

Inspection of a good school: Cranham Church of England Primary School

Cranham, Gloucester, Gloucestershire GL4 8HS

Inspection dates:

21 May 2024

Outcome

Cranham Church of England Primary School continues to be a good school.

What is it like to attend this school?

The school's values of courage, compassion and community shine through all areas of school life. Pupils enjoy coming to school because they feel part of a family. They enjoy their learning. The school has carefully planned an ambitious curriculum to meet the needs of all pupils, including in mixed-aged classes. Pupils enjoy their learning and the vast majority achieve well. Those who need extra support receive this. The school is highly inclusive.

Pupils behave well and feel safe. Bullying is not tolerated. Relationships between staff and pupils are exceptionally strong. Pupils, including the children in the early years, benefit from clear routines. They are kind and respectful to one another. Trained peer mediators help others to resolve inevitable differences. As a result, the school is harmonious.

Pupils are resilient and highly reflective. They understand how to learn from their mistakes and reflect on local, national and international issues. While this is a small village school, pupils learn about other cultures and the challenges people face in the wider world. They have many opportunities to become active citizens, raising money for charity and contributing to their local community and beyond.

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

The school is highly ambitious for all pupils. The curriculum reflects this. It has been carefully planned and is responsive, for example to pupils' interests and current affairs. The school has identified the most important knowledge pupils need to learn. There is a strong focus on mathematical and reading fluency. As a result, pupils feel confident in these areas and can apply their learning to new tasks. They make meaningful links within and between subjects. Staff present information clearly to pupils and ask questions that deepen their understanding. Consequently, pupils retain information and build on prior learning in lessons.

Some subject curriculums are well-established, but others have undergone recent changes. Some of the strategies the school has introduced to improve the quality of education are not enacted consistently well. For example, the school has not yet embedded effective ways to check what pupils have learned and remembered over time.

The school places great importance on reading. When children start in Reception, they begin learning initial letters and sounds and make quick progress through the school's phonics programme. Older pupils read and enjoy a range of books. Often these support their learning in other subjects, such as history, geography and religious education. Reading aloud and reading for pleasure are part of daily life. 'Story time' in Reception is joyful. Every opportunity is taken to teach children new vocabulary and encourage curiosity.

The early years curriculum ensures that children work towards the early learning goals. They experience a balance of direct teaching from staff and purposeful play. Children are well-prepared for key stage 1 because the school provides a range of aspirational activities for them to develop writing skills and a secure understanding of number.

Pupils with special educational needs and/or disabilities (SEND) make good progress from their starting points. This is because the school has effective systems in place to identify additional needs and ensure staff adapt the curriculum, when needed. These pupils are closely monitored and included in all parts of school life. Many pupils, including pupils with SEND, enjoy the quiet 'reading nook' in the school's garden, alongside a range of other activities for them to play and enjoy during social times.

The school is calm and orderly. Pupils know and understand the rules. They have a role to play in making decisions about the way the school is run. Their opinions matter, so they feel empowered and have positive attitudes to school. When pupils struggle to meet the school's high expectations, they know that the 'ask, tell, send, mend' process will support them to overcome difficulties.

Most pupils take part in the impressive range of extra-curricular clubs and activities on offer, from gardening and learning about food to sports and performing arts. The curriculum is regularly enriched with visits from speakers and trips into the local countryside. Pupils have a good understanding about how to keep themselves safe online and other aspects of the personal, social and health education curriculum. Many parents agree that pupils here flourish both academically and pastorally.

The school is supported by knowledgeable governors who continue to drive further improvements to the quality of education. They support leaders to ensure staff are well-trained and equipped to deliver the curriculum as intended.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment is not used consistently well in the foundation subjects. It is not always used effectively to check all pupils have fully understood the curriculum. In addition, in some subjects, the plans for effective assessment are in their infancy. As a result, the school cannot accurately evaluate the impact of the curriculum. The school must fully embed effective assessment strategies to ensure that all pupils learn what is intended.

Background

When we have judged good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2015.

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 information from Ofsted Parent View 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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	115682
Local authority	Gloucestershire
Inspection number	10322223
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	59
Appropriate authority	The governing body
Chair of governing body	Nicola Clapton
Headteacher	Sarah Scott
Website	www.cranhamcofeschool.com
Date(s) of previous inspection	25 May 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a smaller than average-sized primary school.
- The school is designated as having a religious character. The school is in the Diocese of Gloucester. At the most recent section 48 inspection of the school, carried out in June 2023, the school was judged to be good.
- The school does not use alternative provision.
- The school runs a breakfast and after-school club for pupils.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also looked at pupils' writing and discussed their work in the wider curriculum.
- Inspectors analysed responses to Ofsted's online survey, Ofsted Parent View.
- Inspectors also considered the responses of staff to Ofsted's online survey.
- Inspectors spoke with groups of pupils.
- To evaluate the effectiveness of safeguarding, the lead inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- An inspector met with the special educational needs and disabilities coordinator and discussed how pupils with SEND are identified and supported.
- Inspectors met with staff who oversee the personal development and behaviour of pupils.
- The lead inspector met with members of local governing body and representatives from local authorities of Gloucestershire and Wiltshire.

Inspection team

Victoria Griffin, lead inspector

His Majesty's Inspector

Sean McKeown

Ofsted Inspector

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