

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Archbishop Cranmer Church of England Academy			
Address	Abbey Lane, Aslockton, Nottinghamshire, NG13 9AW		
Date of inspection	06 February 2020	Status of school	Academy inspected as Voluntary Aided Aspire Multi-Academy Trust
Diocese / Methodist District	Southwell and Nottingham	URN	140574

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Excellent

School context

Archbishop Cranmer Church of England Primary Academy is a primary school with 157 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The school is part of the Aspire Multi-Academy Trust and a new senior leadership team is in place since the previous denominational inspection.

The school's Christian vision

Jesus said 'I have come that they may have life in all its fullness' John 10:10
We strive for 'life in all its fullness', for our children, staff and school community. We aim for our pupils to have a lifelong love of learning with both a positive 'take care' attitude to work and a social 'take care' conscience: everything we do is of significance and part of our Christian mission.

Key findings

- The school's vision is a golden thread that holistically infuses and shapes the direction of the school. This leads to innovative practice that helps to transform the lives of pupils.
- All pupils flourish both academically and spiritually as a result of the unique, and vision-driven, 'beyond expectation' curriculum model.
- Pupils are extremely confident in challenging injustice and inequality as a result of extensive social action projects. Pupils talk passionately about their partner school in Kenya, but this link is still in the early stages of development.
- Collective worship is the heartbeat of the school. As a result, the whole school community can articulate the direct impact it has on them.
- Innovative practice means Religious Education (RE) is taught both as a discrete subject and interwoven throughout the curriculum. Consequently, RE inspires pupils and allows them a safe space to critically explore their own beliefs.

Areas for development

- Work collaboratively with the new vicar to develop innovative and creative ways for linking church and school.
- Extend and enrich international partnerships in order to develop pupils' global understanding.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The school's Christian vision and values are grounded in clear theology and innovatively linked to their 'take care' ethos. Consequently, the whole school community talk passionately about how the vision creates a holistic culture of opportunity for all. Bespoke professional development is a priority and all staff speak with enthusiasm about the opportunities they are given to innovate and flourish. As a result, the school has an impressive record of developing future Church school leaders. Exceptionally rigorous systems for monitoring and evaluation involve all stakeholders and result in a challenging, but achievable, improvement plan that is intricately linked to the school's vision. Despite a period without a vicar, there is an impressive relationship between the school and local church. The church is described as an 'extra classroom'. As a result, the link is greatly valued and enriches the learning of both pupils and the congregation. The school works extensively with the diocese. They take full advantage of opportunities offered, such as engaging with the global wave of prayer. This had a transformational impact on the school's prayer life, inspiring pupils to explore new and innovative ways to pray and reflect. The school is viewed as a centre of excellence, supporting other schools in the academy trust and further afield. This support has been driven by the school's Christian values of acting with integrity, taking care and aspirations for high standards.

'Life in all its fullness' provides the foundations for the school's unique 'beyond expectation' curriculum model. This enables all pupils, including the most vulnerable, to make above average progress. The vision driven culture of opportunity encourages all pupils to aspire to be the person God created them to be. Pupils are exceptionally proud to receive Christian value and integrity awards that are nominated by the whole school community. Pupils flourish in terms of their spiritual development as it is interwoven throughout the curriculum. Pupils spoke of spontaneous awe and wonder moments on a residential when they found starfish. Leaders are committed to educating not only the minds, but the hearts, bodies and souls of their pupils. The school has embedded the 'Heartsmart' programme to encourage positive relationships, teach resilience and promote positive mental health. A wellbeing survey is also completed by pupils and leads to individualised support. As a result, all pupils are supported profoundly in their personal development and relationships are based on dignity and respect. Behaviour is exemplary and wellbeing is considered fundamental to living out the Christian vision. Staff morale is extremely high and they attribute this to the vision of the school. They appreciate the weekly 'butterfly' reflection moments they have as a team and speak about how they feel exceptionally cared for.

The meaningful charitable activities of the school are driven by the Christian vision and inspired by pupils. Following an impressive democratic process pupils have decided to support 'Plastic Oceans UK'. As a result, pupils talk passionately about the exploitation of the natural world. In addition, pupils have extensive opportunities to engage in social action projects, such as adopting their local train station. Furthermore, the pupil parliament is extremely active and pupils speak enthusiastically about the work of the ministers. Consequently, pupils have a developed understanding of how to challenge injustice and are articulate advocates for change. Big question boards inspire pupils to think globally and a mutually beneficial school partnership has been established in Kenya. Whilst this is still in its infancy, pupils talk excitedly about the letters they have written to their pen-pals.

Collective worship is the heartbeat of the school. As a result, pupils have an impressive understanding of the teachings of Jesus and the Christian belief in God as Father, Son and Holy Spirit. Pupils and adults talk enthusiastically about how worship has a direct impact on their lives and shapes their behaviour. For example, a recent act of worship led by Christian Aid inspired pupils to twin their school toilets. A range of leaders, including staff, pupils and outside speakers, ensure there is a respectful appreciation that Christians worship in different ways. Pupils regularly attend worship at the local church and the wider community are invited into school weekly. Collective worship, however, goes beyond the walls of the school and local church. For example, the Easter celebration led to a procession through the village with Easter bonnets. A committed worship committee of pupils and staff meet weekly to monitor, evaluate and plan acts of worship. This ensures worship remains invitational, inspirational and inclusive for all. Leaders of worship are proactive in attending relevant training. The impact of this can be seen in the developed understanding pupils have of liturgy. Both planned for, and spontaneous opportunities for prayer are embedded in the life of the school. Inspiring and thought provoking reflection areas are present in all classrooms. These have been updated to include interactive displays to help pupils in their discussions and interactions with God. This leads to pupils having an extremely deep understanding of the value and use of prayer and reflection.

RE is innovative in the way it is taught as a discrete subject whilst also being intricately interwoven throughout the wider curriculum. For example, pupils explore the faith of soldiers in the trenches during work on World War One. Consequently, the whole school community values RE. As a result, pupils are extremely confident in giving age appropriate accounts of Christianity and different world religions. All pupils, including the youngest, have deep and meaningful opportunities to critically explore their own and others' religious views. Both pupils and parents are inspired by the creative homework in RE. Therefore, pupils comprehensibly explain the importance of RE within global society and reflect on their own religious convictions. The school leads the focus group for RE across the academy trust and the high standards of work in RE have been shared further afield. This is a reflection of the Christian vision to extend 'life in all its fullness' beyond their own school.

The Christian vision is a golden thread that permeates throughout the school and into the wider community. As a result, pupils and adults flourish and are quite rightly incredibly proud to be part of this school.



The effectiveness of RE is Excellent

RE is an integral part of the unique curriculum model. Therefore, rigorous monitoring and evaluation ensures teaching and learning in RE is consistently very strong. Individualised assessment systems allow all pupils, including the most vulnerable, to make excellent progress. As a result, standards in RE are at least in line with the high standards evidenced in other core subjects. Clear targets mean pupils can explain precisely how to improve. Therefore, they flourish academically in RE.

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