




Achieve. Believe. Succeed. They shall have life, life in all its fullness' (John 10:10)

Who are we?	Why are we here?	How then do we live?
<p>Strand 1: Vision and leadership</p> <ul style="list-style-type: none"> We are confident and proud to belong to a Christian school. Our distinctive Christian vision continues to underpin our aspiration to provide the highest educational standards possible in order to realise the potential of all our children. The school has a clear Christian vision, which is rooted in our statement: 'They shall have life, life in all its fullness' (John 10:10) This inspires us to live out our Christians Values and to strive for excellence in all that we do whilst celebrating life in all its fullness. Our Christian Vision underpins all our school policies, which are shaped by our vision and values. Our behaviour and well-being system links to our whole school values and children rewarded for demonstrating school's values. We continue to work closely with the Parish and we agree a programme for each academic year that involves the school, local community which are deeply rooted. SIAMS SEF is shared with Governors and they also have input into the self-evaluation process. Values and vision are a standing item on the agenda for Governor meetings and staff meetings. 	<p>Strand 2: Wisdom, Knowledge and Skills</p> <ul style="list-style-type: none"> As a result of our Christian vision and wanting every child to achieve their full potential our pupils achieve above the national average in most subjects. Pupil progress is tracked rigorously through termly pupil progress meetings; these meetings are support by SLT. During these meetings staff discuss vulnerable groups. Interventions are quickly put in place and the school offers 'Early Bird' time. Pupil Premium funding is spent carefully in order to ensure that no child is 'left behind'. We have a broad and balanced curriculum which explores other faiths alongside the Christian beliefs and our school values. This supports the embedded ethos of our school through our beliefs that every child is unique and should live life to its fullest. 	<p>Strand 3: Character Development, Hope, Aspiration and Courageous Advocacy</p> <ul style="list-style-type: none"> Mossley pupils have the opportunity to take part in various experiences to reach their full potential in the image of God. We teach pupils that they can make a positive impact on protecting our planet for future generations. We ensure that every class has the opportunity to explore global issues and big questions and relate them our vision. Our knowledge of the children in our care, helps us to ensure their journey through Mossley is settled, full of opportunities and chances to take risks. We promote that in order to live life to the full you have to love one another and you have to be able to give, share and learn from others. We actively promote working with, learning from and raising money for people in the community.
<p>Strand 4: Community and Living well Together</p> <ul style="list-style-type: none"> Our Mossley Behaviour Policy ensures that all pupils understand what is expected of them to promote our 'warm, caring ethos' and to ensure they develop as well rounded individuals. Children are taught to how to forgive and reconcile as Jesus taught us all in his stories in the Bible. Leaders have links with multi-agencies, and they are involved in our school to help all to flourish. These agencies help the mental health and wellbeing of our children be supported eg, Social Services, Stonewall resources, SWAN, ELSA etc. Staff wellbeing is supported through a staff wellbeing tree, "We've been mugged", Staff Shout Out, Midweek Magic, access to counselling. 	<p style="text-align: center;"><u>Mossley CE Vision</u></p> <p><i>At Mossley, we embrace our Christian foundations; provide many 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.</i></p> <p><i>Thankfulness/Hope/Peace/Endurance/Creativity/Wisdom</i></p>	<p>Strand 5: Dignity and respect</p> <ul style="list-style-type: none"> Our Christian vision runs through everything that we do at Mossley and provide children with rich opportunities to develop as individuals in a stimulating and safe environment six Christian value. Ours help to unpick and develop our commitment to effective safeguarding. The children are taught how to keep themselves safe through our broad and balanced curriculum and our mapped out PHSE curriculum (Jigsaw). are committed to raising the awareness of equality for all. The children develop a respect and understanding of other religions and cultures through there RE lessons and visits from other faiths and backgrounds e.g. A member of the Muslim community teaching the children about Islam. Throughout the year the children have whole school themed days/months to celebrate different events and further their learning about different cultures



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<p>Strand 6: The Impact of Collective Worship</p> <ul style="list-style-type: none"> In order to help all children and adults to develop in the image of God and live life in all its fullness, we recognise the importance of Collective Worship in supporting this. Therefore, we have a variety of adults and children leading Collective Worship bringing their own spiritual experiences (Picture News. Open the Book). All pupils are given opportunities to appreciate that Christian worship can take many forms- singing, stories from the Bible linked to vision and values, prayer. We have a very strong links with our local church community and a regular dialogue with them about Worship at Mossley. Worship, prayer and Picture News make reference to everyday issues eg, linking Bible stories big questions. 	<p>Strand 7: The Effectiveness of religious Education</p> <ul style="list-style-type: none"> Religious Education at Mossley promotes self-awareness , respect for all, open mindedness, appreciation and wonder. We follow the local SACRE and Chester Diocese plans. Whole school plan shows a balanced RE curriculum Our lessons are challenging and creative, focusing on 'Big Questions.' Children are encouraged to think wisely and to reflect on their own and other's responses to enable all to flourish. We provide opportunities for children to reach their full potential and, in accordance with the Statement of Entitlement and our Vision, experience 'life in all its fullness'. RE is assess half termly using DC Pro. RE lead attends regular RE leaders meeting and local cluster meetings. Staff/Governors are regularly updated on RE during INSET/staff meetings. 	 <p><i>Achieve Believe Succeed</i> 'They shall have life, life in all its fullness' (John 10:10)</p>
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SIAMS Evaluation Summary 2022

School Context	Diocesan Partnerships	RE Syllabus
<p>Mossley Church of England Primary school has 436 pupils and serves families in a socially and economically advantaged district of Congleton. The proportion of pupils on free school meals is 5% 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.</p>	<p>Chester Diocese</p>	<p>East Cheshire SACRE Plans and Chester Diocese.</p>



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Strand	Impact	Next Steps
<p style="text-align: center;">1: Vision and Leadership</p>	<p>Pupils and staff relationships interact within a strong awareness of our Christian vision. All are reminded that our conduct has to model our Christian values. We explore what it means to 'shine' within day to day practice such as learners leading learning, resilient attitudes, social interaction and forgiveness. As a result of the school's vision, this drives us to want to achieve excellence in every aspect. Our pupils can describe the impact of our values in their lives and behaviour. All members of the school community are committed to ensuring that these values are embedded in the daily life of the school by giving them high prominence. Our Christian values are clearly visible and permeate in everything that we do. It can be easily recalled when reflecting on behaviour incidents and how friendship and compassion needs to be put into practice. The quality of collective worship is enhanced because the whole school community find the vision and the values relevant and pertinent to their relationship with God and to each other.</p> <p>As a result of our distinctly Christian vision, policies set out the high standards that we expect of staff, pupils and parents, which ensures that children flourish in the image of Christ and that he is our constant role model in everything that we do. As a result of close parish and community links we hope to strengthen our distinctive Christian character even further. Holy Trinity Church is at the heart of our school community, which deepens our biblical understanding. It also allows us to live out our values within the local community and parish.</p> <p>The governors have an accurate and up to date working knowledge of the school. This allows governors to be able to hold the school to account and challenge senior leadership. Foundation governors are able to contribute to shaping the school's Christian vision. As a result of the collaborative approach in writing the SIAMS SEF, this ensures that all stakeholders have a good understanding of the school's Christian vision and are constantly reflecting on current practice.</p>	<p>To further the work of the local community.</p> <p>To further support governors in their role.</p> <p>To further embed our Christian values and ethos.</p>
<p style="text-align: center;">2: Wisdom, Knowledge and Skills</p>	<p>As a result of high academic standards this ensures that all children achieve their full potential just as God would want us to. The careful tracking and monitoring of children means that any child who is not achieving their full potential is identified quickly and appropriate support is put in place. By targeting our Pupil Premium funding carefully we ensure we achieve maximum amount of impact. The impact of support from our SENCo and timely meetings with staff is that teachers are able to meet the needs of all learners. It ensures that all children are able to access the curriculum and continue to make good progress. It also means that teachers/teaching assistants are able to support individual children with specific and sometimes complex needs. Our Family Liaison Officer also helps our families to navigate parenting issues which means that they are also able to support their children. This means that these children and their families are able to live life to its fullest. Our text driven curriculum offer is underpinned by our Christians Values which means that they develop an in-depth understanding of each value and what it means to them and their families. It helps them to understand what it means to be a Christian and how they can be the best version of themselves. This enables them to live life to its fullest and to achieve their full potential. b) A broad and balanced curriculum where the children explore other faiths means that our children have a mutual respect for others and are able to understand God's world and their part in it. Our curriculum offer enables our children to understand local and global issues meaning that the children are more prepared for when it comes time to make those next steps in their educational journey. Our text driven curriculum means that children are exposed to rich stories and poetry that highlight current, global issues making them active citizens. Driven by our Christian vision, our wider curriculum such as visitors, trips, residential, sporting activities and after school clubs means that all of our learners are able to enjoy and participate in new experiences. This means that our learners are resilient, empathetic, independent, sociable and have the opportunity to develop new skills. Our delivery of Jigsaw means that children Trips such as a WW2 workshop completed by Year 6 means that they are able to empathise with people of the past. A visit to Chester Zoo enabled our children to understand the importance of conservation. It also means that they work harder and make better progress because all of their needs are being met, not just academic. Worship and reflection opportunities are relevant and very accessible to the school community. It meets the needs of all learners and contributes to their spiritual development and helps to create a prayerful community. Celebrations such as Christingle create a sense of awe and wonder for our children and this becomes a lasting spiritual memory for them. By exploring our woodlands and the outside environment our children appreciate God's world and their place in it. By doing topics such as Fragile Earth and taking part in Earth Day our children understand the challenges facing God's earth and what they can do to try and help.</p>	<p>To ensure that all year groups continue to take learning outside; using the woodland/outdoors as a space for reflection and worship.</p> <p>For staff to begin to plan more trips/experiences now that Covid restrictions are beginning to be lifted.</p> <p>To consider and implement ways in which to involve parents/governors further with our collective worship.</p>



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<p>3: Character Development: Hope, Aspiration and Courageous Advocacy</p>	<p>Through the opportunities and experiences Mossley children have, they are able to reach their full potential and aim to 'live life in all its fullness.' Mossley pupils are respectful individuals who take risks, persevere and become good citizens of the future. Children understand we learn from mistakes and focus on 'I can't do that yet' growth mind-set learning. Our children want to make a difference and seek to fundraise and raise awareness amongst the community about such issues; children are keen to hold their own fundraising events (e.g. a pupil holding a cake sale for her local charity, Year 6 pupils 'Smile Day.'). In response to requests from the children we regularly support Children in Need and Comic Relief. Children make suggestions and discuss their ideas through School Council meetings. Our children and the Mossley community support others in our local area through our magnificent collection of food for our Harvest Service each year for The Storehouse. With our rich curriculum, Children learn how to make a positive impact on protecting our planet for future generations which include debates, discussions and reflection on big questions as well as practical advocacy through crisp packet recycling and re-using school uniform. Our weekly whole school celebration assembly, promotes individual and group achievements and positive learning behaviours. These are rooted in our Christian vision for the best we can be. We also celebrate children who have promoted and/or displayed our Christian values throughout the week. Every class has the opportunity to explore global issues and big questions and relating it to our vision. We do this through weekly Picture News assemblies. The emphasis is on how can they, as a child of God can make a difference to the world we live in. Our children and the Mossley community support others in our local area through our magnificent collection of food for our Harvest Service each year for The Storehouse.</p>	<ul style="list-style-type: none"> • To begin to apply for the Global Citizenship award. • To have 'courageous advocacy' day using 'Little People, Big Dreams' books. • To have our Worship and Wellbeing Ambassadors taking part in the National Younger Leadership Groups.
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<p>4: Community and Living Well Together</p>	<p>Pupils gain resilience and empathy through learning how to solve disagreements with support from adults. They learn the importance of forgiveness, as well as having the opportunity to reflect on the impact of their behaviour on others. Problem solving skills are developed when groups discuss how to approach an issue affecting everyone. Working as a group develops our sense of community within classes, while allowing children to grow as individuals. Worries are able to be expressed privately, allowing individuals to share personal worries and concerns about other pupils/ staff/ situations. This is developing a safe and secure environment, children and adults know their feelings are respected and listened to.</p> <p>Through our weekly Jigsaw sessions and Whole School Picture News discussions, children engage with global issues and make difficult issues relevant to us. Links and a perspective of the wider world are being developed, allowing children to find their own understanding of issues that will affect them or that others may face. Our School Council ensures children have a way of being heard within school and our elected Pupil Leadership Team provide all children with a voice that can be heard. All children who wish to have the opportunity to work in these roles prepare a speech to persuade their peers to vote for them; developing a sense of democracy. This process allows children to share their creativity and endurance through working through an election process.</p> <p>Leaders actively seek to promote belonging, positive mental health and wellbeing amongst all members of the school community. The Wellbeing Award for Schools (WAS), which involved pupils, staff and parents, has been awarded and all members of our community feel supported. Children who have taken part in "The Art of Brilliance" sessions have been enthused and encouraged. Support for specific needs are available through Play Therapy and SWANS (provided through CECP (Congleton Education Community Partnership)). Focussed Emotional support can be given to some children through the use of our trained ELSA (Emotional Literacy Support) specialists. A pilot scheme with VISYON (a children's mental health organisation) is being well received and the children accessing it are gaining the specialised support they need. Staff are grateful for the "Staff Wellbeing Tree" and the "We've been mugged", small gifts that give a feeling of being appreciated by others. Staff know that SLT are supportive and approachable, allowing professional dialogue to take place. Staff can show their gratitude to others, through "Staff Shout Outs" and a thank you lunch is provided for all who have worked within school (volunteers, governors etc). 'Midweek magic' is well received by all staff as it sets time aside after school for staff to sit together and chat about their day with coffee and cake.</p> <p>A sense of community is developed through school, links with the community and our links with the Church. We visit the Church regularly through the school year, as well as the church members from a range of local churches coming into school to lead worship sessions and lessons. We take part in community activities: our choir having close links with a local Care home, joining in with town events (Back to Back gardens, Christmas Lantern Parade, statue unveiling) holding community days and supporting many local charities. Our links with the local Secondary Schools are well formed, visiting them for subject specific lessons, watching productions and science clubs. We develop a sense of national identity through taking part in national events such as the East Cheshire Hospice Jingle Jog, Sport/Comic Relief and Children in Need.</p> <p>Children are encouraged to have class "jobs" to encourage a sense of belonging within the class. Children's individual work is celebrated through displaying their work and a weekly whole school assembly is held, where individual, as well as team achievements are celebrated. Parents and Grandparents are invited into school to share school dinners and coffee mornings.</p>	<ul style="list-style-type: none"> • Staff and parents to have Emotion Coaching training. • Future Community Days are planned.
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<p>5: Dignity and Respect</p>	<p>All teachers and staff are comfortable to share any safeguarding concerns with SLT. The impact of this is that the whole has clear picture of what is going on and informed decisions can be made around any issues. Pupils at Mossley show a maturity when discussing safeguarding issues and should be able to identify potential problems quickly e.g. When discussing dangers around internet safety and bullying. By employing a skilled SEND coordinator, teachers feel confident when providing extra support, time and care to those identified as SEND children. It also means that the progress of these children is monitored very closely and that individual care plans can provide personalised targets to meet each child's needs. Children identified as SEND, make good progress. The children's awareness of other cultures has improved and this is evident in pupils RE books, class assembly discussion books and Jigsaw books. The children at Mossley are taught to be respectful and tolerant when learning about other faiths and religions and as a results show a maturity when learning about difference, often viewing differences in a positive way. The children's behaviour and attitude towards these subjects has been complemented by visitors from other faiths. The children at Mossley are very respectful and understanding to all. They understand their self-worth and as they move through school are starting to show an increased understanding of their own bodies, what makes them unique and some of the changes that will affect them as they grow older. In particular, children in year 6 are able to discuss body changes, relationships including same sex or gender and challenging stereotypes with a level of maturity and confidence.</p>	<ul style="list-style-type: none"> To continue to use the Jigsaw resource to teacher dignity, respect and to love ourselves.
<p>6: The impact of collective worship</p>	<p>Pupils have greater understanding of their spiritual self, increasing their confidence and open-mindedness. As a result of daily worship, children are able to talk confidently about Christianity and the importance of our 6 Christian values and our vision 'living life in all its fullness'. Children have a better understanding of Christianity as a global faith and a deeper knowledge of the theology and the life of Jesus. Staff are more confident with relating everyday issues to the teachings of Jesus using the Picture News resource. As a result of the variety of links we have with our local church, this means that worship is always rich and varied. The Worship Council help to share our vision and values by planning and leading Worship when possible.</p>	<ul style="list-style-type: none"> To further enhance the understanding of the Trinitarian nature of God. To develop outdoor prayer spaces for Worship.
<p>7: The effectiveness of religious education</p>	<p>The impact of RE at Mossley is positive in the way that Children respect and treat each other. Each year group has 50% focus on Christianity to provide a deeper understanding of Christianity and the stories from the Bible. Children have a good understanding of Christianity as a world religion (crosses around the world, Christmas around the world). They have respect for different cultures and religions and from our planning, they learn about the key practices of these religions and can express the importance of them. They can share their ideas and opinions in the safe environment for 'all God's children'. Big questioned are answered in RE lessons ad reflected on to high standard in RE books or Floorbooks for discussion work. RE lead is confident in leading RE across the school and through regular training, good practise is developed and shared. RE lead regularly attends network meetings to further improve RE and keep up to date with guidance. This has lead to improved teaching RE teaching across school. The regular assessment in RE using DC Pro, enables the RE lead to track all groups of children and ensure they are flourishing and being challenged in the subject.</p>	<ul style="list-style-type: none"> To implement the Understanding Christianity resource after GU's training and inline with the new Cheshire East RE syllabus.