



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Mossley CE Primary School

Boundary Lane, Congleton, Cheshire, CW12 3JA

**Previous SIAMS grade:** Outstanding

**Current inspection grade:** Outstanding

**Diocese:** Chester

Local authority: Cheshire East

Date of inspection: 2<sup>nd</sup> July 2015

Date of last inspection: 23<sup>rd</sup> March 2010

School's unique reference number: 111258

Headteacher: Sue Aston

Inspector's name and number: Jane Brooke 658

#### School context

Mossley Church of England Primary school has 386 pupils and serves families in a socially and economically advantaged district of Congleton. The proportion of pupils on free school meals is 3.2% which is well below the national average. The number of pupils with special educational needs and/or disabilities is below the national average. The vast majority of pupils are white British heritage. The school has gained the Basic Skills Quality Mark, Healthy Schools, Go 4 it, Green Flag, Intermediate International School Award and the Active Mark. At the beginning of August 2014 the school converted to Academy status.

#### The distinctiveness and effectiveness of Mossley as a Church of England school are outstanding

- A deeply embedded family Christian ethos which results in exemplary behaviour in the classroom and the playground.
- Excellent links with the local church and other local denominations so that pupils understand the diversity of Christianity in the locality.
- Residential visits and activities in and out of school which impact very positively upon spiritual, moral and social development.

#### Areas to improve

- Provide opportunities for pupils to plan and lead worship.
- Develop pupils' understanding of the multicultural dimension of Christianity.

#### The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The school strapline, 'Achieve, Succeed, Believe', displayed around school with crosses, summarises the strengths of the school. The school is a place of peaceful, purposeful learning living out the Christian values of community and love and led by a committed Christian leadership team. The entrance display of a picture of Jesus, the light of the world, by an open Bible and the open, warm welcome in the school are indicative of the Christian distinctiveness which is tangible to any visitor. Senior leaders focus upon encouraging every pupil, as a child of

God, to achieve well so that the internal tracking indicates that pupil performance at the end of Key Stage 1 and Key Stage 2 has improved and is above the national average. Pupils are sociable, confident and unpretentious. They interact maturely with one another in the classroom living out the Christian value of peace-making in the playground, modelled by the staff. They enjoy coming to school and attendance is good. The spacious playground with quiet areas and the hall at lunch time have an atmosphere of quiet, social enjoyment supporting spiritual development and behaviour is exemplary. Pupils feel safe in school and know who to approach if they have a concern. The peer mediation gives confidence to the lead pupils, prepares them to resolve any future conflict issues in life and supports their moral development. Pupils are aided socially in transition from Key Stage 1 to Key Stage 2 through the proximity of the open plan classes. Year 5 and 6 visit the high school and speak proudly of having 'been to the high school today'. Parents attend the final act of worship where the vicar encourages the pupils to understand that they may be leaving the primary school, but God is always with them. Year 1 and Year 5 receive Bibles funded both by the church and the school which are then used in school in Religious Education (RE) to support learning. A sense of community and spirituality are developed through the Junior's school performance of the musical where the pupils sing with accuracy and enjoyment whilst also learning the Bible story of Jonah. The displays around school are vibrant, creative and celebrate pupils' learning within a creative curriculum and indicate, as one pupil said, that learning is 'fun'. There are no explicit Biblical references in the class displays. Every class has a reflective area which is used during the day at prayer times and offers quiet indoor space during a busy day. Pupils know the school is a church school, speak knowledgeably about the links with the church, and are proud that they changed the school badge which has a cross in the centre. Carefully planned activities relating to Christian values during the residential trips in Year 2, Year 4 and Year 6 impact effectively on spiritual, moral and social development. One pupil spoke of learning about the Christian value of trust by being blindfolded and working as a team. Pupils identify the diversity of local Christian visitors to school as Methodist, Salvation Army and representatives from Churches Together. They understand how the children in their link school in Kenya have their daily worship outdoors due to the heat. Pupils do not yet understand the diversity of Christian practices across the world. RE contributes to the Christian distinctiveness particularly through the interactive, engaging educational experiences offered by the local vicar as an Easter and Christmas experience which enrich the pupils' understanding of the Christian faith. RE challenges the pupils to reflect on the Christian faith. Two pupils were baptised as a direct result of an RE lesson where the class visited the church to learn about baptism. Pupils speak of enjoying 'making things' such as a paper boat to understand the story of the stilling of the storm so that they can remember the story. They learn to respect and critically evaluate other faiths through opportunities to compare similarities and differences between Islam, Judaism and Christianity. They do not visit places of worship for other faiths.

### **The impact of collective worship on the school community is good**

Collective Worship contributes well to pupils' spiritual and moral development through the delivery and the content planned around Christian values. Staff plan worship in pairs and all staff, including newly qualified teachers, lead worship on a rota basis which encourages all staff to develop professionally within a church school context. The church's year is celebrated both in the church and at school and parents appreciate being invited to both mothers' and fathers' day worship in school to share the spiritual opportunities with their children. The theme of a Christian value is taken into each week and used by teachers as opportunities arise in the teaching and learning. Pupils' response to the worship is given weekly in written feedback on the wall in the hall. It does not include the phrase, 'even better if..' in order to help staff focus upon how to improve the worship. Worship is centred on Bible stories and connections are made with pupils' own lives. Before hearing the story of the ten lepers, pupils were asked to consider how they felt when someone said 'thank you' to them. The leader knew every pupil by name and they responded eagerly to his questions. As a result of the worship pupils often said 'thank you' during the day. The Trinity has been part of the content of worship but there

is no other mention of the Trinity in prayers. Pupils learn an overview of the Bible from the visit of Bible Explorer during worship which supports their learning in RE. They understand that prayer can be helpful at times of difficulty and they make use of the available worry boxes in the reflection area. During the class assembly one pupil wrote in the class record the prayer, 'Please look after my grandad.' The pupils know the Lord's Prayer and both prayers said during the day by heart. They are not familiar with Anglican responses. Every reflective area in the classrooms has a knitted bear, made by a local church community, for pupils to hold as they pray so that pupils develop a sense of intimacy and comfort in prayer. Pupils do not currently plan and lead the worship.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

The headteacher, senior leaders and governors have a vision and a deep concern for the personal well-being and academic achievement of every pupil which is rooted in the Christian value of love and respect for every pupil by all staff. The open door policy of all senior leaders is a strong basis for the very positive relationships between staff and pupils which stems from the fundamental Christian value that everyone is equal in the sight of God. Pupils and parents are both highly valued members of the Christian family and are frequently asked for their feedback through questionnaires, parent forum and school council. Parents' comments on their hopes for their Reception child are displayed on the wall for the year which indicates a strong, trusting partnership. Pupils' spiritual, moral, social and cultural development is outstanding and very well promoted through the opportunities for worship, creativity in lessons, outside school activities such as Art club and musicals and the understanding of other cultures through the link with the Kenyan school. Governors and pupils are actively involved in writing the school development plan. Governors are informed and support all actions concerning the effectiveness of the church school action plan which is separate from the whole school development plan. They challenge the leadership team and speak of a strong mutual respect where everyone's opinion is both heard and respected regardless of disagreement. Governors speak of being welcome in school at any time and appreciate the training given in order for them to be more effective when they visit a class. The senior leaders rightly take pride in dealing with any school issues efficiently and effectively which prevents any problems escalating. The decision to have all staff available for ten minutes in the playground before the start of the day indicates the desire to work with parents in order to ensure the well-being of every pupil. Teachers are available socially at other occasions, such as a school barbecue, where parents take the opportunity to talk informally. Parents are very positive about the individual care given by teachers, their approachability and their concern to help every pupil achieve. Parents appreciate the taught knowledge and understanding of the Bible and how it impacts positively on home conversations. One parent spoke of her child talking naturally about the Christian understanding of life after death during a discussion about road safety. One member of staff has a theology degree, there is RE professional development through the collaboration with local schools and RE is well resourced. The headteacher and governors have encouraged professional development opportunities and enabled succession planning through the recent reorganisation of the senior leadership team. RE and collective worship are both well planned and organised. Statutory requirements are met. The school website has links with the church website so that parents can access service times and church activities. The local vicar is a visible strength to the school. He is always present at the welcome meeting for parents of Reception pupils and parents find him approachable when they need support for personal problems.

SIAMS report July 2015 Mossley Church of England Primary School, Boundary Lane, Congleton, Cheshire CW12 3JA