

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cranham Church of England Primary School	
Address	Cranham, Gloucester, GL4 8HS
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	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
<p>The Parable of the Sower</p> <p>Sowing the seeds of learning through courage, compassion, and community.</p> <p>Matthew 13: 1-23</p>
Key findings
<ul style="list-style-type: none"> • Leaders have established a clear and shared Christian vision which shapes the work of the school. The vision is visible in all policies and practices, and this positively impacts the flourishing of the school community. • Governance is committed and very supportive. There is a systematic approach to monitoring and evaluation for encouraging and deepening Christian distinctiveness and the school's vision. • Pupils are courageous advocates inspired by their school's vision. They have a real understanding of themselves as agents of community change through courage and compassion locally. Challenging injustice at a global level is not fully embedded. • Collective worship is inclusive and impacts positively on pupils' lives. Messages and themes are memorable, however there is limited leadership and planning by pupils. • Through conscientious leadership, the religious education (RE) curriculum is creative and has breadth. Pupils are developing age-appropriate skills of enquiry of key texts, but there has been a lack of consistency between key school phases.
Areas for development
<ul style="list-style-type: none"> • Increase occasions for pupils to plan, lead and evaluate collective worship so that they have greater ownership of this. • Ensure pupils, inspired by their vision, are given greater opportunities to choose and engage with social action globally to increase their involvement and understanding of injustice and equality. • Map age-appropriate expectations, critical analysis, and interpretation of religious texts for each year group to enable pupils to express their views of faith in today's world.

Inspection findings

Cranham Primary is a very small rural school with a large heart. A nurturing school where the Christian vision and values of courage, compassion and community disseminate in all they do. School leaders are relentless in supporting the needs of pupils of all abilities and backgrounds. As a result, they progress well and reach their full potential at the primary stage of education. Pupils develop curiosity, a love of learning and appreciate God's wonderful world through exploration and use of local resources and places. Pupils use the local church to learn about places of worship in Christianity. Meeting at church for services and at times of remembrance draws the community together. The Forest School area, school field and scout facilities enable pupils to work and play together and learn how to look after the environment.

Cranham is like a family where all staff and governors work together for a common goal. They make sure each pupil is known, loved and flourishes. The vision is fully embedded in all areas of the curriculum, shown in policies, plans and lessons and is clearly articulated by all. The headteacher and governors robustly monitor all areas of school life with their vision at the centre of all evaluation. Development areas are accurately identified and progress in remedies swift, such as extended writing in RE. Church members maintain strong links with the school even in the absence of clergy, and they ensure physical and spiritual support. According to evidence, experience days have enabled pupils to have a deeper understanding of key religious festivals. Gloucester Diocese supports new leaders and staff well, sharing good practice and ideas. The impact of these partnerships can be seen in the confidence staff and children display in RE, daily worship and the spiritual growth of pupils.

Worship at Cranham brings together the whole school community with the vision and values at its core. It is motivating, often sparking pupils into social action such as litter picking after learning about the plight of the environment. It is inclusive and pupils and staff enjoy the coming together as one body. Joyous singing demonstrates the enjoyment that is shared and how it serves to uplift the spirit. Quiet moments or prayer creates a contrast and whilst being still, pupils reflect on key messages they have heard. Careful planning by the worship leader incorporates current affairs, enabling pupils to learn about the wider world. Spiritual sessions are planned into worship weekly. These focus on vision values and encourage pupils to reflect upon special moments or feelings in their personal lives and beyond. Pupils are invited to say the Creed at the start of daily worship, lighting a candle to 'let God join them' and the Grace at the end. Pupils lead Friday worship, but are not fully involved in planning, leading or evaluating worship at other times.

The school's curriculum is a holistic expression of its vision. Pupils are encouraged to be courageous learners, to help others and work together to solve problems. Their behaviour code and 'conditions for learning' chart also draw upon the vision theme of sowing and growing. Pupils say their vision helps them to learn and play well. Teachers feel they know pupils well, due to the school's size. This enables them to tailor the curriculum, encouraging individual flourishing. Vulnerable pupils, those with special educational needs and/or disabilities (SEND) and higher achievers are quickly identified. They are carefully supported to reach their full potential. Parents readily explain how staff make sure each child is understood and loved in the school family. The vision and curriculum reflect contextual needs, but staff raise awareness of the national and global world issues, so pupils think beyond themselves. Pupils relish learning about textile artists in Cornwall who use local resources or the effects of climate change around the world.


The vision is clearly reflected in pupils' attitudes and behaviour. Through discussion and reflection, pupils are challenged to be resilient and make positive choices. The importance

of forgiveness is understood drawing upon Jesus' examples, such as Zacchaeus making a new start. Playtimes are therefore positive, and pupils look after each other. Peer mediators help younger children solve disagreements. As a result, everyone is treated with dignity and respect. The vision supports pupils' character and moral development by guiding pupils to be courageous and to 'be the change you wish to see in the world'. This empowers pupils to be advocates for change in tackling environmental issues such as campaigning against plastic waste. The vision inspires them to be compassionate and lead in the community such as collecting Easter eggs for the local foodbank. Pupils are encouraged to think beyond themselves through 'big questions' in lessons and worship. Tackling injustice and equality in the wider world so pupils have an impact globally, is not fully developed.

The vision emphasises compassion and community and is reflected in school partnerships and extended provision. The Diocese provides staff and governor professional development to secure knowledge of new initiatives. 'Sportily' sessions develop essential skills and encourage teamwork. The weekly picnic lunches on the field enable all staff, governors, and children to come together. These are served by the school's chef, who takes care to provide locally grown, restaurant quality food. This adds to a feeling of community, forges relationships and demonstrates care by all. The local café, residents and families support the school well through donations and fundraising. The impact of vision driven partnerships is far reaching.

The RE leader carefully plans and monitors the rich and engaging RE curriculum which intentionally flows from the vision. Effective monitoring by leaders and the governing body has a positive influence on the development of teaching and learning. Engagement in hub meetings enables sharing of good practice. Pupils enjoy creative lessons and visitors, such as a lady who extended their knowledge of Hinduism. Extended writing from these lessons is high quality and shows depth of knowledge. The diocesan syllabus and 'Understanding Christianity' resources ensure that pupils have broad learning experiences rooted in theology. Staff ensure that challenging questions and open discussion contribute to the development of mind and spirit. They put forward ideas and disagree well in classrooms where all views are welcome. Pupils enjoy their work and can talk confidently about their learning. Consequently, RE helps them to respect the beliefs of people they meet and the impact of faith in today's world.

Cranham Church of England Primary School is a compassionate and inclusive school with its vision at the very centre of its work. Pupils are immersed in a community where Christian values are sensitively woven across learning and living together. Every child is encouraged and enabled to flourish.

	The effectiveness of RE is		Good	
	Pupils are provided with a rich curriculum at Cranham. Good use is made of assessment and feedback which inform next steps and future planning. Weaker areas have been successfully challenged and progress has improved. Books and assessments show pupils now make good progress. However, there is a lack of a consistent approach between the year groups to ensure that each time a topic is re-visited, knowledge can be built upon.			
Information				
School	Cranham Church of England Primary School	Inspection date	14 June 2023	
URN	115682	VC/VA/Academy	Voluntary aided	
Diocese/District	Gloucester	Pupils on roll	57	
Headteacher	Sarah Scott			
Chair of Governors	Nicki Clapton			
Inspector	Carol Dougill	No.	2116	