

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Cronton Church of England Primary Academy

#### Vision

'I can do everything through God who gives me strength.' (Philippians 4:13)

Believe - Enjoy - Succeed - Together

Cronton Church of England Primary Academy 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 Christian vision inspires and guides the school community. Leaders ensure that it underpins the school's daily life so that pupils and adults can thrive.
- Leaders, including the trust, create a culture that ensures members of the school community are treated with respect and dignity. The vision brings a powerful sense of togetherness. Parents, carers, staff and pupils encounter loving relationships, which support self-belief and flourishing.
- The Christian vision underpins a curriculum that is structured to meet pupils' needs. It provides exciting learning opportunities and fosters a determination to succeed.
- Religious education (RE) is well led, enhancing staff confidence through support and guidance. As a result, pupils make progress and develop their knowledge and understanding of different faiths and worldviews.
- Worship is at the heart of the school's daily life. It is valued by pupils and adults, bringing them together to learn, pray and reflect. The fruitful relationship with the Anglican Cronton Mission unites the whole community in faith and worship.

#### Development Points

- Expand age-appropriate opportunities to explore justice and injustice. This is to deepen pupils' understanding of how they can be actively involved as agents of change.
- Embed the way spirituality is planned across the curriculum. This is to strengthen the range of opportunities for pupils to deepen their spiritual awareness.



## Inspection Findings

### Vision and Leadership

The Christian vision is rooted in biblical teaching and is referenced in all aspects of the school's daily life. It underpins a determination to succeed. Leaders, including experienced governors, worked with the trust and the diocese to establish a vision that empowers the school community. It drives decision making and a culture where the individual is respected and cherished. The highly effective partnership with the trust and diocese provides professional development activities. As a result, staff feel valued and they flourish in their work. Pupils can explain why the vision and Christian values are important. Consequently, they are inspired to do their best in their work and build kind, caring relationships.

### Vision and Curriculum

The school's vision is at the heart of the curriculum and extra-curricular activities. Leaders understand the school's context and seek to provide opportunities for academic and spiritual growth. Curriculum content is chosen with care in order to widen horizons and capture pupils' interest and imagination. A broad and balanced approach provides knowledge, skills and rich experiences, which excite and engage. These include a range of enrichment activities, music tuition and visits to museums. Inspired by the vision, leaders ensure that pupils participate in these opportunities. Those who are considered vulnerable and/or disadvantaged are well supported in accessing the curriculum. As a result, they flourish. Leaders are developing an understanding of spirituality in its widest sense so that pupils have a deeper awareness of spiritual experiences. Opportunities that encourage spiritual growth are gradually being incorporated into subject planning using a shared vocabulary for reflection.

### Worship and Spirituality

Collective worship is thoughtfully planned and is a key element in the rhythm of the school day. It includes the exploration of Bible stories, the importance of Christian values and the celebration of major festivals. As a result, the school community is spiritually enriched, strengthened and inspired. A range of opportunities for prayer, reflection and stillness contribute to pupils and adults' spiritual development. The school community loves to sing, and a wealth of music is incorporated into worship. As a result, pupils understand the importance of praising God in this way. Pupils experience whole school and class worship. The Anglican Cronton Mission adds to the pattern of the community's spiritual life. There are opportunities for families to become increasingly involved through half-termly café style services at the end of the school day. Pupils take part in Sunday worship for major festivals. They are enthusiastic about their involvement in planning and leading these special occasions. As a result, the partnership between the church and school is strengthened. Careful monitoring by leaders informs development and consistency in planning. Staff are supported so that they feel confident when taking the lead. The school takes advantage of additional professional development opportunities through the trust and the diocese to enhance provision.

### Vision and School Culture

Through the school's biblical vision, the community recognises the importance of inner strength. This drives a culture in which everyone is included and treated with dignity. Pupils' mental health and wellbeing are constantly to the fore. Dedicated staff work tirelessly to ensure that pastoral support and nurture are fundamental to the school's compassionate ethos. As a result, pupils and their families know that the school is a safe place. Calm behaviour and clear routines create a purposeful environment. Consequently, pupils and staff live and work together in an atmosphere of mutual care and respect. Staff appreciate the support they receive from leaders and colleagues, which enables them to fulfil their school roles. The recently established wellbeing team contributes to this. Parents value the warmth and kindness they experience as members of the school family. This gives them the confidence to approach staff whenever they have concerns. Pupils enjoy and benefit



from the trust ethos days. They come together with pupils from across the trust to explore Christian values and Bible stories. As a result, pupils collaborate and learn in order to build a shared ethos.

#### Justice and Responsibility

Pupils demonstrate a strong sense of responsibility. There are many ways through which they demonstrate this daily. Membership of the school council, ethos group, eco-warriors and various monitor roles develop commitment, confidence and empathy. The gardener/seedling initiative involves older pupils being partnered with a child in Reception to help them settle into school routines. The pupils involved grow in confidence and establish firm friendships. The school is outward looking and encourages pupils to become involved in acts of kindness and compassion. A long-standing link with a school in Tanzania adds a further dimension to pupils' awareness of equality and human rights. Pupils take the initiative in order to support local and national charities. However, their understanding of justice and injustice and the responsibilities this brings is in the early stages of development.

#### Religious Education

RE reflects the school vision and is well led. Support from the diocese and trust has enabled leaders to develop a curriculum that is well structured and progressive. This ensures that knowledge and skills build securely over time. A well-balanced curriculum supports pupils' learning about Christianity as a global faith and a range of worldviews and other religions. Units of work are adapted so that pupils delve more deeply into content. As a result, making connections and applying prior knowledge are central to learning. Pupils value their RE lessons and enjoy a range of tasks, including class reflections. They recognise that it is important to know about religious traditions and they appreciate the relevance this learning has to their own lives. The curriculum enhances pupils' understanding of a range of views and faiths. As a result, they can articulate key beliefs and practices across the religions they study. In turn, this contributes to the culture of acceptance and inclusivity throughout the school. RE is well resourced and regular ongoing training supports staff in their own understanding and knowledge.

Leaders assess the quality of learning in RE through a range of monitoring and evaluation activities. This includes moderation across trust schools. Therefore, consistently strong teaching across the key stages and high expectations ensure that pupils progress well in the subject. Through their written responses and contributions to discussion, they demonstrate a growing understanding and depth of knowledge. Purposeful assessment informs teaching and next steps in RE.

## Information

Address	Smithy Lane, Cronton, Widnes WA8 5DF		
Date	22 October 2025	URN	143456
Type of school	Academy	No. of pupils	224
Diocese	Liverpool		
MAT	Liverpool Diocesan Schools Trust		
MAT Chair	Laurie Kwissa		
Headteacher	Julie Roberts (Interim Headteacher)		
Chair of Governors	Deborah Doyle		
Inspector	Jean Forward		