

Inspection of Archbishop Cranmer Church of England Academy

School Lane, Aslockton, Nottingham, Nottinghamshire NG13 9AW

Inspection dates: 6 and 7 December 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Melanie Stevens. The school is part of Aspire Multi-Academy Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Kate Watson, and overseen by a board of trustees, chaired by Peter Golightly.

Ofsted has not previously inspected Archbishop Cranmer Church of England Primary Academy under section 5 of the Education Act 2005. However, Ofsted previously judged Archbishop Cranmer Primary School to be outstanding, before it opened on 1 February 2014 as a result of conversion to academy status.

What is it like to attend this school?

Archbishop Cranmer Primary Academy is a school where pupils really do experience 'life in all its fulness'. Pupils attain highly, including pupils with special educational needs and/or disabilities (SEND). The rich and broad curriculum is underpinned by the school's values. These are deeply understood by all.

Pupils are extremely proud of their school. They say that any child would 'fit right in' and be welcomed by everyone. Pupils are highly respectful of staff and each other. Everyone's point of view is valued. Pupils readily explain how they make a difference to their school every day.

The commitment to developing pupils' character is evident throughout the school. Pupils flourish here and feel extremely well supported for the future through the school's 'Take Care' ethos. One pupil explained this by saying, 'Everything that I do is cherished and valued.' They feel safe at school and have an excellent knowledge of how to stay safe when online.

The youngest children settle quickly into school, guided by older pupils. Firm friendships follow. Parents and carers value both the exceptionally broad curriculum and the way in which their children are nurtured as individuals. Comments such as 'The school has exceeded my expectations' were typical of many.

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

Pupils speak very highly of their school. They describe it as 'a school of opportunities'. These are opportunities for all. Staff identify pupils' additional needs with pinpoint accuracy. They work closely with parents and other organisations to make sure that the support that pupils get is just right. When pupils need to secure important early knowledge, this is woven into their day. Staff skilfully adapt their teaching, and all pupils learn together successfully. As a result, pupils with SEND make strong progress.

The school is proud of its 'beyond expectations' curriculum, which is planned with meticulous insight. Knowledge is carefully chosen in every subject. This content also supports pupils' spiritual, moral, social and cultural development. Opportunities for pupils to learn about fundamental British values are deeply embedded. Pupils can explain what they have learned and how they can use it. For example, in economic education, pupils learn about how money is earned, used and saved. They use this knowledge when they independently plan to raise money during a sporting event.

Staff in early years have high expectations of what all children will learn. Children make swift progress in phonics. Any child who needs more help gets it straightaway. Children use what they have learned, for instance to write about penguins. Skilful support from staff in Year 1 means that all pupils deepen their knowledge. Books are matched to the sounds that pupils know with meticulous precision. All pupils,

including those with SEND, make strong progress in early reading as a result of this highly consistent approach.

Pupils relish the challenge of learning. They become highly fluent in recalling number facts. They apply these facts well to solve problems. Pupils readily explain how what they have learned previously about population helps them understand different forms of migration. Teachers know exactly what pupils should learn next. No time is wasted; any misconceptions are spotted and immediately addressed. Pupils who are new to speaking English make rapid progress. All pupils' knowledge goes from strength to strength.

There is an exceptionally wide range of activities for pupils to get involved in. These are deliberately chosen to complement what pupils experience through the enhanced curriculum offer. The school checks that all pupils take advantage of the wealth of clubs and visits. There are close links with the community of Aslockton. Pupils can explain how they have 'adopted' the railway station, for example.

Many improvements are led by pupils. Everyone who wants to can get involved as leadership roles cover a wide range of positions, from caring for the school's hens to being digital leaders or playground pals. Pupils conduct the singing of Christmas carols in different parts. They sing songs and say prayers in the different home languages that are represented in the school community. Pupils are punctual, and attendance is high as they are keen to see what they are learning each day.

The high standards and continuing improvements have not been at the expense of staff morale and well-being. Staff are united in their opinion that their workload is well managed. Governors and trustees check on this regularly. They ask insightful and challenging questions when they visit the school to see whether the changes being made are having the desired impact. They share the community's pride in the school.

Safeguarding

The arrangements for safeguarding are effective.

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	140574
Local authority	Nottinghamshire County Council
Inspection number	10254792
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	Board of trustees
Chair of trust	Peter Golightly
CEO of the trust	Kate Watson
Headteacher	Melanie Stevens
Website	www.archbishopcranmer.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Archbishop Cranmer Church of England Primary Academy converted to become an academy on 1 February 2014. When its predecessor school, Archbishop Cranmer Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- Archbishop Cranmer Church of England Primary Academy is part of Aspire Multi-Academy Trust.
- A denominational inspection of the school took place in February 2020 under section 48.
- The school does not use any form of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had 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 conducted deep dives in early reading, computing, geography and mathematics. For each deep dive, inspectors 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. The lead inspector listened to pupils reading to a familiar adult. Inspectors also considered a range of evidence about other curriculum subjects.
- An inspector spoke with parents at the end of the school day. Inspectors also considered the views expressed through Ofsted Parent View.
- Inspectors spoke with members of staff throughout the inspection and considered the opinions expressed through the online survey for staff.
- To evaluate the effectiveness of safeguarding, inspectors: 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.
- Throughout the inspection, inspectors spoke with groups of pupils, including during non-structured parts of the day, such as playtimes and lunchtimes. Inspectors visited activities that pupils took part in during the school day, such as singing practice.
- The lead inspector met with governors and trustees. Inspectors met with senior leaders of the school and considered a range of documentation provided for them.

Inspection team

Hazel Henson, lead inspector

His Majesty's Inspector

Gary Fullwood

Ofsted Inspector

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Piccadilly Gate
Store Street
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