

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cradley Church of England Primary School

Vision

Believe, belong, be happy; every child, every chance, every day.

Cradley Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The deeply rooted Christian vision is implemented with enthusiasm and is fully embedded in school life. It is widely understood and is the leading light in school decisions and practice.
- Cradley is highly inclusive. Pupils who are vulnerable and those who have special educational needs and/or disabilities (SEND) are nurtured and thrive in a caring environment.
- Religious education (RE) is led by a passionate and knowledgeable subject leader. As a result, the RE curriculum is challenging and relevant. This enables pupils to develop their knowledge and understanding whilst gaining a sense of belonging in a complex world.
- The bespoke, highly effective curriculum, driven by the Christian vision, inspires and motivates pupils. A range of carefully selected enrichment opportunities, including trips and clubs, strengthen the breadth of learning for pupils. As a consequence, pupils flourish as learners.

Development Points

- Ensure that school leaders, including governors, monitor and evaluate the Christian vision of Cradley. This is to enable it to remain central to ongoing development and strategic direction of this Church school.
- Develop robust systems that enhance the evaluation and moderation of assessment of RE. This is so that leaders and pupils know the progress that they are making and how to further develop their learning in RE.
- Promote wider opportunities for pupils to explore issues of justice. This is to enable them to recognise their role in making ethical choices that challenge injustice and bring positive change.



Inspection Findings

Vision and Leadership

Cradley is a warm and welcoming school. The deeply embedded Christian vision is lived out by stakeholders in the school community. It is encapsulated by the statement, 'Believe, belong, be happy; every child, every chance, every day'. It is underpinned by Christian values of belonging, respect, courage, perseverance, caring, trust, resilience and forgiveness. These values complement the significant learning drawn from the life of St Peter. The vision has driven Cradley's development over time and it continues to shape the school's improvement and daily life. Thoughtfully woven into school life, the vision guides leaders and governors in their decision making. For example, the provision of a nurture room enables pupils who are considered vulnerable to have a safe place to talk to a trusted adult. Although the vision is distinctly reflected in the life of the school, leaders and governors do not formally monitor or evaluate its impact. This limits their ability to sustain the development of Cradley as a Church school.

Vision and Curriculum

The vision is central to how leaders have shaped an inspiring curriculum appropriate to the school's context. As a result, the pupils are part of a nurturing community. This supports them whilst discovering who they are becoming as they mature and grow. The school ensures that curriculum provision includes planned opportunities to develop leadership, perseverance and resilience skills. Pupils are enabled to develop personally and academically through experiences in the outdoor environment. This includes forest school where pupils gain a sense of awe and wonder in nature. The curriculum includes memorable activities that encourage ambition, communication and aspiration beyond the classroom. Over time the school has created a deeply embedded understanding of spirituality across the curriculum. Planned opportunities within every subject are identified and carefully crafted, as well as impromptu spiritual moments. As a result, occasions for spiritual reflection are maximised and spirituality and wellbeing are enhanced. However, the profile, implementation and understanding of spirituality are inconsistent across the school. Consequently, this impacts on the spiritual growth of pupils and adults. Beyond the school day, a range of after school activities enables pupils to discover their interests and God given talents.

Worship and Spirituality

Collective worship creates a time of belonging. The thoughtful use of music and singing harmoniously unites pupils and adults. Clear links between the school's vision and values and the worship themes enable pupils to consider how these shape their daily lives. This creates a school community which is underpinned by caring and respectful interactions. Thoughtfully planned worship includes time to pause, reflect and pray. These enriching times result in spiritual growth enabling adults and pupils to experience personal times with God during the day. Pupils and families attend the parish church to celebrate Christian festivals such as Harvest, Christmas and Easter during the year. Parents attend special services including 'praise worship'. They value these opportunities to share in the life of the school and church. This results in positive relationships with the local church community.

Vision and School Culture

The vision motivates a school where pupils enjoy working and interacting with one another. Leaders and staff nurture positive relationships with pupils and their families. Through a vision of belonging, adults willingly invest their time in making pupils feel welcome. Equally, staff support pupils and their families when personal challenges arise. As a result, there is a strong element of trust with parents and pupils finding school a happy and safe place to be. Inspired by the vision, adults are able to flourish. They are given opportunities to develop their career paths, individual strengths and aspirations. This creates a sense of belonging and individual value. The needs of pupils who are considered vulnerable and have SEND are met individually. A focus on creating a secure and safe environment where pupils can thrive has seen the introduction of a nurture room. This helps foster emotional wellbeing and forms a keystone of stability for pupil success. A highly inclusive culture leads to a school where pupils' wellbeing is paramount and good behaviour is recognised. This is exemplified in the



school's reward system. Good behaviour is recognised and pebbles gathered in a jar. When filled, there is the reward of a themed 'pebble party' which motivates pupils.

Vision, Justice and Responsibility

Reflected by the vision, pupils take pride in the school's support for various charities and their leadership roles. Pupils play an important part in transforming their world. This is lived out by showing respect for their immediate environment through discussions and actions led by the eco committee. Pupils understand how they need to live more sustainably and improve their capacity to recycle in their school environment. Their involvement in events such as 'race for life' encourages them to think of others. Personal initiatives in raising money for the 'little princess trust' makes a significant contribution to peoples' lives. As a result of these approaches, pupils are involved in social action and make first steps in taking ethical decisions. They are aware of their personal responsibilities towards others and being treated fairly within their school community. Pupils' involvement in the junior police community support officer (PCSO) project fosters positive relationships and develops their understanding of the law. Consequently, pupils are becoming respectful, responsible citizens acting and engaging positively on the lives of others in their community. However, they are not given the opportunity to initiate their own ideas to challenge injustice and bring about positive change.

Religious Education

The RE curriculum is effective and well led. Learning is clearly sequenced through interesting units of study. Consequently, pupils are confident in the way they express their enjoyment of RE. They are articulate in how they express their own viewpoints. Older pupils are beginning to explain worldviews through different lenses. For example, they are challenged to understand how people think and reason as a human scientist, a theologian and a philosopher. As a result, pupils are learning to respect others who follow different faiths and hold other worldviews. The school engages well with the diocese, benefitting from the training that is provided. This impacts positively on the curriculum and professional development of staff and governors. The curriculum seeks to further explore an understanding of diversity. For instance, pupils are able to critically compare their views on Christianity and Humanism. This is further enriched by the Christian core values and the impact of belief systems on their lives and the lives of others.

Teaching of RE is good across the school because teachers are well supported. The impact of training reflects on staff confidence in the delivery of the curriculum. As a result, pupils make progress in their learning and feel that their contributions are valued. A clear process of assessment is in its embryonic stage. Outcomes for units of work are discussed with staff and shared with governors. However, assessment over longer periods of time is not fully in place. Adults do not have clear guidance to make informed judgements about performance both collectively and of individual pupils. As a result, governors are not able to monitor and evaluate the outcomes of assessment effectively.

Information

Address	Church Road, Cradley, Halesowen, West Midlands. B63 2UL		
Date	30 September 2025	URN	103846
Type of school	Voluntary aided	No. of pupils	210
Diocese	Worcester		
Headteacher	Claire Warford		
Chair of Governors	Rebecca Burt		
Inspector	Gillian Morris		