



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

The Richard Crosse Church of England Primary School, Kings Bromley	
Address	Lichfield Road, Kings Bromley, Burton-on-Trent, DE13 7JE
School vision	
‘I can do everything through Him who gives me strength’ Philippians 4:13	
School strengths	
<ul style="list-style-type: none"> • Pupils and adults flourish because leadership, at all levels, fully understands its community and lives out its distinctively Christian vision. It is powerfully infused into all aspects of school life. • The highly aspirational curriculum nurtures self-belief and purpose. Those with additional needs or deemed vulnerable/disadvantaged blossom and thrive. • Throughout the school community and together with its partners, relationships are strong, productive, positive and supportive. This leads to a culture of high aspiration where pupils and adults are treated well leading to their personal growth. • Religious education (RE) is given high priority. It is well-planned, relevant and purposeful. • Collective worship is a cherished part of the school day and deeply valued by the school community. It is fundamental to spiritual enrichment and at the core of school life. 	
Areas for development	
<ul style="list-style-type: none"> • Ensure pupils and adults develop a common language of spirituality. This gives them an opportunity to explore and articulate its impact on themselves and others. 	
Inspection findings	
<p>Conscientious leaders faithfully live out the school’s vision. It underpins and gives strength to their work, including challenging decision making. Their conviction to live out the vision, drives forward all aspects of their work. Leaders are resolute in their determination to support the wellbeing of all. The deeply embedded Christian vision is understood by the school community. Pupils are clear that with trust in God they have the strength to ‘believe and achieve’ fulfilling the school motto. Christian values of love, respect and friendship are lived out daily. Working together, leaders ensure the Christian vision is embodied in decision making and in daily practise. Enriched by close partnerships between school, church and Trust, exceptionally empowering relationships enable the community to grow together.</p> <p>The aspirational, bespoke curriculum nurtures self- belief and purpose. By living out the vision, pupils use their inner strength to ‘believe and achieve.’ Pupils are emboldened to be the best they can be. Rich, planned moments for spiritual development are threaded through the curriculum. These offer time for reflection, stillness and prayer. Spontaneous spiritual moments are shared. These are not fully explored. Pupils and adults lack confidence to articulate their experiences through a shared language of spirituality. The impact of the vision is evident in the provision for</p>	



pupils with special educational needs or disability (SEND), disadvantaged and vulnerable. There is a comprehensive understanding of the link between nurture, acceptance and learning. This ensures individuals do well regardless of their starting point.

Relationships throughout school are steadfast. A culture of aspiration where pupils and adults are treated with utmost respect, love and friendship is upheld. This is truly valued by parents and carers. They overwhelmingly attest that advice from staff is readily available. Provision for wellbeing is a priority for leaders. Insightful recognition of staffs' skills increases their confidence and promotes development. Access to a 'mental health first aider' and counselling is readily available. Bespoke training is provided. Through compassionate care, staff feel valued. Their morale is high. Pupils' needs at social times are catered for. Dedicated 'wellbeing' areas for quieter playtime activities such as chess or the 'Reading shed' are available. Positive behaviour practise, using a restorative approach, of forgiveness and reconciliation, is highly effective. As a result pupils play and learn in harmony.

Pupils use 'strength given by God' to make their voice heard about injustice and climate issues. They care deeply about the school community and believe they can make a difference. Their support is given in social action to a range of causes. As role models, the eco council ensure no taps are left running and campaign for re-cycling bins. School council raise funds for a 'buddy-bench.' This helps lonely pupils find a play mate. A pupil initiated competition raising awareness for protecting the environment with 'small actions for a big change' is underway. A campaign to 'tidy up' the village field used by the community was successful. Pupils are passionate about the need to care for the planet and the impact of climate change. They are forthright in their concern for endangered animals and deforestation. Pupils know about justice and fairness. Confidently, they talk about the actions of Rosa Parkes, Martin Luther King and Jesus. Pupils explain 'we all belong to the same world and we should treat everyone the same'. Initiated by pupils, funds were raised for Ukraine and Syrian earthquake appeals. A campaign for 'Clean our oceans' is active.

Collective worship is intrinsic to the life of the school. Those present are invited to be still, reflect and pray. The lighting of the worship candle and response prayer creates an atmosphere of calm reverence. A recognisable structure and pattern to liturgy creates familiarity and routine. Pupils know they can share anything with God during this time. Stories from scripture give meaning to the focus value such as peace. Pupils sing with huge enthusiasm further deepening their spiritual connections. A pupil described the feeling in worship as 'holy, calm and still'. It is when 'Jesus' spirit is with us. God's spirit was in him and now is always with us.' Worshipful experiences have inspired some to say grace at home and prompted desire from others to be confirmed. Pupils enjoy Bible storytellers from church and clergy who bring variety to worship. Shared Trust worship within a larger group, broadens and deepens pupils' experience. Whilst pupils keenly lead worship, there are fewer opportunities for them to independently plan and evaluate.

Pupils learn well in RE. It is led with significant levels of commitment and expertise. Pupils gain a secure understanding of Christianity and a range of worldviews. Speaking confidently, pupils recognise the significance of 'accepting all beliefs'. Older pupils understand that Christianity is a diverse global faith. A Key Stage 1 pupil recounted the Passover remembered by followers of Judaism. Pupils give examples of how RE encourages tolerance and respect 'it helps us to be accepting, inclusive and share opinions like one big family'. RE contributes to pupils' personal spirituality well. They discuss matters of faith and how this influences the lives of others. Their thinking is challenged. 'Big Questions' deepen their knowledge. Teaching is highly effective. Pupils work is of a good standard. Rapid progress is made due to the rich, well-structured curriculum.

Regular thorough assessment of pupil achievement is undertaken. Leaders use this information to continually develop teaching and maximise learning. Training led by the diocese and Trust provides high quality staff development. From regular monitoring, governors have a comprehensive



knowledge of RE provision.

The inspection findings indicate that The Richard Crosse Church of England Aided Primary School is living up to its foundation as a Church school.

Information

Inspection date	12 June 2024	URN	142096
VC/VA/Academy	Academy	Pupils on roll	116
Diocese	Lichfield		
MAT/Federation	The Staffordshire Schools Multi Academy Trust		
Headteacher	Emma Bowring		
Chair	Darren Walsh/Kevin Borg		
Inspector	Sally Kaminski-Gaze	No.	2238