

Cranford Community College

Address: High Street, Cranford, Hounslow, Middlesex, TW5 9PD

Unique reference number (URN): 136522

Inspection report: 12 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Inclusion**Exceptional** ●

Leaders use transition information to identify barriers to pupils' learning and/or wellbeing early and accurately. They ensure that pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those previously known to social care thrive from their first day here.

Post-16 provision is exceptionally inclusive and reflects leaders' commitment to community transformation. Leaders have established entry pathways that enable students facing significant disadvantage to access ambitious qualifications. Leaders ensure that students receive the support they need to progress successfully and achieve highly positive destinations.

Leaders monitor pupils with SEND rigorously, adapting support so that pupils master demanding and ambitious work alongside their peers. In the specialist unit for pupils with SEND, 'The Picasso Centre', pupils follow the core curriculum alongside social skills support, which supports successful reintegration into mainstream lessons.

Leaders retain pupils within the school rather than rely on alternative provision, providing tailored support for pupils to access the ambitious curriculum alongside their peers. This ensures that pupils are integrated within the school community and make consistently secure gains in their academic and personal development.

The school uses pupil premium funding to support this approach, including through the 'Banksy' provision. This provision combines academic study with behaviour support. Pupils who might otherwise face exclusion remain engaged in education, access an ambitious curriculum and develop a firm sense of belonging. Disadvantaged pupils are prioritised. They receive highly effective support that helps them thrive.

Personal development and wellbeing**Exceptional** ●

Leaders have established an ambitious programme for personal development that is central to school life and has been sustained over time. The programme for personal, social and health education (PSHE) is aligned precisely with the school's context and pupils' needs. Pastoral support is highly personalised and very effective. Pupils identify trusted adults who help them overcome barriers, rebuild confidence and remain engaged in school. This ensures that they are successful. Pupils develop detailed knowledge from their learning of the PSHE curriculum, for example, of online safety, healthy relationships, consent and equality.

The school provides extensive opportunities to support pupils' wider development. Pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND), participate in visits to countries such as Japan, South Korea and Thailand. Pupils, including some who had not previously travelled beyond their local community, describe these experiences as transformative, broadening their understanding of different cultures and raising their aspirations. During these visits, pupils attend lessons alongside local pupils, enabling them to experience equality, respect and tolerance through interactions with

those from different backgrounds. Leaders remove financial and social barriers so that disadvantaged pupils and pupils with SEND participate fully in these opportunities. Pupils develop confidence, engage fully in school life and benefit from the same opportunities as their peers.

Older pupils make a significant contribution to the school's inclusive culture through mentoring younger pupils, leading extra-curricular activities, charitable work and supporting weaker readers. Pupils value the responsibility they are given and speak confidently about how these opportunities prepare them for adult life.

Careers education is integrated into the personal development programme. Leaders use long-established community and professional networks, including links with Heathrow, to give pupils access to employers and alumni who broaden their aspirations. These encounters provide all pupils, including those who are disadvantaged, with meaningful opportunities to engage with employers, broaden their horizons and see futures that may previously have seemed beyond their reach.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve consistently well in national examinations across a broad range of subjects. Post-16 students also achieve well. Disadvantaged pupils achieve consistently well compared with their peers nationally.

Pupils talk with confidence about their learning, using increasingly sophisticated language across a range of subjects and producing high-quality work. Across the curriculum, disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) gain secure knowledge over time and show deep, secure understanding. This enables them to answer questions with increasing precision as they move through the school.

Pupils who need to build strong foundations in reading and writing acquire knowledge quickly and confidently, which prepares them well for study across the curriculum. Pupils with SEND progress well from their starting points. As a result, pupils are well prepared for their next steps. Post-16 students are well prepared for ambitious next steps, including university study and apprenticeships.

Attendance and behaviour

Strong standard ●

Attendance is a strength across the school. It is consistently above national averages, including for disadvantaged pupils. Leaders analyse attendance data precisely to identify pupils who may require support to maintain regular attendance. They work with pupils, families and external agencies to ensure that any barriers to regular attendance are reduced. Persistent absence is below national averages. The school has well-embedded, effective processes to support pupils who are absent too often. As a result, pupils at risk of persistent absence attend more regularly. This means they benefit from the school's highly effective teaching and pastoral support.

Pupils manage their own behaviour very well. As a result, the school is a calm environment where all pupils can focus on learning. Bullying and discriminatory language are uncommon. Pupils are confident that their teachers will deal with any incidents effectively. Pupils who need help with managing their own behaviour are well supported. For example, pupils have access to mentors who enable them to reflect on past behaviour in a secure environment and identify specific techniques to help them manage their behaviour in the future. Consequently, these pupils are supported to make the right choices and their behaviour improves notably over time.

Curriculum and teaching

Strong standard ●

Leaders have established successful systems to check curriculum implementation and the quality of teaching across all subjects. They have designed a broad and ambitious curriculum that is accessed successfully by all pupils. For example, pupils in key stage 3 specialise in either geography or history but continue to study the other subject.

Leaders identify pupils who need additional literacy support accurately and at an early stage. Through tailored in-class support and one-to-one sessions, these pupils build confidence and fluency. This means all pupils study challenging texts and are encouraged to read widely.

Teachers demonstrate secure subject knowledge and present content clearly. For example, in English, teachers model analytical writing effectively, while in science, pupils are supported through structured model answers to develop the knowledge required to tackle challenging questions. This consistently effective teaching helps pupils to acquire deep knowledge across a range of subjects.

Teachers provide highly effective activities that help pupils to remember and apply important knowledge from previous lessons. Staff use the information they have about pupils to adapt learning consistently well for pupils with special educational needs and/or disabilities (SEND). As a result, pupils with SEND have the same access to the curriculum as their peers. Teachers ensure that disadvantaged pupils are supported to learn well and fulfil their potential.

Leadership and governance

Strong standard ●

Leaders have a clear vision for the school, which is rooted in inclusion for all and increasing the life chances of all members of the school community. They have an accurate understanding of the school's many strengths and the areas for further development. Leaders regularly review aspects of the school's provision and anticipate well where adaptations need to be made to meet the needs of disadvantaged pupils and pupils with special educational needs and/or disabilities. Systems for managing attendance and personal development are well established and highly effective.

Leaders have ensured that staff receive the professional training they need to carry out their roles effectively. Evidence-informed frameworks are used to provide individual coaching opportunities for teachers to develop their craft. Teachers in the early stages of their careers receive highly effective support to help them develop their skills and expertise.

Governors carry out their statutory duties appropriately. For example, they monitor carefully the implementation of the pupil premium strategy and ensure that it makes a positive difference to the outcomes and experiences of disadvantaged pupils. Governors and school leaders pay close attention to staff wellbeing and workload matters. Staff are very positive about the leadership of the school and feel confident in discussing any concerns that they have.

Leaders have established close links with local agencies and external organisations. These links are used effectively to provide tailored support for pupils facing barriers to learning and to broaden opportunities for pupils and staff. Relationships with parents and carers are generally very positive. Parents value the support pupils receive and the leaders' work to help pupils feel safe and supported in school.

Post 16 provision

Strong standard 

Leaders have designed an ambitious programme of study for post-16 students, including a wide range of academic and vocational pathways. Teachers have secure subject knowledge, which is used to provide students with clear explanations and pertinent questioning to help students learn well.

Disadvantaged students and students with special educational needs and/or disabilities receive effective pastoral guidance to reduce barriers to learning. This includes access to calm and well-resourced study spaces outside lessons. This enables them to become more responsible for their own learning. In national examinations, students achieve broadly in line with national averages. Disadvantaged pupils achieve well.

Leaders have developed many wider opportunities for development, including sporting, debating and leadership activities. Students are trained to support younger pupils with reading and lead on cultural events across the school calendar. They relish taking on these responsibilities.

Students speak thoughtfully about their future pathways and demonstrate high levels of confidence in making independent decisions about study and employment. This is supported by careers guidance from external experts. Students benefit from visits to universities and develop confidence in their ability to manage future study and independent living. As a result, all students are well prepared for their next steps in education, employment or training..

What it's like to be a pupil at this school

Pupils are warmly welcomed into the school community and quickly develop a strong sense of belonging. Staff know pupils well and provide effective support to help them succeed academically and socially. Pupils who need additional help with social skills, literacy or managing their behaviour and emotions receive tailored support that helps them settle confidently into school life. This support continues across all year groups. Staff work closely with external agencies and partners to provide carefully targeted support for those pupils and families who need it most.

Pupils feel safe in school and speak confidently about the trusted adults they can turn to if they have concerns. They are confident that any concerns about bullying will be swiftly dealt with by staff. Pupils enjoy school and attend regularly. Pupils who need additional support before or after the school day receive highly effective care. A wide range of activities before and after school provide pupils with calm spaces to study, socialise and develop their wider interests.

Pupils access an impressive range of wider experiences that broaden their understanding of different communities. Opportunities such as cultural events, charity work and enrichment experiences help pupils to develop respect for others and to contribute very positively to the school community. Pupils value these opportunities and participate readily.

Pupils achieve well across the school, including in the sixth form. They receive clear guidance about their next steps and are encouraged to continue their education and training. Pupils study a broad range of courses that enable them to follow pathways that match their interests and aspirations. Strong partnerships with employers, external organisations and professionals help pupils develop a secure understanding of future careers and opportunities. As a result, pupils, including students in the sixth form, are ambitious for their futures and well prepared for the next stage of education, employment or training.

Next steps

- Leaders and those responsible for governance should ensure that the rigorous monitoring and evaluation evident in inclusion and personal development are applied consistently to teaching and achievement so that pupils achieve consistently highly across subjects.
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About this inspection

This school is a single academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Kevin Prunty, and overseen by a board of trustees, chaired by Jennifer Lewis.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the co-headteachers, the CEO, the chair of trustees, governors, other school leaders and staff during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Inspectors confirmed the following information about the school:

The school has a special educational needs unit for 15 pupils with autism spectrum disorder.

The school currently uses no alternative provision.

Co-headteacher: Rita Berndt

Co-headteacher : Robert Ind

Lead inspector:

Duncan Kamy, His Majesty's Inspector

Team inspectors:

Jonathan Roddick, Ofsted Inspector

Christine Raeside, Ofsted Inspector

Nigel Clemens, Ofsted Inspector

Peter Gale, Ofsted Inspector

Alan McDougall, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 12 May 2026

School and pupil context

Total pupils

1,554

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,380

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

32.60%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

3.41%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

14.61%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

SEN unit

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	53.8%	45.4%	Close to average
2023/24 (final)	66.7%	45.9%	Above
2022/23 (final)	61.5%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	51.7	46.1	Above
2023/24 (final)	54.0	45.9	Above
2022/23 (final)	51.7	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.60	-0.03	Above
2022/23 (final)	0.55	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	35.3%	25.8%	Above
2023/24 (final)	52.9%	25.8%	Above
2022/23 (final)	54.4%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	45.3	34.9	Above
2023/24 (final)	48.8	34.6	Above
2022/23 (final)	46.4	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.31	-0.57	Above
2022/23 (final)	0.08	-0.57	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	35.3%	53.1%	-17.8 pp
2023/24 (final)	52.9%	53.1%	-0.3 pp
2022/23 (final)	54.4%	52.4%	2.0 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	45.3	50.4	-5.2
2023/24 (final)	48.8	50.0	-1.3
2022/23 (final)	46.4	50.3	-3.9

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	0.31	0.16	0.15
2022/23 (final)	0.08	0.17	-0.09

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	94%	92%	Average
2022 leavers (revised)	98%	93%	Above
2021 leavers (revised)	96%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	27.44	35.00	Below
2023/24 (final)	26.85	34.38	Below
2022/23 (final)	31.25	34.16	Close to average

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	-0.2	0.0	Below
2023/24 (revised)	-0.1	0.0	Close to average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.2%	8.4%	Below
2023/24 (3 term)	5.9%	8.9%	Below
2022/23 (3 term)	6.6%	9.0%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	17.4%	23.4%	Below
2023/24 (3 term)	15.9%	25.6%	Below
2022/23 (3 term)	17.6%	26.5%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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