

# Inspection of Cranfield Church of England Academy

Court Road, Cranfield, Bedford, Bedfordshire MK43 0DR

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Inspection dates: 17–18 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this school?**

Pupils love being part of Cranfield Church of England Academy. They have fun learning together. They value the many exciting activities that staff provide. Summarising the views of others, one pupil told an inspector that school is 'fun, exciting and brilliant'.

Governors, leaders and teachers have high ambitions for pupils. Governors and staff also expect pupils to be 'fantastic citizens'. Pupils live up to these high expectations.

Pupils express the school's deeply rooted values in the way they behave. They care for each other well. Pupils also show respect and appreciation towards all members of staff. Pupils told inspectors that bullying at the school is very rare. When bullying does happen, staff deal with it effectively so that it does not continue.

Governors, staff, pupils, parents and carers are proud of their school and its place in the local community. Leaders regularly involve local residents in the work of the school, such as when almost 500 members of the community attended the school's Remembrance Day display. Many parents say that when joining the school, they felt they joined a 'big family'. Staff go out of their way to support families in whatever circumstances that arise.

## **What does the school do well and what does it need to do better?**

Leaders have carefully designed what they refer to as their 'Stepping Stones' curriculum. This curriculum is well ordered and helps teachers plan effectively in English, mathematics and science. As a result, pupils learn how to read, write and think mathematically and scientifically very well. Leaders are creating an equally effective curriculum for the other subjects taught at the school. Currently, in these subjects, teachers do not always teach in an order or at a pace that helps pupils remember what they are trying to learn. Consequently, in some subjects, pupils forget important ideas over time.

Teachers do a good job of teaching young children how to read. Teachers know their pupils well and match books carefully to pupils' needs. Pupils quickly learn to read fluently, and enjoy reading different types of books from a wide range of subjects.

Pupils love learning at school. They are curious and usually focus on the activities teachers set for them. During class discussions, pupils listen to each other politely, and confidently share their ideas. At times, however, pupils become distracted and need reminding by teachers to concentrate. Pupils respond to teachers' prompts well.

Leaders have created impressive opportunities for pupils' personal development. Staff take seriously their role in showing pupils how to live positive lifestyles. For

example, they show how to respect others regardless of their backgrounds or beliefs. Pupils are taught to take responsibility for their school and do so exceptionally well. Pupils work with leaders to reflect how well the school's values are being met at school and in wider society. Pupils then decide ways of making school and society even better.

Leaders provide pupils with a wide range of extra-curricular opportunities. These activities are tailored to the needs of pupils so that all can take part. Pupils told us how much they enjoy these activities.

Adults meet the needs of pupils with special educational needs and/or disabilities (SEND) well. Leaders have designed an ambitious curriculum for these pupils. Well-trained teaching assistants work well with individuals and small groups so that these pupils overcome whatever challenges they face.

The leaders of Reception and the pre-school have created an excellent provision for the children. The children enjoy stimulating activities that meet their needs and help them learn. They play very well together and quickly learn. They live up to adults' high expectations of behaviour. Leaders work very closely with parents to help them support their children at home. Leaders also work closely with teachers in Year 1 to ensure that children leave Reception ready for the next steps in their education.

The school's leaders are dedicated to serving pupils' best interests. Staff constantly look for ways to make the school even better for pupils. Leaders check what the school does well and what needs to be better.

Governors share leaders' aim to make the school even better. Governors carefully evaluate the quality of the school's provision. They support and challenge leaders effectively to meet governors' high expectations.

## **Safeguarding**

The arrangements for safeguarding are effective.

All adults place safeguarding as their highest priority. Leaders ensure that all adults use their regular training to keep pupils safe. Adults look for signs of harm and act swiftly and appropriately when they have concerns.

When supporting vulnerable pupils, leaders work closely with external agencies so that these pupils receive the support they need.

Leaders ensure that all required checks are carried out to be certain that all adults working with pupils are suitable to do so. Governors check these records carefully to confirm that leaders and staff carry out their duties effectively.

Staff teach pupils how to assess risks, including when online, and how to stay safe.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Leaders need to plan the curriculum so that teachers are clear about the knowledge that must be taught for subjects other than English, mathematics and science. For example, in history, there needs to be greater clarity over the 'chronological framework' leaders intend. This will help pupils remember the key people and events in history.
- Leaders must plan the curriculum so that teachers teach knowledge in an appropriate order and at a pace that enable pupils to remember the intended knowledge. In particular, leaders must redesign areas of the curriculum where teachers move too fast or overload their lessons with too much knowledge. This will help pupils understand and remember more.
- Senior leaders must provide training so that all subject leaders have the understanding and skills to design the curriculum effectively.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	137853
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	10094506
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	476
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Ali Brabner
<b>Headteacher</b>	Joseph Piatczanyn
<b>Website</b>	<a href="http://www.cranfieldchurchofenglandacademy.co.uk">www.cranfieldchurchofenglandacademy.co.uk</a>
<b>Date of previous inspection</b>	11 December 2018

## Information about this school

- Cranfield Church of England Academy is a school with a religious character. Its previous section 48 inspection for schools of a religious character was November 2015. The report for this inspection is available on the school's website.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher, deputy headteacher, the special educational needs coordinator (SENCo), subject leaders and leaders for the early years provision. They also met with members of the trust board and held a telephone conference with the school's school improvement partner.
- Inspectors spoke with parents and analysed the 102 responses to Ofsted's online questionnaire, Parent View, the 90 text responses from parents, the 52 responses to Ofsted's staff questionnaire and the 95 responses to Ofsted's pupil questionnaire.
- Inspectors spoke with teachers, support staff and pupils through the course of the inspection.

- Inspectors took account of a wide range of information, including the school's website, development plan, assessment information about pupils' learning and leaders' monitoring of teaching, learning and assessment. Inspectors reviewed documentation relating to safeguarding.
- Inspectors visited lessons across the school and carried out scrutiny of pupils' books. Inspectors started the inspection focusing on English, mathematics, history and art in all year groups. To answer questions raised on the first day of the inspection, inspectors visited lessons in other subjects on the second day of the inspection.

### **Inspection team**

Al Mistrano, lead inspector

Her Majesty's Inspector

Kay Leach

Ofsted Inspector

David Milligan

Ofsted Inspector

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