



DIOCESE OF **Arundel and Brighton**

DENOMINATIONAL CATHOLIC SCHOOL INSPECTION REPORT

School: Cranmore School

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School Unique Reference Number: 125616

Headteacher:	Michael Connolly
Chairs of Governors:	Annette Turner Mike Henderson
Lead Inspector:	Stephen C Horsman
Associate Inspector:	Peter Ward
Inspection date:	10 February 2020

Overall Effectiveness	Previous Inspection: 24 November 2008 2 This Inspection: 2
Catholic Life:	1
Religious Education:	2
Collective Worship:	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Cranmore is a Good Catholic school because:

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| <ul style="list-style-type: none">• Cranmore is a Catholic Christian school community inspired by Gospel values that are promoted by the governors, Headteacher and senior leaders and embraced by its pupils and staff. It is a community of faith, firmly embedded in Gospel values and where everyone, of all faiths and none, feels included.• Pupils are very proud of their, as pupils said, 'brilliant' school where 'you feel like you are in a community, where all the teachers are kind.' Pupils take many leadership roles as members of, for example, the Chaplaincy Team, and the School Council.• Parent questionnaire responses showed that parents were very positive, describing the school as a 'warm place' where 'we have been made to feel, very much, part of the school family.' In discussions, parents highlighted the positive impact of the recently set up Cranmore Faith Family. | <ul style="list-style-type: none">• The authentic Catholic leadership of the Headteacher and Headteacher Designate, who is currently Deputy Headteacher at Cranmore, are a visible witness to the vision of the school, and this is modelled by the Senior Leadership Team and other staff throughout the school.• Pupils' behaviour is exemplary. They are extremely courteous in the dealings with each other, teachers and visitors and reflect the calm and peaceful ambience of the school.• Pupils demonstrate generally better than age-appropriate religious literacy as a result of religious education which is well led yet currently receives limited curriculum time. This is being addressed by school leaders and governors.• The quality of Collective worship is outstanding. The pupils' response to and participation in that which was observed was excellent. Discussions with the Senior Leadership Team and records seen show that this is continuously monitored and evaluated by the Senior Leadership Team constantly identifying ways to improve. This was further supported by discussions with the visiting priest who commented that the 'care of the Blessed Sacrament' and the 'preparation of the liturgy' was excellent. 'Everyone delights to do it well.' |
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Cranmore school is not yet Outstanding because:

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| <ul style="list-style-type: none">• One area for improvement in the previous report namely curriculum time for religious education has not been addressed.• Whilst the quality of teaching in religious education is overall good, with some outstanding features, the content and depth of material covered is limited, which is linked directly with the limited allocation of curriculum time. | <ul style="list-style-type: none">• Marking and assessment has moved forward and now needs time to embed fully.• The school self-evaluation needs to have greater rigour and going forward should be a significant element in the school's development plan. |
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FULL REPORT

INFORMATION ABOUT THE SCHOOL

Cranmore School is an Independent Catholic day school for boys and girls from the ages of 2 to 13. It is situated in a 25acre site in West Horsley. It was founded in 1968 by Canon Peter Freed whose vision was to create a school which would be a centre of excellence for academic achievement, for sport, music and broader cultural pursuits. It is a school which is committed to the teachings of the Gospel, striving to help all pupils fulfil their potential, by fostering their individual talents and providing for their needs within its caring Christian community.

The school is organised into a Junior Department which incorporates the Pre-Nursery, Nursery, Reception Class and Years 1 to 3, and a Senior Department consisting of Years 4 to 8. It is run by the Effingham Schools Trust and is administered by the governing body.

21.7% are Baptised Catholic, 28.8% are Church of England, 12.4% identify themselves as Christian. Of the remaining 37.1%, 32.7% have no specific faith.

The majority live locally, although some come from a wider geographical area. The overall ability profile on entry is above average, and most pupils start in Nursery, and Reception going through to Year 6. Many pupils then move on to other schools with a small number staying on to Year 7 and 8, who will sit the Common Entrance Exam.

In September 2019 Cranmore School, along with St Teresa's, Effingham, became part of the Effingham Schools Trust, a charitable trust, which aims to create a diamond model of Catholic education. Future plans mean that Nursery to Year 4 will be co-educational, Year 5 to 11 will be two single sex schools on separate sites, and Year 12 to 13 will be a co-educational Sixth Form. The Cranmore site will house Nursery to Year 4 and boys Years 5 to 11, the St Teresa's site will house girls Year 5 to 11 and Year 12 to 13 as the Sixth Form.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Ensure that the religious education curriculum time allocation meets the requirements of the Bishops' Conference.
- Ensure the Self Evaluation for the Catholic life of the school has much greater rigour and Catholic education is included in the development plans of the Effingham Schools Trust.
- Embed the new Interim Standards of Assessment document in line with the Come and See curriculum programme and maintain links with the Diocese and other Diocesan schools in order to support this.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision of the Catholic Life of the school.
- How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is Outstanding.

- Almost all pupils appreciate, value and actively participate in the Catholic life of the school. They show a deep respect for themselves and others as made in the image and likeness of God. One pupil stated God 'hands out each individual talent and harvests everything you've got.' Another said, 'you feel the presence of the Lord'.
- Almost all pupils value highly the school's Chaplaincy provision, many taking leadership roles and actively participate in visits and retreats to places such as Wintershall. The Pupil Chaplaincy team contribute to and enhance the Catholic life of the school by taking leading roles in the activities which promote the school's Catholic life and mission both within the school and in the wider community; local, and international. In discussions, pupils told inspectors that they monitor the prayer tables in each classroom and follow up outcomes of the monitoring with the class teacher. They look after the chapel ensuring it is maintained as a place of silent prayer and prepare the chapel for Mass. Pupils are involved in organising the 'shoe box' appeal which goes out to those in need in other countries through local parishes.
- Discussions with pupils showed they have a profound understanding of what it means to have a vocation and clearly joyfully offer their gifts of service to others. During an assembly an occasion was highlighted where a Cranmore pupil showed great compassion at a sporting event to a member of the opposing team.
- The behaviour of pupils in lessons and around the school is exemplary. This was shown through lesson observations, meeting pupils around the school and sharing lunch with them.
- The school's Catholic life nurtures and supports all its pupils. Pupils feel confident that they can say what they are feeling. They feel safe and know who to speak with if they have a concern. There is a strong sense of, as one pupil stated, 'you can do it' whatever your challenges.

- Parents are supportive of the school. Of the 88 Parent Questionnaires received most were very positive about the school one stating 'I value, and I am grateful for the spiritual input that Junior get at school.' In discussions parents said that the Catholic life was integrated into every part, the prayer is part of all aspects of school life, 'they even say prayers when they get on the bus for a school trip.'
- Representatives from outside agencies told inspectors of the strong links Cranmore has with their organisations. Cherry Trees, an organisation which works with children with disabilities, has had links with Cranmore for several years. They comment on always being welcomed into the school. Pupils from Cranmore visit Cherry Trees to work with children on projects, for example, creating new symbols to aid communication. Internationally Cranmore has ties with the Guildford Mukono Link, connecting the people of Guildford with Mukono, Uganda. The sharing of letters and the opportunity for teacher exchange between Cranmore and St Kizito Catholic School in Uganda gives children and staff at Cranmore an understanding and respect for each other. In addition, the work of pupils in supporting overseas projects was illustrated when a cheque for over a £1000 was presented to a representative from CAFOD who explained to the pupils how the money would be used.

The quality of provision of the Catholic Life of the school is Outstanding.

- The school mission statement, 'A Catholic School committed to the teachings of the Gospel with the aim to help all children fulfil their potential, by fostering their individual talents and providing for their needs within its caring Christian community' is central to the life of the school. It informs all policies and practice being cited at the beginning of every policy and displayed throughout the school. Cranmore became part of the Effingham Schools Trust in September 2019 and with the advent of the trust discussions with the Senior Leadership Team and Headteacher Designate confirmed that the mission statement will be reviewed. It is planned to involve staff, pupils, parents and the wider Effingham Trust.
- Displays and images around the school highlighting the school's Catholic character are very evident. In classrooms, prayer tables are given a priority, are monitored by the Pupil Chaplaincy and follow the liturgical year. In addition, a good range of prayer activities are available for pupils and staff, some of which are led by pupils. Pupils said that they lead the 'Grace before meals,' and prayers in an assembly were led by a senior pupil.
- Chaplaincy provision is exemplary in supporting the Catholic life of Cranmore School. The school chapel is a place of prayerful silence, where the Blessed Sacrament is reserved and where anyone can go to spend time in the 'presence of the Lord.' Parents spoke of the current Chaplain as 'fantastic and has gone a huge way in supporting her child in his faith.'
- Policies and structures are in place to ensure high standards of pastoral care for pupils and staff. The most recent Independent Schools Inspectorate (ISI) report stated that pastoral care was excellent. 'The pupils' personal development is supported by excellent pastoral care, based on the teachers' good knowledge of individuals, and caring relationships. Relationships are positive both between staff and pupils and among the pupils themselves'.

- Pastoral programmes, including Personal Social and Health Education and Relationships and Sex Education, are informed by Catholic values and principles and where required are supported by the school Chaplain.
- Pastoral care of pupils and staff is very evident around the school. In the dining room at lunchtime and in corridors interaction between pupils and pupils, and staff and pupils, show that Cranmore is a very caring and supportive community where all staff model very high standards and are excellent role models for the pupils. Parents commented upon their 'gentleness and quiet manner.'
- Staff confirmed inspectors' judgement of mutually harmonious relations between staff and pupils and pupils and pupils. A pupil commented that 'all teachers are kind and they make you feel at home.' Inspectors saw evidence that dedicated provision enabled pupils with special educational needs and disabilities to access the curriculum. The school provides training for staff in this regard. Pupils reported feeling safe and would talk to a teacher if they had a concern.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is Good.

- The school leadership is committed to the Church's mission for education. Future developments involving the Effingham School Trust are designed to secure and enhance this provision.
- Regular monitoring and evaluation of the school's Catholic character is in place that contributes to planning for improvement, but it is not an integral part of the School Development Plan. Whilst it was agreed that the Self Evaluation Form needed to be much more evaluative in content, evidence gathered during the inspection showed reflection, rigorous monitoring and self-challenge explicitly focussed on the Catholic life. A programme of observations of this area is in place and records show an evaluative approach including areas to celebrate, areas for improvement and actions related to these. A member of the Senior Leadership Team stated that the Catholic life was 'deeply embedded, not forced, part of what we do.'
- Governors are making a significant contribution to the Catholic life of the school. The formation of the Effingham Trust with a nearby girls' Independent school is aimed to create a centre of excellence of Catholic education. Governors attend acts of worship and are determined that this will become an ever-increasing expectation of governors. Governors are ready to challenge the school to continue to improve. This is through weekly meetings with the Headteacher and the Senior Leadership Team being accountable to governors' committees. In the new Effingham Trust structure, new Governing Body initiatives include a Catholic worship policy and a spiritual life group.
- The school strives to engage with parents of pupils with considerable success by means of a wide range of digital and print media as well as by providing many opportunities to attend the school to meet staff and to attend school events. These include liturgical events such as carol services and the remembrance service. Of the parent surveys received a very large majority felt they are welcomed to events in the

school's Catholic life. The development of the Cranmore Faith Family group which meets monthly is particularly noteworthy.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education is Good.

- Data shows that from their varying starting points most pupils make good progress in each Key Stage, including those with special educational needs and/or disabilities. Almost all pupils at an age appropriate level are religiously literate and engaged young people. They use their knowledge, understanding and skills effectively to reflect spiritually and to think ethically and theologically. As a consequence, they are fully aware of the demands of religious commitment in everyday life. In lessons observed pupils were engaged and enthusiastic with their learning and asked considered questions. In the Nursery all pupils were engaged, enjoyed their learning and participated very well.
- Most pupils including the most able and those with special educational needs and/or disabilities are making progress within lessons and over time. Behaviour for learning is outstanding with the lesson proceeding without interruption because most pupils enjoy their learning and the activities provided for them in their lessons.
- Lessons observed showed that most pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills. Most pupils are focussed and concentrate well. Discussions with pupils in lessons showed that they understand how well they are doing and know what to do to improve.
- Most pupils approach their lessons with interest and enthusiasm. During a carpet activity about good and poor choices, pupils showed interest and enthusiasm in discussing choices on labels and then applying them in a group exercise to different scenarios.
- In Years 7 and 8 common entrance examination data shows that pupil outcomes have maintained a very good trend over the last three years. Internal data shows achievement and progress is good overall.

- The quality of pupils' current work is good but often lacks depth of knowledge and understanding. Discussions with senior leaders and governors show confidence that this will be improved once the time allocation for religious education fully meets the requirements of the Bishop's Conference.

The quality of teaching and assessment in Religious Education is Good.

- The quality of teaching is good with some outstanding features. Where practice demonstrates this, teachers have a high level of confidence and expertise and use a breadth of teaching methods. Resources are very good quality and teaching assistants are used effectively. Teachers plan good lessons linked to pupils' current assessment so that most pupils learn well. Teachers employ a range of appropriate strategies, including individual and collaborative work. Consequently, most pupils are motivated and concentrate in lessons.
- Lesson planning is detailed and linked with pupils' current assessment with a clear structure, differentiated learning objectives. Pupils with special educational needs and/or disabilities were recognised with strategies identified to enable them to access the curriculum.
- Overall, lessons had a good pace with teachers managing time well to secure good learning. Discussions with pupils during lessons show that this happens over time. For example, in a lower Key Stage 1 class, pupils showed evidence of a growing understanding through good recall of the Parable of the Prodigal Son and of Zacchaeus climbing the tree to see Jesus.
- Teachers communicate high expectations about religious education and most pupils respond positively and with enthusiasm.
- Assessment and marking follows school practice and hence provide high quality feedback. Work scrutiny showed 'what went well/even better if' being used clearly. Pupils know how to improve, and they respond to the 'even better ifs' which are then followed up by the teacher.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education is Good.

- Religious education up to and including Year 6 follows the Come and See programme. It is taught throughout the diocese so the school benefits from the support of the diocesan adviser for religious education. The common entrance syllabus is the Catholic Religious Studies Syllabus B which is supported by 'The Way, The Truth and The Life' programme of textbooks.
- The curriculum leader for religious education in the junior department and head of religious education in the senior department, work effectively as a team in delivering religious education throughout the school and support non-specialist class teachers teaching the subject. Discussions evidenced a high level of expertise and an inspiring vision of outstanding teaching and learning.

- The school’s religious education policy places the subject at the core of the curriculum but, at present, this is aspirational. The religious education curriculum does not yet meet the requirements of the Bishops’ Conference in every respect and at every Key Stage. Governors and school leaders are adamant that this is to be addressed in the Effingham School Trust Development Plan so that the provision of religious education will meet the requirements of the Bishops’ Conference in every respect in every year group.
- Leaders and governors ensure that religious education is effectively planned to provide a coherent curriculum that meets the needs of the different groups of pupils in the Cranmore community. School leaders regularly monitor teaching and learning. The Headteacher provides a termly report to governors who also receive a regular report and presentation from the head of department. Communication is further enhanced by the link governor for religious education who is a regular visitor to the school where he meets the subject leaders.

COLLECTIVE WORSHIP AND PRAYER LIFE

THE QUALITY OF COLLECTIVE WORSHIP AND PRAYER LIFE

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- How well pupils respond to and participate in the school’s Collective Worship and Prayer Life
- The quality of provision for Collective Worship and Prayer Life
- How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life

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How well pupils respond to and participate in the school’s Collective Worship and Prayer Life is Outstanding

- Observations of assemblies and class prayers showed pupils were engaged and inspired in thought. In discussions with pupils there was a palpable enthusiasm for collective worship, and a real sense of awe and wonder and reverence.
- Pupils help create an atmosphere conducive to prayer through the skilful use of prayer foci, music and silence. An inspector observed class prayer which was a mix of traditional and extempore. Pupils led; lighting a candle, choosing a reading and then a phrase from the reading on which the group could reflect.

- Pupils take the initiative in leading the community life of prayer. A Pupil Chaplaincy Team help prepare for Mass and look after the chapel, ensuring it is a place of silence where one really 'feels the presence of the Lord.' They monitor prayer tables. House Captains lead prayers in House Assemblies. During the course of the year, different classes prepare assemblies which are presented to the junior or senior department and once a month they gather for prayer in the gym which again is led by pupils.
- Almost all pupils have an excellent age-appropriate understanding of the liturgical year and ensure the correct liturgical colour is displayed on prayer tables in their classrooms.
- Pupils of other faiths and none felt they were part of the 'family' of Cranmore. Pupils who were not Catholic told an inspector that Cranmore is inclusive of all, one pupil stating, 'there is a lot of attention to detail, so no one is scared.'
- Parents told inspectors that the experience of living and working in a praying community has had a profound and visible effect on the development of pupils as identified by one parent who said her child 'had a spiritual manifestation there is a God.'

The quality of provision for Collective Worship and Prayer Life is Outstanding.

- Collective worship is central to the life of the school forming the heart of every school celebration. Praying together is a daily experience for all pupils and staff both in school and when on school trips. A local priest stated that 'prayer is part of all aspects of school life,' and parents followed this up from their own experience of a school trip. When pupils got on the bus they prayed before they left. The priest regularly celebrates Mass for pupils and staff at Cranmore and he told inspectors that an occasion involved celebrating the Sacrament of Reconciliation in the chapel. The Chaplain had created prayer stations around the chapel to allow pupils the space to pray and reflect and celebrate the Sacrament of Reconciliation if they so wished. The priest was particularly complimentary about the courtesy shown by staff and pupils who 'delight to do it well.'
- There is a programme of prayer and worship that covers the junior department and senior department, and house system. It is designed to include a mix of pupil and staff-led worship with a clear theme such as celebration of the pupils' talents and successes. In one assembly the teacher highlighted the compassion shown by a pupil at Cranmore to another pupil in an opposing school team. Themes for assemblies and class prayer are linked into the Come and See religious education programme which includes the spiritual aspirations of the pupils.
- Staff prayer is an integral part of Cranmore school life. The Chaplain organises time for staff prayer in the school chapel. This takes various forms including Lectio Divina. There is a good attendance and staff told inspectors that it is very much appreciated.

- Collective worship is given the highest priority in terms of planning and resourcing and as a result the experiences of worship are very high quality and impact upon the daily life of the pupils. Music performed and directed by the pupils plays a key part in all assemblies. In one assembly the pupils sang joyfully, and this was heard permeating the corridor. This was seen where the house choir sang the closing hymn in an assembly. Pupils recall the theme of assemblies and how they impact upon their lives.
- Class teachers and the Chaplain are highly skilled in helping pupils deliver quality worship. In an observed class prayer, the teacher facilitated the pupils' leadership of a beautiful and very peaceful time of quiet reflection using formal and informal prayer.
- The school invites parents to attend various liturgical events in the school and they told inspectors they are always welcomed. A very large majority of parents surveyed indicated they are kept informed about collective worship and are welcomed to events in the school's Catholic life. In addition, a parent stated that, as part of the Cranmore Faith Family, an intercession book has been introduced in the chapel in which pupils, staff and parents can write their own prayers and reflections.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life is Outstanding.

- Leaders are highly visible as leaders of collective worship and model outstanding practice as evidenced by observation of collective worship where senior leaders facilitated and gave an input in amongst much that was pupil-led. Inspectors observed senior leaders leading collective worship and modelling outstanding practice that engaged pupils in various ways. School records and pupils confirmed that these occasions regularly involve an appropriate balance of visual and aural stimulus, comprising music, singing and quiet reflection along with scripture and explanation. Pupil participation often includes reading scripture or prayers, some of which they have themselves composed, as well as joining in with questions and answers.
- Leaders meet monthly with the Pupil Chaplaincy Team to plan and prepare Mass, school liturgies and retreats. Pupils told inspectors how positively they regarded these meetings and appreciated seeing their ideas being included.
- Liturgical and spiritual development is seen as a priority in the school. Staff training includes a progressive grounding in Catholic Christian belief and practice that enables all, but particularly those who are not Catholic, to better understand and so be at ease with it. This training is led by the head of religious education/Chaplain and involve twilight inset delivered by the Diocese.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.	2
Catholic Life	1
The extent to which pupils contribute to and benefit from the Catholic Life of the school.	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.	2
Religious Education	2
How well pupils achieve and enjoy their learning in Religious Education.	2
The quality of teaching and assessment in Religious Education	2
How well leaders and governors monitor and evaluate the provision for Religious Education	2
Collective Worship and Prayer Life	1
How well pupils respond to and participate in the school's Collective Worship and Prayer Life.	1
The quality of provision for Collective Worship and Prayer Life.	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life.	1