

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

<b>Mossley Church of England Primary School</b>	
Address	Boundary Lane, Congleton, CW12 3JA
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>'They shall have life, life in all its fullness' (John 10:10)</p> <p>At Mossley, we embrace our Christian foundations. We provide a wide variety of rich opportunities for children to develop as individuals within a stimulating and safe environment. Our warm, caring ethos incorporates our Christian values within the everyday life of our school. We believe that every child should thrive and be the person they are fully capable of being.</p>
Key findings
<ul style="list-style-type: none"> <li>• This is a welcoming community where all feel valued and respected. The school's Christian vision for everyone to 'live life in all its fullness' underpins all aspects of school life and drives leaders' decision making. School Leaders talk enthusiastically about the vision and the associated values and the way in which they provide support and opportunities so that all in their care flourish. Governors' monitoring and evaluation of the impact of the vision is under-developed.</li> <li>• The School's Christian vision, and associated values, are at the heart of the school where pastoral care is a strength. The Leaders of this caring school community are invested in removing barriers and nurturing each child to become the person God created them to be.</li> <li>• The strong partnerships with local churches, in particular the positive input from the clergy, is pivotal in reinforcing and developing pupils' understanding of the school's Christian vision.</li> <li>• Collective worship is engaging and welcoming and enhanced significantly by the partnerships with the church. Where collective worship is carefully planned, this deepens pupils' understanding of the teachings of Jesus and its relevance in the world today. However, monitoring and evaluation of collective worship does not yet effectively inform planning.</li> <li>• Religious Education (RE) is well led by a passionate and enthusiastic leader. It provides opportunities for pupils to engage in big questions and contributes to pupils understanding of difference and diversity. The school is improving RE further as it implements a new scheme of work in RE.</li> </ul>



### Areas for development

- Extend the monitoring and evaluation of the impact of the Christian vision carried out by governors and middle leaders. This is so the ongoing self-evaluation process informs future school development.
- Establish a planned, creative coherent approach to all aspects of pupils' spiritual development so that it provides creative and inspirational opportunities across the curriculum.
- Provide support for staff in planning for the introduction of the new RE scheme to enable flourishing in RE.

## Inspection findings

Mossley Church of England Primary School is warm and welcoming, providing a positive learning environment for all. The Christian vision, together with its associated values, weaves through all aspects of school life. All are able to engage in 'life in all its fullness' under God's love, producing a deep sense of family and togetherness.

The school's Christian vision, and the desire for all to flourish, is at the heart of this caring school. The whole school community is committed to see all pupils enjoy fullness in every aspect of their life. This means that everyone is clearly focused on removing barriers to learning and reflects the school's commitment to inclusion. Leaders drive a curriculum which is broad and balanced and ambitious for all. The deployment of well-qualified and experienced teaching assistants provides carefully targeted support and focused interventions to ensure all pupils' learning needs are met. This exemplifies how all are valued as God's children and enabled to succeed. Leaders consider the context of the school, and strategically and purposefully enrich the curriculum to embrace diversity and difference. Recent work to celebrate Black history month is just one of many examples. The wide range of intervention strategies including, emotional support, enables all pupils to flourish. Extra-curricular activities are wide ranging and include sport and music. These raise pupils' aspirations and support the development of skills and interests. The successful culture of extra-curricular activities encourages pupils to live life to the full.

Pastoral support for the most vulnerable pupils and their families is strong and demonstrates Christian love and understanding in action. Families know that the school will always find time to listen. Parents talk openly and with pride about the care the whole family receives from the school. They value the school's holistic approach to ensure all pupils receive the support they need in order that they can be 'all that they are capable of being'. As a result, relationships are strong and firmly based on trust. The mental health and well-being of the school community are addressed effectively and highly valued by staff and pupils.

As a result of the school's commitment to raising awareness of injustice and disadvantage, pupils are aware of how they can engage in supporting others through a range of charities and local projects and do so with compassion and generosity. Recent examples include, collecting food during Harvest for the Storehouse and packing Christmas hampers for those in need in the local community. This social action is strengthened with the recent introduction of worship and well-being ambassadors who already have a wealth of new ideas and enthusiasm for responding to social injustice. They can explain why this is important as part of leading a Christian life and in providing hope for the communities of which they are a part of.

Pupil voice within the school is a strength. The school council and pupil leadership team are examples of the opportunities available to participate in school decisions. The development of a new peace garden is a good example of their influence and impact on the decisions school makes. The school's emphasis on Christian care and love drives its approach to positive behaviour strategies and making good choices. As a result, pupils respond well and understand the need for forgiveness and reconciliation. Bullying is rare and pupils say that any problems are dealt with quickly to resolve differences. Consequently, pupils live well together and relationships across the community are strong.

The committed headteacher, deputy headteacher and governing body work hard to develop the school as a Church school. Recently, there has been a focus up on re-establishing link governors to monitor the school's distinctive Christian ethos and RE. However, monitoring and evaluation of the vision do not always focus on impact. The school benefits from strong



partnerships with the Diocese. These partnerships deepen the understanding of Church school education and provide professional development for staff. The school is further helped by strong links with the local Churches and clergy who provide rich and varied opportunities for pupils. Pupil workshops such as the hope journey, meet the characters and the Easter cross factor deepen their understanding of theology and the school's Christian vision. Pupils and adults are excited and engaged when discussing these opportunities and the impact is overwhelmingly positive.

Worship is invitational and inclusive, offering everyone the opportunity to engage. It is enriched by the strong partnership with the local churches. The priority given to this partnership is such that a member of the clergy leads worship every week, working together with school leaders. These acts of worship are eagerly anticipated by pupils and are pivotal to their understanding of the teachings of Jesus and its relevance in the world today. Pupils are inspired by Picture News which challenges their thinking about global and current issues. Reflection areas are available around the school and receive some use. However, there is no strategically planned approach to spiritual development. Systems for all leaders to monitor and evaluate collective worship are not yet fully in place.

RE is well led and the leader has a clear vision for the future development of teaching and learning in RE. Pupils enjoy RE and are enthusiastic about lessons. Work in RE books is thoughtful and completed to a high standard. Older pupils particularly enjoyed exploring the image of God through illustrations. One pupil used the sun to illustrate God as light of the world, a leaf to represent peacefulness, a halo to signify holiness and a wave to express creation. A safe and open culture for discussion enhances learning attitudes, as pupils are not afraid to ask big questions. Pupils are introduced to world religions and enjoy comparing the beliefs and practices of different faiths. Regular assessment using an online tracker, enables the RE lead to monitor progress to ensure all flourish. Training received from the partnership with the Diocese makes a significant contribution. As a result, the RE lead feels well supported in her role. A new scheme of work is being piloted and introduced. Professional development is an action on the development plan to support these changes. This is so all staff can deliver high quality RE which contributes to the school's vision.

The commitment of leaders to the vision that pupils experience 'life in all its fullness' makes this a thriving community where all flourish.

Information			
School	Mossley Church of England Primary School	Inspection date	24 November 2022
URN	141152	VC/VA/Academy	Academy
Diocese/District	Chester	Pupils on roll	436
MAT/Federation	Mossley SAT		
Headteacher	Helen Harrison		
Chair of Governors	Sharon Hennam-Dale		
Inspector	Pamela Hartley	No.	941