

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Prees Church of England Primary School	
Address	Cross End, Prees, SY13 2ER
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
<p style="text-align: center;">We are a caring, supportive village school; underpinned by Christian values.</p> <p style="text-align: center;">We encourage all children to shine in a nurturing, creative environment.</p> <p style="text-align: center;">We foster, within our children, a love of learning and confidence in their abilities.</p> <p style="text-align: center;">Associated Christian Values: Respect, Trust , Generosity, Friendship, Kindness and Honesty</p> <p style="text-align: center;">Key Bible characters: Noah(EYFS), Joseph (KS1) & Moses (KS2)</p>
Key findings
<ul style="list-style-type: none"> The caring Christian vision drives the actions of this school to create a thriving and inclusive community. However, the systematic monitoring of its impact is not fully embedded. Vulnerable pupils are flourishing through the school's wider curriculum and inclusive approach. However, the curriculum does not identify opportunities for spiritual growth/reflection for all pupils. Collective worship is a strong focus of the school and church partnership. Although pupils lead joyful worship regularly they are not involved in its evaluation. The religious education (RE) curriculum is effectively designed to develop good subject knowledge. However, the systems for tracking pupil progress are not fully embedded.
Areas for development
<ul style="list-style-type: none"> Ensure that the development as a church school is systematically monitored and evaluated involving most groups in the school community. Identify the opportunities for spiritual development across the curriculum so that pupils will flourish in this aspect. Embed the tracking of RE assessments to inform curriculum development.



Inspection findings

School leaders have developed a strong Christian vision based on a deep theological understanding of hope, dignity and respect. The vision embraces the local context and drives the governors and staff to provide a caring and supportive environment for all. This is exemplified through its inclusive approach to policies and practices throughout the school.

Pupils and staff express the vision openly through their knowledge of the Bible stories that underpin the six core values. They easily relate these to their life in school. Parents also have a clear understanding of these values and where they come from too. However, the stories chosen to reflect each key stage: Noah, Moses and Joseph are not as well understood by some pupils.

Since the last inspection, the school has joined a small trust of two other Church of England schools. This decision was made to protect the school's identity and its foundation. The trust's vision resonates with that of the school, with trustees regularly leading collective worship and monitoring the vision's impact. Staff expertise is shared across the trust through the role of the executive headteacher, plus shared leadership of RE.

The relationship between trustees, local governors, and leaders is effective. They monitor and evaluate the effectiveness and impact of the school's vision, although not all of its aspects.

The close partnership with St Chad's Church is a key strength of the school. Church members are involved in the daily life of the school as well as at local and trustee board levels. The school has its own entrance to the church which has also opened up the church to the community. Pupils, families and staff talk about the parish church being their church, as an extension of the school community. This is exhibited by both communities working together to support families in the current cost of living crisis.

The ambitious curriculum is designed to build upon each child's strengths so that they will flourish. Creative lessons help to engage learners across all subjects. The growing provision of clubs, sports, music and wrap-around care demonstrates the belief in nurturing the whole child. Pupils are learning to shine, and believe to achieve from Nursery to Year 6. This is exemplified by the support given to pupils with special needs. They have grown in confidence, leading to a scholarship for one pupil for their secondary school. They are known and nurtured as individuals. There are high aspirations for all. This includes teaching about different pathways and careers for their futures. As a result, pupils are confident in their abilities and reflect on what is next for them. Transition to secondary schools is further supported by the vicar's chaplaincy role in local secondary schools. This extends the connection to the local communities for the pupils. It also builds upon the friendship, trust and respect that they share for each other.

There are moments of inspirational spiritual reflection evident in some classrooms. Pupils also use outdoor spaces for self reflection. However, there is a lack of clarity in the shared understanding of spirituality amongst staff. Therefore, opportunities for spiritual development are not identified across curriculum subjects.

Vulnerable pupils and families are supported to reach their full potential. Everyone is valued as a child of God, no matter their background or circumstance. This is a key strength of the school. Inclusion is evident in the dedication to overcoming barriers for those with low attendance, ensuring that all can develop a love of learning. It is demonstrated in the way each pupil is treated with equity. The school has worked hard to ensure equal access to the Nursery provision so that all pupils receive an early start to their education.



Behaviour in the school is very good. Pupils modify their actions based on their Christian values. Families also use these to discuss behaviour at home. Where conflicts do occur, the vision provides the framework to support reconciliation, and this is valued by all stakeholders.

Pupils enjoy exploring key issues and 'big questions' such as climate change through creative art lessons and collective worship. Although they learn about social activists and issues, the development of their skills as agents of change is not evident.

The mental health and wellbeing of pupils and staff are well supported by school leaders and outside agencies. They are confident to speak honestly about struggles and know that the school will be generous in its support for them too. As a result, staff turnover is very low, and they are committed to seeing children thrive.

Collective worship celebrates the vision of the school. It inspires pupils to reflect upon how the values and Bible stories are relevant to their lives today. The impact of worship is seen in the behaviour of the children. For example, caring for creation by constructing a nest for a fallen egg so that God can take care of it.

Local churches are involved in leading regular worship, both in person and through deanery videos which engage pupils and adults alike. The videos are also shared with families. These worship sessions inspire the pupils and help them to connect with the teachings and life of Jesus. Pupils express ideas about the relationship between God the Father, God the Son and God the Holy Spirit. Their understanding of the symbolism of bread and wine in communion services has been enhanced by sessions led by the vicar. The church year is celebrated through special 'Journey Days'. These bring the whole school community together in worship experiences and creative arts to explore the life of Jesus. They also support pupils' understanding of Christianity in religious education lessons.

Pupils regularly prepare and lead joyful times of worship. This includes vulnerable pupils, demonstrating the school's inclusive and invitational approach. Pupils confidently write and share their prayers when leading worship both in class and in larger gatherings. This includes leading the prayers for diocesan prayer days. Although they lead worship they are not regularly involved in its evaluation to determine its impact.

The RE curriculum is well constructed. It allows pupils to develop an understanding of a range of religious beliefs alongside Christianity. They engage effectively with texts and discuss theological ideas in depth. The lessons provide safe spaces for pupils to explore different opinions and beliefs. These build upon their respect for each other and the wider world. This includes understanding that 'we may not all agree and that we can change our opinions too'. Resources and visits are used to widen pupils' experiences of different religious and non-religious worldviews. Units of work are planned effectively by an experienced member of staff from another school in the trust. Individual class teachers deliver the lessons and assess their pupils. Moderation of assessments has led to productive changes in curriculum planning. For example, developing the use of diverse images to support a greater appreciation of global Christian practice. Since the change of syllabus in 2021, the tracking system to monitor pupils' progress has been redeveloped, but it is not fully embedded.

The leaders and staff at Prees have created a loving community where all are welcomed, all are nurtured and all are encouraged to be the best that they can be. Pupils are learning to shine and to believe and achieve, right from Nursery to Year 6.



Information			
School	Prees Church of England Primary School	Inspection date	28 April 2023
URN	143323	VC/VA/Academy	Academy
Diocese/District	Lichfield	Pupils on roll	203
MAT/Federation	Fields Multi Academy Trust		
Executive Headteacher	Nicola Brayford		
Chair of Trust Board	Paul Nicholson		
Inspector	Mark Harrington	No.	2208