

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cranleigh CE (VC) Primary School	
Parsonage Road, Cranleigh, Surrey GU6 7AN	
Current SIAMS inspection grade	Good
Diocese	Guildford
Previous SIAMS inspection grade	Outstanding
Local authority	Surrey
Date/s of inspection	16 June 2017
Date of last inspection	8 May 2012
Type of school and unique reference number	135566
Acting headteacher	Jo Leatham
Inspector's name and number	Dr Trevor Walker (NSIN 908)

School context

Cranleigh is an above-average sized voluntary controlled primary school serving the local community. It is organised across two sites, the lower site also provides specialist provision for pupils with speech, language and communication needs. The large majority of children are of a White British heritage although a small number have English as an additional language. The proportion of children who are entitled to pupil premium funding is lower than the national average while the proportion who receive special educational needs support is above.

The distinctiveness and effectiveness of Cranleigh Primary as a Church of England school are good

- This is a welcoming school where inclusion for all, including the most vulnerable, has a high priority.
- The school's Christian ethos supports the spiritual, moral, social and cultural (SMSC) development.
- The curriculum is shaped and influenced by the school's Christian character and this has a positive impact on learning and achievement.
- Collective worship is given an important status in the school through the range of opportunities provided.
- Opportunities are created for thought provoking discussion with the children who, in turn, pose interesting and searching questions.

Areas to improve

- To embed the Christian basis of the school's distinctive values so that pupils are able to articulate and draw upon those in living out their lives
- To enhance and deepen the development and progression of spirituality through a shared consideration of its nature, provision and practice
- To finalise and agree a clear vision that can serve the communication and direction of common purpose.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

Cranleigh Primary is a welcoming school where inclusion is given the highest priority. The school's web-site states: "Our school is a Church School and we therefore maintain a clear Christian ethos. Within this context we aim to respect, understand and welcome everyone regardless of their culture and faith". This is lived out in the way in which the needs of children receiving pupil premium funding are embraced and supported, and the manner in which children presenting demanding special educational needs are enabled to thrive.

Values-based learning lies at the heart of the school's ethos. Following recent consultation, the distinctive Christian values were reduced to the more manageable number of six, with each one becoming the specific focus for half a term. As part of this process a foundation governor was instrumental in linking them to the broader Christian narrative and to appropriate biblical resources. Pupils are certainly influenced by these values and they make an important contribution to their learning, attitudes and behaviour. However, it remains necessary to continue deepen and embed the Christian dimension of the values within their learning and experiences, enabling them to readily call to mind the biblical example and stories. More coherence in connecting these foundational values to the school's strong focus on living out the British values is also desirable. The Christian ethos effectively underpins the relationships and behaviour across the school. Pupils' learning attitudes help to ensure that they are actively and purposefully engaged in their learning. The school is successful in ensuring that attendance is at least in line with the national average and pupils' welfare is dealt with sensitively and in accordance with the distinctive values. The Christian character helps to shape and influence the curriculum and this has a positive bearing on learning and achievement. This was exemplified in a visit by the Suffragan Bishop who led a well-received session about her role within the structure of the Church of England.

There has been steady and sustainable improvement in raising standards. The published outcomes of the last cohort of pupils to leave the school (2016), demonstrated that their attainment was above the national average in the core subjects of reading, writing and mathematics. The proportion reaching the higher standards in these subjects was broadly average. Their progress had been average in all of the core subjects for all groups, including both girls and boys and the disadvantaged. In this current year, the schools own evidence, backed-up with local moderation, indicates that attainment continues to rise and that progress is much stronger. Christian ethos successfully supports the spiritual, moral, social and cultural (SMSC) development and this has been well embedded through the curriculum. Teachers work hard to provide a stimulating environment in which the children learn. Each class has designated a place in their classroom that is known as the 'God Spot'. This is presented in terms of an informative display and religious artefacts are designed to encourage curiosity and reflection. Nevertheless, more consideration needs to be given to enhancing the development and progression of spirituality at a broader and a deeper level, as the children get older. Currently there is no shared definition that could help structure an even more meaningful use of spaces for prayer and reflection.

The school follows the Surrey agreed syllabus for religious education (RE) and this makes a positive contribution to the character of the school. Pupils develop their religious understanding and gain a respectful and well-informed attitude to other world faiths. The subject leader has rightly recognised that the recent revision of the syllabus provides a necessary opportunity to embed the school's distinctive values in the RE curriculum. The subject makes a valuable contribution to promoting a growing understanding of diversity and difference through visits to places of worship in the vicinity. A group of Muslim parents arranged for a speaker from their community to speak to Year 4 pupils about Muslim their faith and beliefs. Christianity is viewed as a world-wide faith. For example, pupils have studied how Christians celebrate Christmas globally: the same focus but varying practices. Pupils show commendable eagerness and commitment in supporting charities, including a whole school link to a school in Kenya.

The impact of collective worship on the school community is outstanding

Collective worship is given an important status through the rich and varied experiences offered. These occasions have a positive impact on the Christian ethos of the school. Planning shows that worship is mainly and distinctively Christian, with a focus on a range of biblical material and the school's distinctive values. The act of worship observed, focused on recognising a wide range of the accomplishments of individual pupils; and with reference to the distinctive value currently in focus. The worship, attended by parents, underpinned an ethos of celebrating, caring and community. Anglican traditions are being embedded through the use of religious artefacts, for example a cross and candles that form part of the Christian ritual. Pupils recited the school prayer at the conclusion.

A worship club has been formed with representative pupils from the classes. This enhances the school's worship while creating an enjoyable experience for those taking part. The club, run by the local curate, meets weekly and the pupils lead the worship fortnightly. The group devise challenges for the other pupils, such as, giving away something you don't need and giving it to someone else. A local ecumenical group provide a weekly presentation of dramatised Bible stories through the 'Open the Book' scheme. Pupils say they regard this as a highlight of their week and the occasions contribute to their thoughts and involvement in worship. Local clergy lead thought provoking discussion with the children and they in turn pose interesting and thoughtful questions that seek an explanation. 'Pause days' enable investigations, such as one focused on Easter that considered the contrasting views of the people who were present during the first Holy Week.

Pupils' knowledge and understanding is growing as a result of the Christian teaching offered within collective worship. Older children can explain the meaning of Pentecost, with one stating that: 'you celebrate fire and the Holy Spirit'. Pupils are developing a sense of personal prayer through regular prayer times within the school day. One Year 6 boy said that it helps us to understand what it means to pray. Another spoke of prayers at the end of day where we all share our thoughts and concerns about what has happened. Pupils spoke of their desire to create more physical places for personal reflection in the school grounds. The school already has this in hand.

Pupils are asked for their views on collective worship, mainly through the worship club. Governors attend worship and offer their insights for continued improvement. This is an ongoing and valuable process that will help to ensure that the impact of worship is effectively explored through evaluations.

The effectiveness of the leadership and management of the school as a church school is good

Senior leaders and governors have accomplished a great deal in developing the Christian character. They are passionate about the school and care deeply about providing the very best for all concerned. They have systematically addressed the recommendations from the last inspection and have realistically explored the impact. The school's vision now needs more clarity though capturing the shared aspirations for Christian distinctiveness, through a clearly articulated and resonating statement that can be used with all stakeholders. This is in hand and the impending revision will help to enhance the communication and direction of common purpose. Two Christian principles have been identified and these are expressed in terms of Jesus' command to love God and love your neighbour. These provide a secure and inspirational underpinning for the process. The school's current evaluation of, and planning for, Christian distinctiveness is generally good. However, it could be better integrated into the main thrust of the more rigorous evaluation and comprehensive planning that is already in place for overall school improvement.

Governance has a positive impact on the school's improvement. Their monitoring and gathering of information has led to notable improvements. These include the production of the Christian ethos document to underpin the values and encouraging visits to places of worship, such as mosques, in order to enhance pupils' cultural and religious understanding. Leadership of RE is given a high priority and is effectively carried out. This helps to ensure that the subject is well taught and teachers are focused on how they can pursue greater depth in learning for the more able. The subject leader has worked in collaboration with the diocese and thoughtfully acts upon recommendations. The school is part of a local confederation of schools and this forum, among other things, supports moderation of standards of pupils' work. Partnership with the local church is positive and provides opportunities to join together for worship that underpins and increases understanding of the Anglican tradition. Parents are highly supportive of the school and speak warmly as to how the school nurtures their children, giving them confidence through events such as transitions.

The statutory requirements for collective worship and RE are met.