Pupils understand the importance of forgiveness and the need to support each other or seek adult support when things are difficult. • School leaders ensure key values are embedded throughout the school. Pupils talk confidently about them and understand why they are important. They can link them to the teachings of Jesus and naturally reflect these in their everyday interactions.
Areas for development
<ul style="list-style-type: none"> • Extend opportunities for personal reflection and private prayer throughout the day. This is to provide even more moments for spiritual flourishing. • Further develop opportunities for social action so even the youngest pupils feel empowered to bring about change.

Inspection findings

Cranfield's leaders create a happy, vibrant community in which everyone flourishes. The vision is well known and is the golden thread which provides focus for all the school's actions. Pupils, parents and staff feel valued and welcomed for who they are. Leaders go above and beyond to support them in times of difficulty and rejoice with them in times of happiness. Pupils are proud of each other's achievements and everyone is recognised for their talents and contribution to the school community and beyond. The vision is used as a vehicle for hope as well as challenge. Governors use the vision to evaluate actions and this ensures that even the most difficult decisions are made with integrity.

School leaders are ambitious for all. Pupils achieve well, including those with special educational needs and/or disabilities (SEND). Judicious use of external professionals to support emotional wellbeing results in happy, confident pupils who are excited to learn. Leaders are relentless in ensuring the provision is equally good at both school sites. Staff development is prioritised with skills and talents nurtured, as well as opportunities found for individuals to flourish professionally. Leaders continually strive for excellence, they are never complacent and constantly look to make improvements in all aspects of the school's work. This is recognised beyond the school community. Cranfield is used as an example of good practice for others and leaders are regularly called upon to support the development of other settings. This enables leaders to share their vision widely, impacting positively on the flourishing of adults and pupils beyond their own school gates.

The school's use of 'Values Based Education' is exceedingly powerful. Within this, each value is carefully linked to the teachings of Jesus. Pupils then relate each one to being the person God intends them to be. Consequently, pupils' behaviour is exemplary. They consistently demonstrate the values they have been taught and expect the same of others. Pupils enjoy an ambitious curriculum, they work hard in lessons and believe they can achieve. As a result, they flourish academically and are proud of each other's successes. They enjoy their social times and understand the importance of fairness and respect. They know that sometimes things will go wrong but they have complete faith in their teachers to support them to resolve any issues. Because of this, bullying is rare. Pupils appreciate the wide range of races and cultures within the school. They are interested in what makes each person unique and special and their respect for difference is exemplary. Pupils are curious about each other's ethnic heritage and understand they are all members of a global community. A powerful sense of acceptance of all permeates throughout the school.

Strategic decisions about the curriculum have been taken to ensure all pupils are immersed in, and understand, the natural world around them. Forest School is prioritised, ensuring pupils appreciate and care for the environment. All pupils, including those in pre-school, are taught to care for living things. Older pupils take responsibility for their environment, for example, by litter picking or turning off lights. They view these responsibilities as essential, not only for their school environment but also for their impact on the wider world.

The new RE leader has ensured the subject has high importance within the school's curriculum. Careful monitoring of teaching and learning results in high quality lessons and good outcomes for all. Pupils' knowledge of Christianity as a living world faith is excellent. Opportunities to visit the parish church enhance their understanding of Anglican traditions. They talk confidently about key components such as creation, salvation and incarnation at an age-appropriate level. They are beginning to discuss what they believe for themselves. Pupils enjoy learning about other world faiths although they are given fewer opportunities to learn through first-hand experience. The RE leader has correctly recognised that the school's curriculum needs to reflect more closely the world faiths represented within the school



community.

Collective worship is the heartbeat of the school. It is inclusive, inspirational and follows Anglican tradition. Adults and pupils deeply value and look forward to the time to gather together each day. Collective worship is carefully planned by the headteacher and includes opportunities for older pupils to take the lead. Younger pupils are enthusiastic to have this opportunity in turn. The vicar, who writes a biblical explanation of each value, supports the headteacher in planning collective worship. These explanations are shared with all members of the community. The vicar regularly leads worship in school, further enhancing the synergy between the school and the church. Leaders' cohesive partnership with the local church has enabled the appointment of a shared youth worker. This bold decision reflects the mutually beneficial relationship between school and church, further enhancing worship for pupils and adults. The use of prayer during collective worship is invitational. Staff and pupils appreciate the opportunity to quieten their minds and focus on God in the midst of each busy day. Pupils understand prayer as a way of 'talking to God' and confidently share the school's daily prayers. Although well-resourced prayer spaces are available in classrooms, pupils would appreciate more spontaneous opportunities for prayer during the school day. Pupils with SEND are discretely supported to participate fully in collective worship. Music plays an important part and the pupils sing with enthusiasm and understanding. Governors and pupils regularly evaluate the impact of worship. As a result, collective worship is continually evolving. Opportunities exist to enhance spiritual flourishing further through extending the rich culture of reflection outside of worship.

Pupils at Cranfield understand they have the opportunity to make a difference and want to make the world a better place. Leaders' ambition for all saw the recent introduction of rainbow certificates to encourage pupils to become independent champions for change. Older pupils take the lead on identifying causes and making a difference. They decided to reduce the use of plastic in school in order to protect marine life. Pupils enjoy and derive satisfaction from supporting national charities as well as those closer to home, by running a variety of events. For example, they talk proudly of supporting a family made homeless after a house fire. They are committed to take action in any way they can to bring about change, locally, nationally and globally.

The school is about to undergo a period of transition. School leaders are forward thinking and have used the vision to shape their plans and ensure the continued development of the school. They are determined that every member of the school community will continue to flourish during the changes which lie ahead.

Information			
School	Cranfield Church of England Academy	Inspection date	28 March 2023
URN	137853	VC/VA/ Academy	Academy
Diocese/District	St Albans	Pupils on roll	454
Headteacher	Joseph Piatczanyn		
Chair of Governors	Sarah Brown and Liz Turner		
Inspector	Victoria Burgess	No.	2139